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**THE IMPACT OF NEGOTIATION ROLE-PLAY ON THE
DEVELOPMENT OF EFL PREPARATORY CLASS STUDENTS'
INTERCULTURAL COMPETENCE**

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MÜZAKERE ROL YAPMANIN İNGİLİZCE HAZIRLIK SINIFI
ÖĞRENCİLERİNİN KÜLTÜRLERARASI YETERLİKLERİNİN
GELİŞİMİNE ETKİSİ

Hazırlayan
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Dedicated to my beloved family

TEZ ONAY SAYFASI

Emre SOBACI tarafından hazırlanan “THE IMPACT OF NEGOTIATION ROLE-PLAY ON THE DEVELOPMENT OF EFL PREPARATORY CLASS STUDENTS’ INTERCULTURAL COMPETENCE” başlıklı çalışma aşağıdaki jüri tarafından .../.../..... tarihinde yapılan savunma sınavı sonucunda oy birliği/oyçokluğu ile Amasya Üniversitesi Sosyal Bilimleri Enstitüsü İngiliz Dili Eğitimi Bilim Dalında Yüksek Lisans Tezi olarak kabul edilmiştir.

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10/05/2023

Emre SOBACI

ABSTRACT

THE IMPACT OF NEGOTIATION ROLE-PLAY ON THE DEVELOPMENT OF EFL PREPARATORY CLASS STUDENTS' INTERCULTURAL COMPETENCE

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With the development of the internet and transportation systems, the interaction among people has increased globally. Thanks to these advances, language learners can instantly communicate with foreigners. However, they sometimes have difficulty communicating due to a lack of effective cultural activities to build intercultural competence in English as a Foreign Language (EFL) classes. An innovative role-playing activity was designed in this study to prepare learners for real-life situations better and foster their cognitive, affective, and behavioral skills. Hence, this study aimed to explore the impact of designed negotiation role-playing activities on the intercultural competence of language learners. A quasi-experimental research design was applied to analyze the effectiveness of negotiation role-play activities on the intercultural competence levels of 12 preparatory class students enrolled in two preparatory classes at Ondokuz Mayıs University in the 2022-2023 spring semester over a five-week period. The experimental group participants received negotiation role-playing interventions, while the control group participants did not. To determine students' intercultural competence level and the effectiveness of the negotiation role-play activity, quantitative data were collected through the intercultural competence scale (ICS) developed by Chao (2014), and semi-structural interviews with voluntary participants provided qualitative data. Quantitative data were analyzed with SPSS statistical software, and qualitative findings obtained through semi-structured interview questions were organized, coded, and categorized using OneNote and MAXQDA software. The findings showed that the negotiation role-playing intervention significantly improved the experimental group's intercultural competence, particularly in the behavioral, knowledge, intercultural consciousness, and affective dimensions. The results of this study demonstrated that negotiation role-playing has great potential to enhance the intercultural competence of language learners and promote peaceful coexistence in a multicultural society.

Keywords: intercultural competence, negotiation, role-play, preparatory class students

ÖZET

MÜZAKERE ROL YAPMANIN İNGİLİZCE HAZIRLIK SINIFI ÖĞRENCİLERİNİN KÜLTÜRLERARASI YETERLİLİKLERİNİN GELİŞİMİNE ETKİSİ

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İnternetin ve ulaşım sistemlerinin gelişmesiyle birlikte insanlar arasındaki etkileşim küresel olarak artmıştır. Bu gelişmeler sayesinde, dil öğrenenler yabancılarla anında iletişim kurabilmektedir; ancak, Yabancı Dil Olarak İngilizce (EFL) sınıflarında kültürlerarası yeterlilik oluşturmak için etkili kültürel aktivitelerin eksikliği nedeniyle bazen yabancılarla iletişim kurmakta zorluk çekmektedirler. Bu çalışmada, öğrencileri günlük hayata daha iyi hazırlamak ve bilişsel, duyuşsal ve davranışsal becerilerini geliştirmek için yenilikçi bir rol yapma aktivitesi tasarlanmıştır. Bu çalışma, tasarlanan müzakere rol yapma aktivitelerinin dil öğrenenlerin kültürlerarası yetkinlikleri üzerindeki etkisini araştırmayı amaçlamıştır. 2022-2023 bahar yarıyılında Ondokuz Mayıs Üniversitesi'nde iki hazırlık sınıfında öğrenim gören 12 hazırlık sınıfı öğrencisinin kültürlerarası yeterlilik düzeyleri üzerinde müzakereci rol yapma etkinliklerinin etkililiğini beş haftalık bir süreçte incelemek için yarı deneysel bir araştırma deseni uygulanmıştır. Deney grubu katılımcılarına müzakere rol yapma müdahaleleri uygulanmış, kontrol grubu katılımcılarına ise uygulanmamıştır. Öğrencilerin kültürlerarası yetkinlik düzeyini ve müzakere rol yapma etkinliğinin etkililiğini belirlemek için Chao (2014) tarafından geliştirilen kültürlerarası yetkinlik ölçeğinden (ICS) nicel veriler toplanmış ve gönüllü katılımcılarla yapılan yarı yapılandırılmış görüşmelerden ise nitel veriler sağlanmıştır. Nicel veriler SPSS istatistik programı ile analiz edilmiştir. Yarı yapılandırılmış görüşme soruları ile elde edilen nitel bulgular ise OneNote ve MAXQDA programları kullanılarak düzenlenmiş, kodlanmış ve kategorize edilmiştir. Araştırma sonuçları, müzakere rol yapma aktivitelerinin deney grubunun kültürlerarası yetkinliğini özellikle davranışsal, bilgi, kültürlerarası bilinç ve duyuşsal boyutlarda önemli ölçüde geliştirdiğini göstermiştir. Bu çalışmanın sonuçları, müzakere rol yapma uygulamasının dil öğrenenlerin kültürlerarası yetkinliklerini artırma ve çok kültürlü bir toplumda barış içinde bir arada yaşamayı teşvik etme konusunda büyük bir potansiyele sahip olduğunu göstermiştir.

Anahtar Kelimeler: kültürlerarası yetkinlik, müzakere, rol-yapma, hazırlık sınıfı öğrencileri

FOREWORD

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LIST OF ABBREVIATIONS

CBI	Content-based instruction
CEFR	The Common European Framework of Reference for Languages
EFL	English as a foreign language
ELT	English language teaching
FLE	Foreign language education
FLT	Foreign language teaching
IC	Intercultural competence
ICR	Intercoder reliability
ICS	The Intercultural competence scale
NRP	Negotiation role-playing

CHAPTER I

1. INTRODUCTION

1.1. Background of the Study

Nowadays, with the help of technological developments and massive progress in transportation systems, the interaction among people has increased globally. Improvement in the Internet network has connected technological devices globally. Anyone with a smart device, like a smartphone, tablet, laptop, etc., can interact with someone from a different country anytime, anywhere. Using applications like WhatsApp, Skype, etc., people can even call foreigners instantly without extra cost. In addition, advances in the transportation network have allowed passengers to travel fast by planes all around the world. As a result of these radical changes, society has become more connected with foreigners and can quickly travel to new geographic areas. English language learners get the chance to experience such a fantastic enhancement even more. Since English is the lingua franca in the global world, English language learners use remarkable technological advances to rapidly convey their thoughts and messages during all sorts of communication with foreigners. As a result of increasing interaction, they experience new cultural aspects and exchange national norms, attitudes, beliefs, and values more than ever. In this sense, it is vital for learners to have a good sense of intercultural understanding to maintain healthy communication with someone from a different ethnic, linguistic, and cultural background.

Aside from the benefits, technological advances and transportation systems have accelerated cultural alteration and immigration due to national conflict or the search for a better life; and this has accelerated cultural assimilation (Rapoport et al., 2020). In today's world, a growing number of people travel to other countries with their children in search of a better life or to avoid local conflicts. Vastly expanding international mobility has increased societies' multicultural profiles (Stone, 2006). As a result, increasing numbers of immigrants, refugees, and asylum-seeking students are welcomed into classrooms worldwide. During the last decade, all types of schools in Turkey have become more ethnically and culturally diverse due to the increasing number of international students. The number of Syrian refugee children and children from other ethnic backgrounds is evergrowing due to vast migrations into Turkey. As part of the acculturation process, these children struggle not only with the difficulties of managing between school and home cultures but also with the discrimination they face from

peers and even from teachers (Ekici, 2018). They also suffer from prejudice, xenophobia, and discrimination every day (Şafak-Ayvazoğlu et al., 2021). To sow the seeds of tolerance, respect, and mutual understanding among students, activities which promote intercultural competence (IC) are essential in education policy (Chlopek, 2008). IC education can remove prejudice and enhance students' well-being, tolerance, and empathy (Mighani & Moghadam, 2019).

English language teaching classes are places where students with different ethnic backgrounds meet and interact (Barraja-Rohan, 1999). In such diverse classrooms, intercultural competence is crucial for enabling learners to engage in intercultural dialogues. Yet, intercultural competence, the ability to communicate across cultures, does not occur automatically; acquiring it is a lifelong process and must be learnt, practised, and maintained (Council of Europe, 2008). To help learners obtain IC and facilitate positive social interactions, the successful integration of intercultural activities into foreign language classes is significant (Stone, 2006). This is because the acquisition of intercultural competence does not occur automatically. It needs to be learned and maintained throughout one's lifetime (Huber & Brotto, 2012).

1.2. Statement of the Problem

In foreign language classes, fostering students' intercultural competence is essential to prepare them for the real world. In-class cultural activities, therefore, play a significant role for that purpose. However, there are insufficient practical and effective activities for teaching culture in foreign language classes (Byram et al., 2001). This lack of enough successful cultural activities in foreign language classes causes various problems and fails to prepare students for the real world. It is common for students to feel anxiety when communicating with someone from a different culture. When a new cultural setting and condition is experienced, it causes culture shock, tension, and uncertainty in language learners' emotions (Kirmayer, 1989). Such a high-stress level, especially during oral communication due to a lack of intercultural competence, leads to miscommunication. Eventually, this causes unwillingness to communicate and deteriorates language learners' self-confidence (Wu & Lin, 2014). It also leads to fear and avoidance of public speech (Gallego et al., 2022). Even anxiety within communication diminishes both the intrinsic and extrinsic motivation of language learners (Stark, 2019).

Enriching students' intercultural competence is one of the primary goals of foreign language classes, but the current education system sometimes fails to achieve it. Firstly, the education system is mainly exam-oriented, and an exorbitant amount of time and energy is spent memorizing exam topics (Öztekin Bayır & Tekel, 2021). If any cultural element is not asked in the exams, students may ignore learning them. The traditional way of teaching also makes for passive learners, and they become dependent on their teachers. In such classes, students may not develop their knowledge themselves; they passively listen and write. Conveying cultural information mainly through reading activities does not allow learners to play an active role in their learning progress (Moore, 2006). Providing students with sufficient cultural information and developing their intercultural competence through textbooks and reading texts is also insufficient. There have been numerous complaints from teachers regarding the lack of cultural and intercultural considerations coverage in most foreign language textbooks (González & Puyal, 2012).

Furthermore, language classes today fail to take into account the communicative aspects of cultures, which include body movements, gestures, mimicry, pronunciation patterns, tone of voice, code of ethics, etc. Providing students with these communicative elements is fundamental to the development of their intercultural competence since IC involves cognitive, affective, and behavioral skills (Bennett, 2009). According to Thorne and Tasker (2011), language should emphasize communicative aspects, including gestures and mimicry, rather than general rules while teaching culture. Factors such as tone of voice, pitch, eye contact, and body language directly affect the intention and message in multicultural interaction. For example, a person's body language and tone may affect how you interpret it when they say, "You are sweet." Thus, adapting communicative aspects while presenting cultural elements of any country is vital in sending a true message to foreigners. Being familiar with cultural behaviors helps learners to communicate effectively with people from different countries. This is because the appropriate behavior in one culture may be considered offensive in another (İsisag, 2010). Activities that include the communicative aspects of various cultures can also make language classes more authentic and exciting for language learners. Educators agree that a fun learning environment and interesting cultural content are essential in motivating English learners and developing their intercultural competence (Chao, 2018).

There is also a growing fear among foreign language teachers that they feel that they cannot teach culture effectively and develop their students' IC due to their lack of cultural knowledge and awareness of practical in-classroom activities (Byram and Kramsch, 2008). Similarly, Taşdemir (2015) asserts that many teachers are not qualified, so they fail to attract

students' attention. Besides, Wang (2020) claims that teachers rarely consider teaching intercultural issues in their language classes. Atay et al. (2009) also state that teachers know the importance of culture but do not know how to integrate culture into their classrooms. Regarding these problems, Byram et al. (2001) point out that a lack of good practices for teaching cultures, and insufficient attention to cultural dimensions in teacher education, may cause these problems. Gönen and Saglam (2012) also allege that inadequate training to incorporate culture into language classes leads to unsuccessful culture teaching by teachers.

1.3. Purpose of the Study

Helping language learners become culturally competent is essential for mutual understanding, trust, and effective communication. Intercultural competence can be learnt, practised, and maintained with successful cultural teaching practices in language classes (Council of Europe, 2008). To provide effective culture teaching practices, in-class activities applied by teachers should instill respect and tolerance among learners (Chao, 2018), present an opportunity to language learners to learn by doing, and make them active participants in the learning process (Byram et al., 2014), include interesting topics that uplift learners' both intrinsic and extrinsic motivation (Tran & Seepho, 2016).

Negotiation role-play activities are a promising way to incorporate communicative aspects of cultures, motivate learners, instill respect, and make learners active participants during the culture-learning process. Hence, this study aims to provide practical support to EFL students to develop intercultural competence through negotiation role-play activities. Innovative negotiation role-playing activities designed in this study aim to prepare language learners for real life by improving their cognitive, affective, and behavioral skills.

1.4. Significance of the Study

Traveling abroad, reading literary texts, searching on the web, or watching documentaries about different geographic regions can provide the possibility to learn more about new cultures and enhance intercultural competence. However, without being trained pedagogically, such experiences may lead to resistance and rejection (Byram et al., 2001). In-class cultural activities, therefore, play an essential role in making students familiar with cultural norms, values, and attitudes. When students become familiar with foreign cultures, they can confidently interact with foreigners and gradually become “intercultural speakers” (Byram et al., 2001). Thereby, it is essential to promote intercultural competence in the foreign

language classroom to achieve one of the primary goals of CEFR (Council of Europe, 2008). For building students' intercultural competence, this study offers practical support to EFL students in an innovative and effective way. Compared to traditional culture teaching practices, which lack communicative aspects, negotiation role-play activities can cover various cultures' verbal and non-verbal communication elements, promote value education, and enable learners to participate actively in motivational practices. Role-play can foster cultural competence (Shearer & Davidhizar, 2003).

In the negotiation role-play activities, students can gain an opportunity to learn by doing and practise various cultures' communication aspects by acting them out with their peers. This makes learners active participants and provides them with an enjoyable learning atmosphere. More learning occurs in dynamic learning conditions where students engage with peers (Ross-Feldman & Moss, 2003). Moreover, negotiation role-play activities can enhance language learners' intrinsic and extrinsic motivation. According to Tran and Seephho (2016), cultural teaching practices involving appealing cultural activities motivate students intrinsically and extrinsically to learn more about new cultures. Besides, negotiation role-play activities promote learners' autonomy. This is because learner autonomy, critical to adopting intercultural competence, is best developed through 'learning by doing' approaches. Hence, role-playing in coordination with their peers is a great way to foster learner autonomy (Byram et al., 2014). With learner autonomy, they can use cultural knowledge on different online platforms, including social networks or blogs, without traveling abroad. On such platforms, students can confidently share and enjoy cultural richness when interacting with someone from a different linguistic, religious, historical, and ethnic background.

Learning cultural norms, values, perceptions, and thought patterns prepares language learners for real-life situations, which is one of the primary objectives of foreign language education (Council of Europe, 2020). Valeeva et al. (2020) state that studying human values is one of the most important mechanisms for fostering intercultural competence. In this study, the primary aim of the negotiation role-play activities is to promote value education and support mutual understanding among students from different cultural backgrounds, identities, and personalities. To achieve that purpose, students study, discuss, and share various cultures' core values, attitudes, assumptions, patterns of interaction, and politeness conventions with negotiation role-plays. Such practices can help learners to learn when to initiate, start and terminate a conversation, which is essential for mutual respect for someone from a different nation. Thereby, culturally competent language learners can initiate and maintain conversation effectively with foreigners in culturally diverse situations (Alptekin, 2002). Undeniably, with

value education practices that contribute to the development of tolerance and respect, effective cultural teaching can be provided successfully (Chao, 2018).

The authentic languages spoken in other countries may differ from what is taught in language classes. For instance, reading passages in language books mainly prefer formal language patterns and ignore informal language. Informal language structures should be practised in classroom activities to prepare learners for real life. In role-play activities, students can be involved in authentic situations and get the chance to use informal expressions used in daily life. In such cases, learners are free to use vernacular language items. They may even learn about “ain’t” in speech while expressing a negative situation. Besides, role-play activities provide an opportunity for language learners to practise authentic situations where they actively use various forms of expression. Knowing when to apply kind, slang, and courtesy expressions is vital in building effective intercultural communication with people from various countries. In this way, they become aware of both formal and informal expressions used in English and develop their sociolinguistic competence. Practising formal and informal language patterns also prepares learners for authentic social conversations. In this way, they can become democratic citizens because the ability to interact with people from different cultures is a key competency required for democratic citizenship in a multicultural society (Byram et al., 2014).

To be successful and effective communicators in a target language, nurturing intercultural competence plays a significant role (Hismanoğlu, 2011). According to Bennet (2009), teachers should focus not only on cognitive skills but also on affective and behavioral skills to achieve IC. This is because IC combines cognitive, affective, and behavioral skills, and each plays an essential role in making learners successful intercultural communicators. Reading paragraphs used for culture teaching can provide knowledge but fail to develop behavioral and affective skills. Considering behavioral skills, in-class cultural activities should focus on both verbal and non-verbal skills. This is because non-verbal communication aspects like eye contact, shaking hands, gestures, mimicry, tone of voice, shrugging shoulders, etc., are crucial to achieving intercultural competence (Worawong et al., 2017). These communication aspects allow people to convey their messages without uttering a single word (Harmandaoğlu, 2013). Non-verbal communication is significant for effective communication with foreigners because it would be easy to convey messages without saying anything. According to some scholars, nearly 93% of meaning is inferred by people through non-verbal communication (Lapakko, 2007). Thus, negotiation role-play activities can significantly contribute to language learners becoming culturally competent because it is paramount to teaching non-verbal communication aspects in various cultures.

Second and foreign language teaching should be grounded in a humanistic understanding (Stevick, 1984). Students in foreign language classes must feel valued, safe, and loved in order to achieve success. According to Maslow (1943), a sense of love, affection, and social belonging must be filled for self-actualization and success. Therefore, teachers should also pay attention to the affective dimension, which instills a love in learners when choosing activities for culture teaching. Especially for international students to adapt and live in harmony with their classmates, classroom activities that comprise an affective dimension play a critical role. Refugee children face prejudice, xenophobia, and discrimination daily (Safak-Ayvazolu et al., 2021). Cultivating empathy, respect, and tolerance of ambiguity is essential to abolish biases and discrimination among students. So, activities that consider affective elements during culture teaching can provide practical support regarding that crucial issue. This is because the affective dimension in intercultural training develops learners' respect, empathy, and interest in other cultures (Byram, 1997).

To achieve the goal of eliminating discrimination and building empathy and respect among students, discussion activities were found to be practical in-class activities (Mighani & Moghadam, 2019). This study discusses and negotiates practical ways to cultivate open-mindedness and avoid prejudices, biases, and intolerance towards students from different nations and cultures. Discussing cultural topics in intergroup contact can be a powerful tool to prevent discrimination and prejudices (Brown & Hewstone, 2005). Such group negotiation activities also enable language learners to cooperate with their classmates and gain an unbiased attitude toward them. This is because group work puts cooperation at its center to build rapport among learners from different ethnic backgrounds, increase their motivation, develop mutual support between group members, foster interpersonal skills, and make students open-minded (Šerić & Praničević, 2018).

With this study, learners can compare and contrast cultural information and notice the differences between their own and other cultures while acting in negotiation role-play activities. Because such activities do not give information directly, it pushes learners to learn more about their own and various cultures, discuss findings with their classmates, and compare cultural richness. This is significant since developing the ability to compare their native culture with other cultures, evaluate critically, and interpret results, are fundamental to the success of EFL learners as intercultural communicators (Chlopek, 2008). Comparing and contrasting cultural information is crucial in intercultural learning and helps learners develop intercultural competence (Lustig & Koester, 2013). This is because when learners compare and contrast cultural knowledge, they can identify similarities and differences between cultures and gain a

deeper understanding of cultural perspectives, values, and norms that shape communication and behavior. This allows them to navigate better and adapt to different cultural contexts, an essential aspect of intercultural competence. Promoting different ways of thinking is valuable for developing intercultural competence (Dörnyei & Murphey, 2004).

Further, applying negotiation role-play activities in language classes can support teachers' knowledge about cultures. While organizing communicative tasks, teachers critically evaluate each step of the activities, engage in active learning, and research more on spoken and written cultural elements. Teachers' active participation in cultural activities can develop their qualifications regarding various cultures and enable them to present cultural knowledge adequately and appropriately (Habináková, 2015). In this way, teachers and students can explore the culture's verbal and non-verbal communicative aspects, including body movements, gestures, and mimicry, while preparing for negotiations. Consequently, they gain a greater understanding of their local culture, values, norms, and heritages (Mede & Gunes, 2019).

Overall, having intercultural competence is critical to making EFL students initiate conversation confidently while interacting with people from various cultures. Intercultural competence allows students to become unbiased toward their foreign classmates and act without biases. Promoting IC effectively is essential to avoid prejudices, stereotypes, and even racism; thereby, teachers should incorporate successful intercultural (IC) teaching activities into language classes. Considering the current problems in traditional culture teaching practices, negotiation role-play activities can position themselves as a promising alternative and provide practical support to foster IC effectively in foreign language classes. This is because it centers on value education, allows students to practise verbal and non-verbal communication patterns, promotes cognitive, affective, and behavioral skills, makes students active participants, and develops their knowledge with exciting topics. As a direct result of promoting IC holistically in language classes, students can communicate effectively and appropriately with people from various social, ethnic, and cultural backgrounds (Byram et al., 2002).

1.5. Research Questions

This study works with EFL Preparatory Class EFL students and seeks to answer the following research questions:

- What is the intercultural competence level of preparatory class EFL students?

- Are negotiation role-play activities effective in promoting intercultural competence in preparatory class EFL students?

It is hypothesized that negotiation role-play activities are promising alternatives to enhance preparatory EFL students' intercultural competence. In order to verify this hypothesis, the following sub-questions will be asked:

- What are the opinions of the preparatory class pre-service EFL students regarding the implementation of negotiation role-play activities to promote intercultural competence?
- Is there a difference in the pre-test and post-test scores of the preparatory class EFL students in the experimental group?
- How does the post-test of the preparatory class students throughout the implementation of negotiation role-play activities reveal IC in terms of,
 - a) Knowledge of intercultural interaction,
 - b) Affective orientation to intercultural interaction,
 - c) Self-efficacy in intercultural situations,
 - d) Behavioral performance in intercultural interaction,
 - e) Display of intercultural consciousness?

1.6. Limitations of the Study

This study has some limitations that should be acknowledged when interpreting the findings. Firstly, based on the characteristics and size of the sample, the inferences drawn from this study can only be generalized to the Turkish EFL preparatory class students' population. The experiment section of this study was conducted with only 12 participants, so more studies need to be conducted to draw more reliable conclusions. Secondly, different variables may influence intercultural competence, including living experience or spending time in another country, family background, and personal interest in cultures. Thirdly, the study was conducted online because the Council of Higher Education decided it would be appropriate to complete the spring term of the 2022-2023 academic year through distance education.

1.7. Assumptions of the Study

In this study, firstly, it is assumed that the participants will voluntarily participate in the research and give answers to questions sincerely. Secondly, it is presumed that any external factors will not influence students' responses and participation. Thirdly, it is assumed that

students' level of intercultural competence will be accurately measured by the IC scale used in the study. It is also presumed that preparatory class students who will participate in this study have the necessary language proficiency to engage in the negotiation role-play. Moreover, teachers are assumed to have the necessary skills and knowledge to facilitate negotiation role-play, which is essential for developing students' intercultural competence.



CHAPTER II

2. LITERATURE REVIEW

2.1. Culture

This section will first provide a number of definitions of culture. Next, an explanation of cultural elements and their role in foreign language teaching will be explored.

2.1.1. Definition of Culture

There is no universal definition of culture because scholars have not agreed on a single definition. Hua (2013) claims that there are more than 160 different definitions of culture by scholars. The immense interaction among the members of diverse societies and the impact of political, economic, and historical events leads to a change in cultures. Since practices and norms accepted by societies change over time, it is not easy to define culture (Byram et al., 2014). Chao (2018) defines culture as “a collection of things shared by a group of people” (p. 27). Byram et al. (2014) propose that culture is a combination of society's material, social, and subjective resources. Wolf & Polzenhagen (2006) address it as “the view of reality shared by a group of people” (p. 295). McCarthy and Carter (2014) claim that culture combines knowledge of language systems, social knowledge, and interactive skills. According to Alred et al. (2003), culture is the “shared beliefs, values and behaviors of a social group” (p. 50). Culture is even defined as a “way of life” by some scholars (Sarigül & Ashton, 2005, p. 2).

Culture is a complex concept that has been defined in many ways by scholars with different backgrounds. The distinctiveness of countries can be attributed to their culture. Each country has its unique cultural practices, events, and ceremonies. Culture is not just limited to the material goods that society creates and consumes but also encompasses the beliefs, values, and morals of its people. It shapes how individuals view and understand the world around them, as well as their own experiences (Abbasian & Biria, 2017). Even though there is no consensus on the definition of culture, it is often seen as a way for people to make sense of the world and their place in it, shaping how people interact with one another and the environment. Further, the concept of culture is a dynamic and evolving set of practices and beliefs shaped by historical, economic, and political factors, as well as developments, interactions, and influences from other cultures across the world (Byram et al., 2014). Overall, the term “culture” consists of a range of social customs, morals, religious beliefs, perceptions, values, traditions, behaviors, and artifacts that are characteristic of a particular group or society.

2.1.2. Cultural Elements

Culture is a very broad concept, and it consists of two parts. One part is easily observable and consists of factual knowledge such as literature, film, painting, dance, etc.; another part contains non-observable aspects, including norms, values, social relationships, customs, perceptions, use of body language, politeness conventions, etc. (Chlopek, 2018). Similarly, Hall's (1977) iceberg theory emphasizes that cultures are not solely made up of visible elements but also include invisible aspects underlying values, beliefs, and customs that mainly shape the behavior of individuals. The visible or external part of culture consists of traditions, literature, food, language, greetings, customs, behaviors, and easily observable aspects of cultural practices. On the other hand, the invisible or internal part of culture consists of beliefs, values, perceptions, attitudes, body language, manners, thought patterns, etc. Hall argues that the visible part of culture is only the tip of the iceberg and that the underlying culture is the most critical part which holds the key to understanding the true nature of a culture. Chlopek (2018) asserts that understanding non-tangible cultural aspects significantly impacts how people think and interact. Besides, Valeeva et al. (2020) point out that one of the most important mechanisms for fostering intercultural competency is the study of values.

Figure 1. The Sample Representation of Cultural Iceberg Elements



In Figure 1, some of the internal and external components of the Cultural Iceberg Theory are illustrated. According to Zelenková (2012), a culture's most important component is the hidden, internal one because it dictates behavior. He adds that external knowledge cannot

work successfully without internal knowledge about culture because it covers people's worldviews, rules of relationships, and communication styles.

2.1.3. Role of Culture in Foreign Language Teaching

In the last three decades, culture has played a crucial role in education, and the integration of culture into English language teaching has become increasingly significant (Clouet, 2006). Cultural education plays a substantial role in foreign language learning and offers a myriad of advantages for language learners. Through cultural education, students can gain knowledge and understanding of various cultures, their perceptions, customs, traditions, and values. Providing students with extensive cultural education sows the seeds of tolerance, understanding, and respect. It allows them to appreciate and understand the diversity of cultures, leading to peaceful and harmonious communities (Chlopek, 2008). Learning distinct cultures helps language learners be good people, be friendlier and respect other students because they know how to communicate better and abolish misunderstandings while interacting with classmates from different cultural origins (Tran & Seepho, 2016). In addition, cultural teaching practices in the curriculum also support learners in developing mutual respect and tolerance, sympathy, and positive attitudes toward other cultures (Cubukcu, 2013).

Hymes (1972) considers sociocultural knowledge a critical component of effective communication. Effective communication helps individuals to convey their thoughts and messages clearly and effectively while allowing them to understand and interpret the messages of others. This is necessary for building and maintaining relationships. In today's globalized world, understanding different cultures is becoming increasingly critical for success in a wide variety of professional fields, including business, education, and social work. Knowing cultural differences prepares learners for real life and teaches them how to act in the target culture. Because there are many differences between cultures regarding marriages, dating procedures, foods, clothes, beliefs, values, religion, laws, lifestyle, rules of social conduct, etc., having cultural knowledge helps learners understand when to cross their legs or remain silent, where to speak up, and what sort of facial expression should be displayed in which circumstances, etc. (Harmandaoğlu, 2013).

Many studies have found that acquiring cultural knowledge and integrating activities that support cultural competence motivate learners, support their language skills, and help them judge foreign cultures unbiasedly. For instance, integrating open educational sources to foster cultural competence has yielded positive outcomes for foreign language learners in Taiwan. In

this study, it was found that many foreign language learners' negative points of view and stereotypes towards other cultures changed, their English skills improved, and they became more motivated to learn more about different cultures (Lin & Wang, 2018). Similarly, Mighani and Moghadam (2019) found that discussing cultural topics could help to remove prejudices and enhance students' well-being, tolerance, and empathy. Besides, students can benefit from cultural education by gaining a deeper understanding of themselves and their own culture, which can promote personal growth and self-awareness. By learning about different cultures, students can develop a greater awareness and empathy for those with different experiences and perspectives. This can foster a more accepting and tolerant society, as individuals are exposed to different perspectives and ways of life.

2.2. Intercultural Competence

This section will first provide various definitions of intercultural competence. Following this, activities to promote intercultural competence, the advantages of having intercultural competence, studies on intercultural competence, and foreign language education will be explained.

2.2.1. Definition of Intercultural Competence

To integrate negotiation role-plays into preparatory EFL classes, it is essential first to understand what intercultural competence is. However, there is no consensus on the definition of intercultural competence. In literature, researchers have introduced varying opinions regarding what intercultural competence is and what constitutes it. Bennett (2009) identifies intercultural competence as "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts" (p. 97). According to Deardorff (2006), a common definition of intercultural competence includes three elements: valuing cultural differences, experiencing other cultures, and being aware of one's own culture. Spitzberg and Changnon (2009) define intercultural competence as the ability to manage the interaction between people with various affective, cognitive, and behavioral orientations. Arasaratnam (2016) asserts that intercultural competence is the ability to interact with people from different cultures in an authentic and positive manner. Similarly, it can also be defined as the ability to behave and communicate effectively in an intercultural situation (Deardorff, 2009). Byram (1997) claims that

intercultural competence comprises attitudes, knowledge of self and others, interpretation, interaction skills, and critical cultural awareness.

Mader and Camerer (2010) believe that having a competent communicator in intercultural encounters requires basic knowledge, willingness to accept others, and effective communication skills. Chao (2014) puts attitudes, knowledge, affective orientation, self-efficacy, and display of intercultural consciousness elements into the definition of intercultural competence. According to Chen (2003, as cited in Chao, 2014), intercultural competence combines intercultural awareness, cultural sensitivity, and intercultural effectiveness. Worawong et al. (2017) define intercultural competence as “the ability to interact between persons from different languages and cultures” (p. 38). From all these definitions, intercultural competence can be expressed as the ability to interact confidently and appropriately with people from diverse ethnic backgrounds. By developing this crucial skill, students can gain a deeper understanding and appreciation for their classmates from diverse cultures. This not only allows them to form positive and constructive relationships with these individuals, but it also helps to promote a more inclusive and tolerant environment in the classroom.

2.2.2. Activities to Promote Intercultural Competence

In today’s culturally diverse language classes, numerous methods and techniques are utilized for incorporating cultural education and developing students’ intercultural competence. To foster intercultural competence in FLE, language instructors can apply the following activities:

- Reading and simulation exercises: The practice of role-playing exercises or simulations that place students in different cultural contexts can assist students in developing their intercultural competency (Tsareva et al., 2020). Role-playing allows students to put themselves in the shoes of someone from a different culture and to see the world from their perspective. This can help students to feel others’ emotions and develop empathy and understanding for people from different linguistic, ethnic, and cultural backgrounds (Nguyen, 2008). Various cultures’ non-verbal communication patterns, such as body language, gestures, and mimicry, can also be practised, maintained, and developed with role-playing activities, which is key to implementing intercultural competence (Worawong et al., 2017).
- Drama activities: Introducing cultural drama activities in a collaborative classroom environment provides students with an opportunity to develop empathic attitudes

that contribute to the development of IC (Garcia & Biscu, 2006). It is because using drama and role-playing in education could foster interaction, collaboration, mutual trust, and acceptance by creating an ideal condition for learners to accept “others” (Papaioannou & Kondoyianni, 2019). Besides, students can become more sensitive listeners, acquire language skills in meaningful contexts, form group networks, and develop confidence through drama practices. Such motivational drama practices promote effective communication skills and equip learners for real-life interactions (Liu, 2002).

- Reading and discussing literature: By reading and discussing literature from different cultures, students are exposed to different perspectives and ways of thinking, which can help them to develop a deeper understanding of those cultures. Literary texts present biases, unique values, and stereotypes of various cultures and ethnic groups. This provides an opportunity for readers to broaden their culturally limited perspectives through identification with the protagonist or narrator of the story (Burwitz-Melzer, 2001). In this way, students can become more interculturally aware since they can eradicate prejudices, enhance empathy for others, avoid monolithic perspectives, reduce contempt towards other cultures, and counter the attitudes of racism (González & Puyal, 2012). In addition, Permatasari and Andriyanti (2021) indicate that by reading cultural texts, students can gain insight into the cultures of other countries and indirectly interact with people from foreign cultures.
- Media and film analysis: Students may gain insight into other cultures' values, beliefs, and customs through the analysis of media and films from different cultures. This is because films provide various cultural elements, including people's way of life, assumptions, perceptions, beliefs, and core values. Besides, with the aid of films, students can better comprehend how misperceptions can be formed and amplified (Cardon, 2010).
- Culture aside: Cultural elements are introduced and discussed in culture-aside activities while teaching a language. For example, when presenting information about Thanksgiving Day during language teaching practices, the teacher can provide information about Thanksgiving Day's history, celebration types, norms or customs, etc., and discuss it with students (Huang & Xu, 2011).
- Mind-maps: Mind-mapping enhances the comprehension of cultural subjects by

visually presenting information, thus facilitating better retention of information by students. This helps learners grasp the interconnections among various cultural elements, resulting in a better comprehension of diverse cultures. Mind-mapping practices make students active participants in the learning process, supporting the retention of cultural information. With such techniques, students can connect their prior cultural knowledge to new information (Jones et al., 2012).

- **Culture capsule:** According to Huang and Xu (2011), a culture capsule is “a short description given by the teacher orally, usually one or two paragraphs in length, of one minimal difference, misunderstanding or conflict in intercultural communication, accompanied by illustrative photos, slides, or realia” (p. 686). In this activity, students actively participate in the discussion of cultural content after the introduction part, which is the most critical section. The culture capsule technique can be utilized with small group work and whole-class participation. Cultural capsule activities are designed to teach the language with cultural content (Taylor & Sorensen, 1961).
- **Culture island:** A culture island consists of flashcards, posters, maps, photographs, visuals, and authentic elements of various cultures, to attract students' attention and stimulate discussion about the culture of the target population. These elements make the language classroom like a cultural island where students can gain cultural awareness by looking around. To help students develop a mental image of the target culture, teachers are expected to bring posters, pictures, maps, and other realia from the first day of class. Culture island activities can be utilized to promote intercultural competence in language classes (Huang and Xu, 2011).
- **Comparing cultures:** In this activity, the teacher first introduces one or more items from the home and target cultures. Then students discuss the differences between cultures with their peers. At the end of the in-class discussion, teachers explain the cultural differences and teach various cultural elements while comparing cultures.
- **Culture assimilators:** Culture assimilators provide brief descriptions of various situations in which people from two cultures interact with each other. There are four possible interpretations students can make about the meaning of behavior and speech, especially those from the target culture. After reading the description, students select the option that best explains the situation. When every student has chosen, the teacher explains correct and wrong explanations and discusses these

conditions with students. These practices help students to cultivate empathy and grasp cultural understanding (Henrichsen, 1998).

2.2.3. Advantages of Having an Intercultural Competence

Intercultural competence is critical to successful interactions with individuals of differing cultures in a globalized world (Lévy-Leboyer, 2007). Chlopek (2018) asserts that training that aims to develop IC is “a precondition for educating a new generation of young people who will not only tolerate, but also understand, accept, and respect people from different world cultures.” (p. 18). Intercultural competence combines affective, behavioral, and cognitive skills, and adopting IC enables language learners’ myriad benefits (Bennet, 2009). Firstly, intercultural competence enables students to communicate effectively with people from complex cultural orientations and build meaningful, effective, and positive relationships with them. Bayram et al. (2014) claim that intercultural students understand and respect classmates from different cultures, respond appropriately and respectfully in intercultural communication, and build positive and constructive relationships with people from various cultural origins. Interculturally competent students can communicate effectively and respectfully with people from different cultural, linguistic, and ethnic origins. A good understanding of the target culture and language makes it easier for students to adapt to the foreign country when traveling for educational and immigration purposes (Özüorçun, 2014).

Further, intercultural competence cultivates respect, empathy, and mutual acceptance among language learners. Salopelto (2008) claims that developing intercultural competence leads to empathy and tolerance towards foreigners and allows students to understand their own culture deeper. Foreign language teachers from seven countries agreed that teaching culture is more than passing on knowledge; instead, it is a way to build up openness and tolerance towards foreigners (Castro & Sercu, 2005). So, teaching practices that foster IC positively impact students’ relationships with people from various societies. Arasaratnam (2016) asserts that an interculturally competent student is empathic, deals with ambiguity effectively, interacts with enthusiasm, and can confidently initiate conversations with people from various ethnic and cultural backgrounds. As language learners become more culturally competent, they question and challenge the stereotypes and biases they have been taught. This results in a greater understanding and appreciation of cultural differences. Besides, the negative views and stereotypes foreign language learners hold towards other cultures can be changed entirely with intercultural competency (Lin & Wang, 2018).

Moreover, having intercultural competence motivates learners and increases their ability to work effectively with individuals from all walks of life. Mirzaei and Forouzandeh (2013) indicate that students with a higher intercultural competence tend to exhibit higher motivation levels. Learning more about cultural aspects like slang and body language extrinsically and intrinsically motivates learners to learn more about foreign cultures and leads to better communication (Tran & Seepho, 2016). Interculturally competent students can establish successful communication with people from different ethnic and cultural backgrounds (Chlopek, 2008). Similarly, Stone (2006) stresses that developing IC enables students to facilitate positive social interactions and productive relationships. Developing intercultural competence is also crucial for future engineers in the competitive job market (Tsareva et al., 2020). Employers seek employees with intercultural skills in today's international marketplace (Sercu, 2005).

By promoting intercultural competence, teachers can also effectively prepare their students for life beyond the classroom (Chao, 2018). Bennet (1997) asserts that intercultural competence allows learners to gain a critical understanding of their own identities and how others perceive them. In this way, they better understand their cultural beliefs and values and successfully interact with others. Moreover, language learners question stereotypes when they become culturally competent (Lin & Wang, 2018). Intercultural competence is a significant skill for teachers as well. Ekici (2018) asserts that interculturally competent teachers can make their students "globally minded" (p. 32). Besides, intercultural competence improves understanding of other worldviews and the ability to manage thoughts, emotions, and ambiguity (Zotzmann, 2015). Without being interculturally competent, people may interpret foreign language messages from their own culture's perspective; hence, having an IC is crucial to evaluate messages unbiasedly (Robatjazi, 2008).

2.2.4. Studies on Intercultural Competence and FLE

In recent years, the trend for IC studies has been toward finding cultural activities that combine different dimensions of intercultural competence. The findings of various studies indicate that a variety of activities ranging from technology to literature could be utilized to enhance learners' cultural competence. In light of this, this section focuses on the studies highlighting the importance of promoting IC.

In the study with both Spanish and Poland EFL students, Juan-Garau and Jacob (2015) found that culture-oriented activities could foster intercultural understanding, language

proficiency, collaboration, and communication. Students were also able to develop empathy and affective skills as a result of cultural activities. In addition, these sorts of activities can support learners' critical thinking by providing an environment where learners negotiate and cooperate with their peers (Robinson, 2011). Wang (2020) found that implementing content-based courses and adding culture-specific topics, including lifestyle and food, enhanced Taiwanese university students' intercultural competence. Hismanoglu (2011) investigated role-play activities' effect on the intercultural competence of 35 university students from the English Language Teaching (ELT) department. He found that role-play activities developed ELT students' intercultural competence. The research about writing self-questioning reports and reflections about in-class experiences found that these activities enhance pre-service ELT students' cultural competence (He, 2013).

In their study, Worawong et al. (2017) demonstrated that role-playing helps students apply more acceptable and appropriate facial expressions, body movements, and gestures. According to Mede and Güneş (2019), integrating intercultural communication into foreign language lessons can motivate students, stimulate curiosity, and increase their awareness of their own and other cultures. According to a study conducted by Atay et al. (2009) with 503 foreign language teachers, language teachers are aware of the importance of culture. Still, they do not often integrate culture into their classes to develop learners' intercultural competence. Huang and Xu (2011) proposed culture aside, culture capsule, culture island, and mini-drama activities to promote intercultural competence in language classes. They claim that applying mini-drama activities can effectively reduce the students' negative thoughts and prejudices toward foreign cultures. Mighani and Moghadam (2019) found that speaking tasks and activities regarding the cultural topic could increase intercultural sensitivity in pre-service ELT teachers. Their study also discovered that discussion activities effectively instil pre-service ELT students' empathy and tolerance and remove hidden biases and prejudices.

Tsareva et al. (2020) investigated the effects of active learning practices, such as role-play and task-based activities, on the development of IC in Kazakhstan. The results indicated a rise in the students' intercultural competence level after active learning practices. In addition, an analysis of Chinese higher education showed that values education, integrating successful cultural activities into the curriculum, foreign instructors, and extra-curricular activities are necessary for fostering intercultural competence (Valeeva et al. 2020). Rodríguez and Puyal (2012) suggested that literary texts promote students' intercultural competence. Their findings showed that applying literary passages promoted respect and empathy, thereby erasing prejudices and racist thoughts among students. Tran and Seepho (2016) claimed that motivation

is critical to developing intercultural competence; thus, language learners should be intrinsically and extrinsically motivated. Permatasari and Andriyanti (2021) reported that showing videos about various cultures and role-play activities contributed to the development of language skills and intercultural competence of language learners. Akdere et al. (2021) revealed that providing a virtual reality learning environment promotes all three domains of intercultural competence, including cognitive, affective, and behavioral.

Harmandaoğlu (2013) found that the Twitter platform can promote culture and develop pre-service ELT teachers' IC regarding knowledge and attitudes dimensions. Güven (2015) developed a questionnaire that analyzed the attitudes of 508 preparatory class EFL students toward learning intercultural competence. Findings yielded that preparatory class EFL students generally had a positive attitude towards learning more about cultural aspects, especially with communicative activities. In addition, this study discovered that the more integrative and personal motivation participants had, the more positive attitudes they displayed toward learning cultures. Sarigöz (2014) found that intercultural topics in ELF classes significantly foster intercultural awareness and provide many benefits. After integrating cultural topics into ELF classes, the majority of students claimed that intercultural issues developed their imagination and creativity, increased their tolerance towards criticism, and enhanced their critical thinking skills.

2.3. Role-Play

This section will first reveal the role of role-playing in culture teaching. Following that, the advantages and dimensions of negotiation role-playing activities will be clarified in detail.

2.3.1. Role of Role-playing in Cultural Teaching

One of the primary objectives of foreign language education is to prepare students for real-life situations by teaching cultural norms, values, perceptions, and thought patterns (Council of Europe, 2020). To achieve that goal, in-class activities applied in language classes should be effective and provide authentic cases similar to the situations students encounter daily. Role-play activities are an effective and helpful tool for teaching culture as they allow students to practise using the target language by acting it out together (Özüorçun, 2014). Role-playing activities provide a creative setting and enable language learners to act as if they are in a real-life scenario (Permatasari & Andriyanti, 2021). Harmer (2001) claims that with role-playing activities, students get a chance to “simulate a real-life encounter (such as a business

meeting or an interview) as if they were doing so in the real world” (p. 274). Using real-world topics reflecting foreign viewpoints can foster intercultural learning (González & Puyal, 2012). Hismanoglu (2011) asserts that role-playing activities can be used as an effective tool to develop language learners’ intercultural competence.

Role-play is a conversational activity that employs different contexts, roles, scripts, and sometimes improvisations (Bozkurt, 2019). By simulating real-life scenarios, cognitive, affective, and behavioral skills, core components of IC, can be developed (Bennet, 2009). Through role-play, students can also be exposed to a range of emotional motivations (Clapper, 2010). Role-playing involves interaction and maximizes students’ engagement and learning (Dracup, 2012). Education, therapy, and entertainment are some contexts where role-playing activities are applied. In role-playing exercises, participants take on different roles to engage in imaginative and interactive storytelling activities.

Role-plays offer a valuable rehearsal for real-life language learning by developing students’ language skills in a realistic, communicative context. Some common role-plays used in language learning include everyday conversation role-plays, customer service role-plays, interview role-plays, negotiation role-plays, job interview role-plays, etc. Role-playing allows students to practise using the target language in real-life situations.

2.3.2. Advantages of Role-Play Activities

In foreign language classes, role-play activities are regarded as effective teaching tools, and many students derive great benefits from them for several reasons. First of all, role-play activities can give students an opportunity to practise communicative aspects of the target culture in a natural and meaningful way. Practising verbal and non-verbal communicative elements of various cultures allow students to be aware of personal space, postures, gaze, body language, gestures, mimicry, ways of thinking, etc. It equips them to prepare for real life outside the classroom. This is because such activities can provide a valuable rehearsal for real life and facilitate essential aspects of cultural education, covering not only knowledge but also affective and behavioral dimensions. By practising communicative cultural aspects with role-playing, students also gain a chance to enhance speaking and intercultural communication skills, such as understanding non-verbal clues and using appropriate tones (Permatasari & Andriyanti, 2021). Cultural diversity is also embraced by learners as they develop a deeper understanding of it. Worawong et al. (2017) explored that role-playing helps students apply more acceptable and appropriate facial expressions, postures, body movements, and gestures.

Secondly, role-playing practices provide students a chance to put themselves in someone else's shoes, experience various emotions, evaluate the behaviors of those from diverse cultures and see the world from culturally diverse people's cultural perspectives (Nguyen, 2008). These experiences can lead to students developing empathy and respect for people from various cultures. Papaioannou and Kondoyianni (2019) discovered that using role-playing in education could foster interaction, collaboration, mutual trust, and acceptance by creating an ideal condition for learners to accept "others" (p. 314). Rygg (2014) claimed that role-playing activities contribute to learners "seeing others from inside" by pretending to talk like people from diverse cultures and evaluate the cases from a different perspective (p. 7). Such benefits of communicative activities are significant to avoid prejudices towards international students and foster mutual acceptance for all students, regardless of their linguistic, cultural, and ethnic backgrounds. The knowledge constructed from the active learning process during the discussion may also help students and teachers to gain critical awareness about preserving their culture from assimilation and protecting cultural heritages.

Thirdly, interactive, engaging, and enjoyable language learning environments can be created with role-playing scenarios. Learners can have a pleasant time and feel motivated during such practices. This is important because motivation is the "principle determinant of success" in language learning (Kurosh & Kuhi, 2018, p. 1231). Intrinsically and extrinsically motivated learners also exhibit positive attitudes toward intercultural learning (Tran & Seepho, 2016). In role-playing activities, students can interact and exchange information while working in a group. These simulated situations allow learners to engage more and cooperate with their peers, which builds interpersonal skills during foreign language learning. Such interactive and engaging group work can facilitate students' teamwork, negotiation, and problem-solving skills. Interactions which involve multiple senses in the learning process are significant because using more senses increases the chances of remembering and retaining knowledge (Dale, 1969). Therefore, role-playing can enhance vocabulary learning and retention by providing learners with an enjoyable and creative foreign language learning environment (Özdemir, 2012).

Further, role-playing can help individuals become more aware of their cultural biases and assumptions and understand how these affect their interactions with people from diverse backgrounds. It is of vital importance for learners to develop a positive attitude, knowing the values of the world around them (McNaughton, 2004). Besides, role-playing activities allow learners to experience different cultures and ways of thinking and provide a valuable tool for developing intercultural competence (Dörnyei & Murphey, 2004). During role-plays, students

may experience miscommunications or misinterpretations due to cultural differences. The teacher can then provide the necessary information to explain why and how these misunderstandings or misconceptions occurred, which can help students better understand cultural differences (Özüorçun, 2014).

In addition, self-confidence is also one of the critical aspects that can develop through role-playing practices in language classes. In role-playing, students build confidence to communicate and interact with people from different cultures in a stress-free environment. During role-playing, students can interact with each other and face complex emotions such as confusion and anxiety. Experiencing such feelings enables learners to easily accommodate intercultural challenges (Kim, 1991, as cited in Nguyen, 2008). When the necessity of effective cultural teaching is considered, role-playing can be a prominent practice for nurturing intercultural competence by supporting students with opportunities to practise and develop the skills and knowledge needed to navigate intercultural interactions in real life.

2.3.3. Negotiation Role-Play Activities

Negotiation role-play is one of the effective role-play activities in which participants act out and express their opinions regarding negotiation topics. The negotiation role-play allows students to practise their language skills in a safe environment and address common negotiation issues (Shonk, 2019). In this type of role-play, participants take on roles of different individuals, institutions, organizations, parties, etc., involved in a negotiation and work to find a mutually acceptable solution to a problem or dispute. Negotiation role-play can be applied in educational, business, and training settings to support individuals in developing a range of skills, including active listening, effective communication, tolerance, empathy, problem-solving, and conflict resolution. A negotiation role-play aims to achieve a satisfactory agreement between all parties by exchanging information. According to Corbett (2003), learning how language is negotiated in a target culture informs how language is used by a community or language group, as well as how values and beliefs are communicated.

When negotiation role-play activities are used in educational settings, it encourages group work, active participation, and learner autonomy. Before the role-playing exercises, language learners prepare for their roles by researching and delving into the topics. Then they create their arguments for the negotiation process. Organizing their opinions support their critical-thinking skills because they evaluate the strengths and weaknesses of their ideas. During the implementation stage, students cooperate with their peers and claim their views

regarding the negotiation topic. In the negotiation stage, two sides express their thoughts to reach an agreement. The members of the two sides, one by one, express their opinions, recommendations, and ideas. They exchange their collected information until a mutual understanding of the negotiation topic is reached.

Intercultural competence includes affective, behavioral, and cognitive dimensions (Chao, 2013). It is crucial for effective communication across cultures (Tran & Seepho, 2016). The application of negotiation role-playing offers an innovative solution to enhance intercultural competence in language learners. Negotiation role-playing can provide several benefits, including improved intercultural competence, enhanced communication skills, and a deeper understanding of different perspectives. Firstly, these role-playing practices can help learners to develop cultural knowledge rather than directly giving information. Learners, for instance, can build communication skills and practise non-verbal communication patterns such as gaze, touch, gestures, mimicry, hand movements, postures, etc., while exchanging information. Especially during the initial stage, some background information related to cultures can be shared, which provides a good atmosphere for sharing diverse cultural patterns.

Secondly, negotiation role-plays promote active participation, which is critical for cultural education. According to Clouet (2006), active engagement in the target culture is crucial to making students culturally competent. Similarly, Tseng (2002) stresses that “culture is not just a set body of facts to be acquired by learners, but something actively created by learners through interactions” (p. 20). While negotiating, students can express their opinions, use verbal and non-verbal clues, compare different views, and make connections between cultures. Sercu (2005) claims that the learning atmosphere should allow learners to make comparisons and connections between their and foreign cultures.

Thirdly, students can take on the roles of different parties involved in a negotiation process, which develops their problem-solving and critical-thinking skills. The resolution of culture conflicts cannot be achieved solely through intercultural knowledge; it also requires negotiation skills (Samovar et al., 2008). Negotiation role-playing can allow participants to experience the dynamics of a negotiation firsthand, and to try out different strategies and tactics in a safe and controlled environment. The acquisition of cultural education can also be achieved through constant negotiation (Baker, 2009). Students can experience, interpret and negotiate diverse cultures’ perspectives and meanings through role-playing. In addition, students can discuss and share a variety of cultures’ core values, attitudes, assumptions, patterns of interaction, and politeness conventions through negotiation-role plays. Discussing cultural topics in intergroup contact can be a powerful tool to prevent discrimination and prejudices

(Brown & Hewstone, 2005). As a result, negotiation role-play activities can prepare students for real-life conditions and enable them to establish constructive relationships with ethnically and culturally diverse students. Besides, such practices which support negotiation skills and IC help them to find a job in the international marketplace. This is important since employers increasingly need their employees to be skilled negotiators in an increasingly multicultural work environment (Sercu, 2005).

2.3.3.1. Cognitive Dimension of Negotiation Role-Play Activities

In the learning process, the cognitive dimension plays a significant role since it encompasses a variety of mental processes that contribute to effective learning. Some of the critical mental processes involve perception, which is the process by which sensory information is interpreted; attention, which is the ability to focus on an individual task or information; memory, which stores and recalls information; and reasoning, which is the ability to analyze and make logical decisions based on the information available. Psychologist Jean Piaget is credited with developing the concept of cognitive development through stages in children. These stages are driven by two processes, namely, assimilation and accommodation. Assimilation is integrating new ideas into one's existing mental frameworks or schemas to understand the world around them in a meaningful way. On the other hand, accommodation is the adjustment of an individual's existing mental frameworks, known as schemas, to make sense of new information. If a child encounters information that cannot be incorporated into their current schemas, they must modify their schemas to understand the new information appropriately. Equilibrium is the state where individuals' mental frameworks or schemas effectively align with their surroundings and make sense of their daily experiences. Assimilation, accommodation, and equilibrium contribute to a child's cognitive development and enable them to understand the world comprehensively (Piaget, 1976).

Chao (2014) claims that the cognitive aspect of cultural knowledge encompasses four components: general culture knowledge (such as history, norms, and perceptions), hybrid culture knowledge (knowledge of how to initiate, maintain or stop intercultural interactions), context-specific culture knowledge (related to specific environments like education or workplaces), and culture learning knowledge (including methods and techniques for intercultural learning such as listening to local radio). The cognitive aspects of cultural education familiarize students with distinctive cultural norms, values, perspectives, and thought patterns. This facilitates students' ability to engage and comprehend diverse cultural groups

effectively. Foreign language education's primary objectives include equipping language learners with the necessary cultural knowledge, including norms, values, perspectives, and thought patterns, to effectively navigate real-life situations (Council of Europe, 2020). Knowing more about the cultures enables language learners to establish effective communication with foreigners and makes them “intercultural speakers” (Byram et al., 2001).

Byram et al. (2014) list cultural knowledge aspects necessary for developing intercultural competence; some of them can be listed as follows:

- Knowledge of the beliefs, values, practices, discourses, and products that may be used by people who have particular cultural orientations.
- Awareness and understanding of one's own and other people's assumptions, preconceptions, stereotypes, prejudices, and overt and covert discrimination.
- Understanding all cultural groups' internal diversity and heterogeneity (p. 9).

One of the most applied methods by language teachers in passing on cultural knowledge is reading texts about diverse cultures. However, limiting cultural information to primarily reading activities limits learners' opportunities to be engaged and actively participate in their learning process (Moore, 2006). The effectiveness of only using textbooks and reading materials to supply essential cultural information and enhance students' intercultural competence is also questionable. Regarding cultural content, teachers believe textbooks lack sufficient information (Castro & Sercu, 2005). Besides, many teachers have expressed dissatisfaction with the limited focus on cultural and intercultural topics in commonly used foreign language textbooks (González & Puyal, 2012). Negotiation role-playing activities can be an alternative to cultivating cultural teaching to make cultural information sharing more successful.

The goal of an intercultural approach to second language learning includes enhancing students' comprehension of how language is utilized and how values, perceptions, and beliefs are negotiated within a society (Corbett, 2003). In negotiation role-playing, learners discuss, negotiate and exchange cultural knowledge. In the initial negotiation stage, when a lot of cultural background information is shared, essential cultural facts can be transferred within student groups. Instead of passively receiving information, students first do research about a country they represent and then share their country's cultural information with their classmates from the opposite group. Interesting cultural facts, scientific, historical, and artistic background information related to various cultures, or the meanings of different cultural facts, can be shared and discussed in this period. Rappel (2011) asserts that language teachers should put more

emphasis on negotiating meaning than focusing on native-like proficiency. In the negotiation process, students do not receive information directly; they question, discover, compare, and transfer information. Transferring cultural knowledge through comparing particular topics provides a better understanding and cultural learning experience (Chao, 2018).

According to O'Malley and Chamot (1990), cognitive strategies include taking notes, transferring information, making inferences, and grouping information. Negotiation role-play often involves using cognitive strategies, such as considering options for mutual gain, making persuasive arguments, and making concessions as necessary. To find mutually acceptable solutions, both sides think creatively and critically. When cultural topics are conveyed through negotiation role-plays, students can cooperate with their classmates, take notes, highlight critical cultural information, question cultural norms, and make cultural inferences. Exploring cultural knowledge, questioning it, evaluating information, and making inferences are significant for intercultural education (Chlopek, 2008). Comparing and contrasting cultural information also plays a crucial role in fostering intercultural learning and promoting intercultural competence among learners (Lustig & Koester, 2013).

A more comprehensive understanding of diverse cultural customs and traditions can facilitate greater intercultural awareness and understanding. Besides, understanding cultural facts and exploring cultural beliefs are essential to avoiding miscommunication when engaging with people from diverse ethnic and cultural backgrounds. This is because core values and assumptions that are respected and well-regarded in one culture may have an opposite meaning in another. The owl is considered a symbol of wisdom in American and Western cultures, but it is seen as foolish or dumb in Hindi or Urdu. The owl metaphorically represents a person perceived as lacking intelligence, a fool, or stupid in the latter cultures (Hong, 2008). Thus, providing greater detail and explaining significant cultural facts are advisable to avoid miscommunication and misconceptions.

2.3.3.2. Affective Dimension of Negotiation Role-Play Activities

The affective dimension in education is essential because it helps to create a positive and engaging learning environment, foster positive attitudes and values, and promote the development of emotional intelligence. The affective dimension in language teaching refers to the emotional and attitudinal aspects of language learning. Chao (2014) asserts that the affective dimension of culture involves a person's emotional or psychological response to various cultural differences. Considering language learners' emotions, psychological needs,

and wishes in FLE significantly contribute to students' overall well-being and personal growth. When the affective dimension is integrated into the learning process, students, regardless of their cultural affiliation, nationality, and ethnic background, can feel more motivated, engaged, and willingly connected to the material they are studying. Hence, the affective dimension is essential for refugees as it helps them to manage their emotions and feelings in a new and often challenging environment. For refugees, the emotional and psychological aspects of resettlement can be challenging, as they often face trauma, loss, and adjustment issues. In this context, education's affective dimension can be crucial in promoting cultural understanding, well-being, and resilience. This is because nonjudgmentally, tolerance of ambiguity, and open-mindedness can be listed as the most salient components of the affective dimension of cultural competence (Bennet, 2009). Mutual understanding and acceptance can be achieved when respect, open-mindedness, and tolerance are integrated into classes with activities that consider affective dimensions. Classroom practices that cultivate empathy and cultural awareness can help to foster social connections and reduce feelings of isolation and marginalization for refugees. In-class activities that promote positive attitudes and values and provide a supportive and inclusive learning environment can also support learners in coping with stress and adversity. Building emotional intelligence skills like empathy and self-awareness is essential for students to succeed personally and professionally.

The acquisition of a foreign language is directly influenced by factors such as motivation, attitude, and anxiety (Lin et al., 2015). Thus, creating a warm and motivating learning environment is essential for language learners to acquire the target language they are studying. Krashen (1981) claims that if the affective filter, an imaginary condition between a learner and language input, is high, the learners hardly motivate themselves and feel unwilling to participate. Learners' anxiety increases, and their self-esteem declines when the time affective filter turns on. In real life, interacting with people from different cultures is a new experience, and it causes anxiety and uncertainty for many people (Gudykunst, 1993). The presence of a warm, supportive, and authentic learning environment is essential for the efficacy of language acquisition and for reducing anxiety during intercultural contact. An emotionally positive and supportive learning environment can lead to better learning outcomes, greater student satisfaction, and prepare students for real-life. Thereby, negotiation role-playing activities can be used in language classes to motivate and support learners since it forms a positive, motivating, and engaging learning condition. Emphasizing creating positive attitudes and emotional engagement can significantly increase a student's motivation and engagement. This way, students from diverse cultures can acquire the target language effectively and be

ready for interaction with people from various cultures. As a direct result of this, motivation in role-playing enhances the quality of students' education (Burenkova et al., 2015).

Further, students' social and emotional development is interdependent, and learning should go well beyond acquiring knowledge and include developing the skills to interact effectively with others and manage emotions. So, in foreign language education, socio-affective strategies are essential and aim to build interpersonal relationships through cooperative learning (O'Malley & Chamot, 1990). Considering the need for mutual understanding, negotiation role-plays create an environment for language learners to feel safe and practise socio-affective strategies. During negotiation role-playing activities, learners study with their group members, consider and collect cultural information from different perspectives and get support from their team members to reach an agreement. Knowing how to ask for clarification, get support, get help from their peers, or collect others' views, would contribute to learners building knowledge effectively. Besides, exploring cultural norms, core values, and perceptions through discussions can also enhance students' comprehension of the relationship between language and culture (Özüorçun, 2014). With all these advantages, negotiation and discussion about cultural attitudes, which comprise the core of negotiation role-plays, can effectively promote IC.

Byram et al. (2014) place attitude dimension as one of the requirements for contributing to intercultural competence development. In this dimension of IC, valuing cultural diversities, respecting people from diverse cultural origins, emphasizing and tolerating diversity, and questioning different cultural perspectives are critical to becoming culturally competent individuals. In today's globalized and culturally rich classes, negotiation activities help students put themselves into the shoes of their classmates who have different cultural affiliations and empathize with them. Learning and discussing culturally diverse people's way of life, behavioral patterns, religious norms, fundamental values, unusual facts, and norms can build respect, tolerance, and awareness toward them. The essential cultural knowledge obtained by discussions builds rapport among people; otherwise, a lack of cultural norms may foul mutual trust in intercultural contact. For instance, the common practice in Turkish society is asking someone about their salary; however, such a question is inappropriate in some countries. Countries' distinct histories, beliefs, and values influence these variations in cultural attitudes and perceptions. So, the affective aspects of IC are critical when communicating across cultural boundaries with individuals from diverse cultural backgrounds to build trust and better understanding.

2.3.3.3. Behavioral Dimension of Negotiation Role-Play Activities

The behavioral aspect of cultural education refers to examining the observable customs, practices, and behaviors within a particular culture. This aspect of the culture deals with how individuals within a culture communicate, interact with one another, and behave in various social settings. This cultural dimension can be associated with knowing the "dos and don'ts" of a culture. Understanding the behavioral aspects of diverse cultures can play a significant role in forming effective communication, fostering greater intercultural understanding, and minimizing misunderstanding. This is because some gestures, values, or actions considered well-regarded or respectful in one culture may be regarded as opposite, rude, improper, or unacceptable in another (Hong, 2008). In cross-cultural interactions, even simple behavioral differences can cause miscommunication, misunderstanding, and confusion (Sarigül & Ashton-Hay, 2005). Awareness of respectful, acceptable, and appropriate behavior in certain cultures contributes to communicators building healthier relationships in new cultural settings. Teaching the behavioral dimension is as important as transferring cultural knowledge or focusing on affective aspects of cultures to make language learners effective intercultural communicators. This is because intercultural competence combines behavioral, cognitive, and affective skills (Bennet, 2009).

For the purpose of developing cultural competence in language learners, instructors' in-class cultural activities should incorporate both verbal and non-verbal behaviors of diverse cultures. The effective use of non-verbal forms of communication, such as eye contact, handshakes, gestures, facial expressions, tone of voice, shrugging shoulders, and body language, are essential components in developing intercultural competence (Worawong et al., 2017). These non-verbal cues are often deeply ingrained in cultural norms and can significantly impact how messages are perceived and understood. Harmanaoğlu (2013) asserts that nonverbal communication enables individuals to express their messages without saying a word. According to some scholars, as much as 93% of the meaning is transferred via non-verbal behaviors (Lapakko, 2007). Considering the importance of verbal and non-verbal behavioral aspects of culture, foreign language teachers should carefully select cultural activities integrating behavioral dimensions to prepare their learners for real-life and develop cultural competence.

Beyond the knowledge dimension, culture-specific body language patterns, behavioral patterns, gestures, hospitality signs, and expressions of friendliness are the core parts of the cultures. During international contact, messages can be conveyed through gestures, mimicry,

voice, or body movements. However, specific body movements, gestures, or mimicry can represent varying messages between different cultures. For instance, tilting the head upwards with raised eyebrows is regarded as a sign of "no" in Turkey. It represents surprise or delight in the USA (Sarigül & Ashton-Hay, 2005). Hence, knowing and being aware of such verbal and non-verbal elements can minimize misunderstandings and enable people to better grasp the exact message across cultures. Otherwise, inadequate behavioral knowledge regarding the different cultures or miscommunication may result in conflicts or hilarious situations. Here are some examples of unsuccessful cross-cultural contact which leads to misunderstanding or confusion:

- After being offered a meal and refusing politely, a Polish person in the United States could be unpleasantly surprised to be given nothing to eat and might even think that Americans are stingy with food. The American host would not realize that refusing food is a sign of modesty and that the person offering the meal should insist.
- A German person having a meal with a Taiwanese family might feel highly disgusted if everybody at the table started belching, not realizing that this is a form of complimenting the cook. On the other hand, the Taiwanese family would probably perceive the German's behavior (lack of belching) as impolite (Chlopek, 2008, p. 11).

Negotiation role-playing supports behavioral aspects of cultures by providing a safe and controlled environment for students to act out or mimic cultural behaviors and practise verbal and non-verbal behaviors associated with a specific culture. By simulating real-life negotiation scenarios and allowing individuals to experience the impacts of their communication style, and body language, role-plays can help individuals understand cultural perceptions, attitudes, core values, norms, perceptions, and behaviors in negotiations. Being aware of culture-specific behaviors positively affects IC development. Since integrating verbal and non-verbal behavior, speech acts can help to develop learners' intercultural competence (Bennet, 2009).

With negotiation role-playing, students can obtain an opportunity to practise communicative aspects of the target culture naturally and meaningfully. By rehearsing various cultures' verbal and non-verbal communication styles, students gain a deeper understanding of non-verbal clues, body language, gestures, mimicry, posture, facial expressions, etc. Understanding non-verbal and verbal elements can support language learners' intercultural communication skills (Permatasari & Andriyanti, 2021). Considering behavioral patterns of

cultures helps students avoid conflicts and keeps them away from embarrassing and amusing conditions. Practising verbal and non-verbal behavioral aspects prepares students for real-life cross-cultural encounters beyond the classroom environment. Overall, effectively using verbal and non-verbal communication is essential for becoming culturally competent and can substantially enhance language learners' abilities to communicate and engage with others across cultural boundaries.

2.3.4. Role-Playing in the Online Learning Environment

As the popularity of online education grows and the necessity for online classes, teachers investigate teaching strategies that draw students' interests and improve their learning experiences. To provide an enjoyable and engaging environment, the role-playing activities could be applied in the virtual classrooms and contribute to a successful learning experience. Like traditional lecture-style classes, online role-playing can allow students to learn and think more dynamically and interactively. Online learning environments can effectively be used for collaboration and discussion (Ingram et al., 2000). Bender (2005) found that role-playing generates highly motivating and engaging learning conditions in online classrooms. With online role-playing activities, students cooperate and engage with their peers just like in the face-the face to classes. Language learners can confidently express themselves and gain a deeper understanding of topics since they identify with characters and relate education with experience. Wishart et al. (2007) assert that role-playing activities in online settings enable young learners to empathize with others and offer an enjoyable learning atmosphere. However, some researchers claim that online platforms could not be as successful as face-to-face classroom teaching performance. In this regard, De Oliveira Dias et al. (2020) assert that it is easier for learners to avoid group interaction in online activities due to physical distance among the students. Besides, they claim that online role-playing depends on the internet connection and lack of face-to-face contact.

CHAPTER III

3. METHODOLOGY

This section will first explain the study design. Following this, the information regarding the participants, data collection instruments, data collection procedure, and data analysis will be presented.

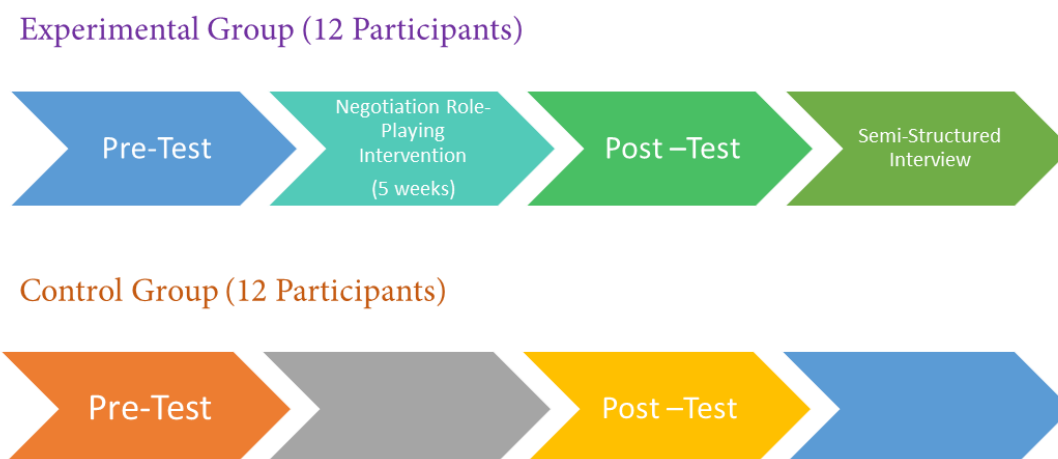
3.1. Study Design

This study seeks to explore whether the implementation of designed negotiation role-play exercises in preparatory classes can improve the intercultural competency of learners. This study also aims to discover the impact of negotiation role-playing activities on language learners' knowledge, affective, self-efficacy, behavioral, and intercultural consciousness levels. The study was conducted with 24 EFL students enrolled in a preparatory class at Ondokuz Mayıs University. In this study, negotiation role-play activities were applied for five weeks to the preparatory class students in the 2022-2023 spring semester.

A quasi-experimental study design was employed to investigate the effects of negotiation role-playing activities on intercultural competence in this study. Walliman (2006) explains that the researcher alters one or more independent variables and observes the resulting impact on the dependent variable in an experimental study. Additionally, he clarifies the necessity of experimental research as below: “The world around us is so complicated that it is often difficult to observe a particular phenomenon without being distracted by all the other events happening around us” (p. 101).

A quasi-experimental design is often an attractive alternative to a true experiment, particularly in a real-world environment (Vogt et al., 2012). The main difference between quasi-experiments and true experiments is that subjects are not randomly assigned to experimental and control groups (Babbie, 2002). In this quasi-experimental study, the experimental group was chosen non-randomly due to the difficulty of randomly assigning participants to a control group. Hence, purposive sampling was applied to determine the experimental group members who were involved in the negotiation role-playing activities for five weeks.

Figure 2. The Data Collection Procedure

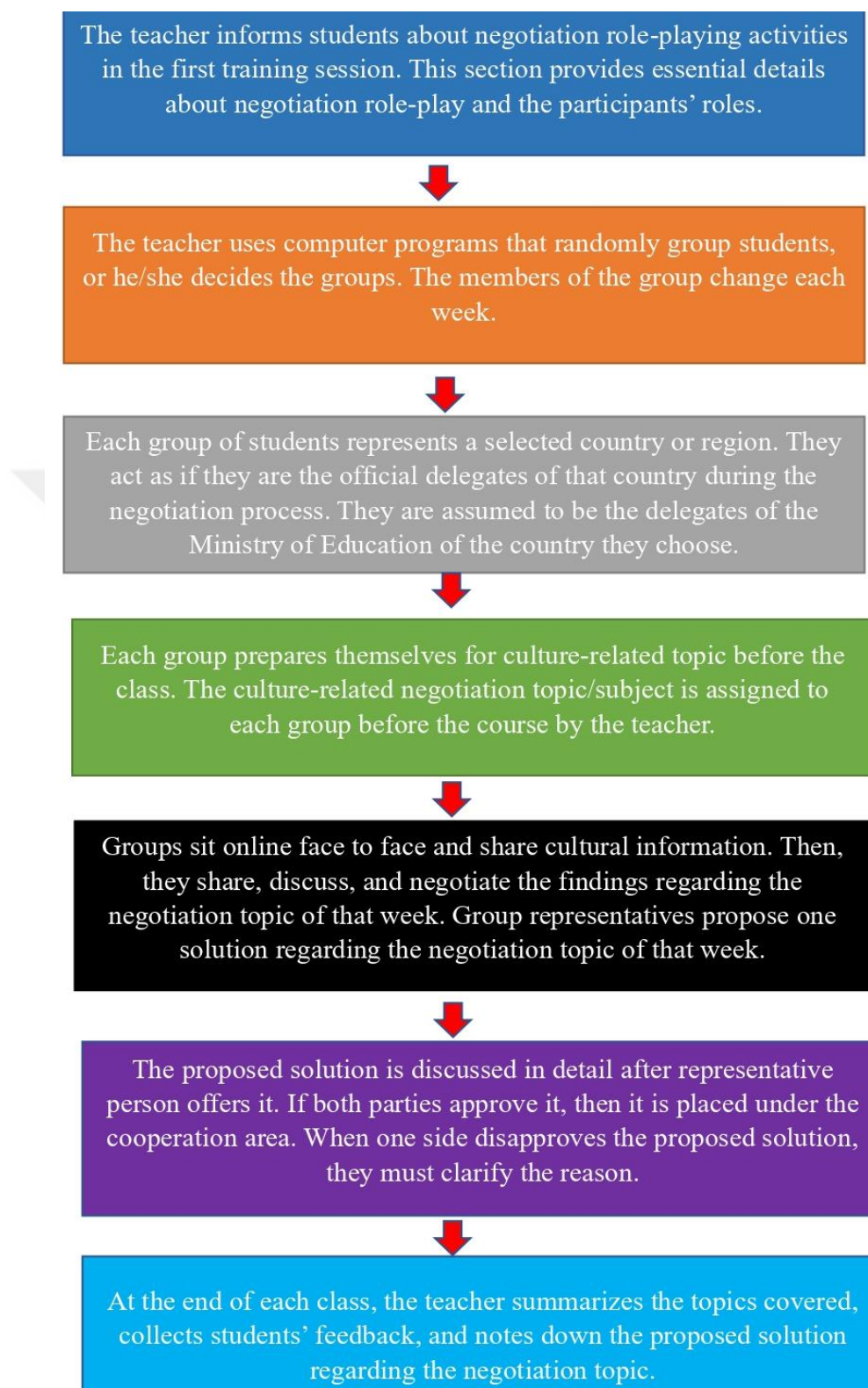


In this study, there were 12 participants in the experimental group and 12 participants in the control group, data collection procedure is demonstrated in Figure 2. The experimental group received a negotiation role-playing intervention for five consecutive weeks in their speaking classes. Negotiation role-playing activities included discussing various cultural topics and negotiating critical problems preventing the developing IC.

The activities for each week were designed to contribute to language learners developing practical skills that are useful in real-life situations. These activities were designed to enhance not only their cognitive abilities but also their emotional and behavioral skills. The step-by-step implementation stages of planned negotiation role-playing activities are presented in Figure 3. In the meantime, the control group continued to receive the traditional education offered by the preparatory school in their speaking sessions.

In the first week of the training session, preparatory class EFL students were informed about the study and the implementation steps of the negotiation role-playing activities. Their roles during the role-playing activities were introduced, and their questions were answered. The prepared lesson plans, including each week's negotiation topic, categorization of groups, timetable, and content of each week for the following five-week training, were also explained. In addition, the search function of an artificial intelligence-based chatbot named "Chat-GPT" was presented for students to research the week's cultural unit.

Figure 3. The Implementation Stages of Designed Negotiation Role-Playing



During the training sessions, students also used Chat-GPT to learn more about culture-specific information, including values, traditions, beliefs, greetings, superstitions, interesting

facts, food, norms, prejudices, stereotypes, non-verbal communication patterns, gestures, mimicry, etc.

Weekly culture-specific information and negotiation topics that participants in the experimental group discover, share, and discuss are listed in Table 1.

Table 1. The Weekly Instructions and Negotiation Topics

Weeks	Instruction	Negotiation Topic	Aim
Week 1	Discussing Cultural Knowledge (Literature, music, food, dance, the meaning of flags, social groups, famous people, daily habits, etc.)	How can educators and policymakers help students overcome culture shock when they meet other cultures?	Improving cultural knowledge
Week 2	Discussing Interesting Cultural Facts (Interesting cultural facts, customs, norms, traditions, gender roles, superstitious, acceptable, and unacceptable behaviors, etc.)	How can educators and policymakers motivate students to learn about foreign languages and cultures?	Enhancing motivation and curiosity
Week 3	Discussing Cultural Greetings (Cultural greetings, culture-specific words, dialect, accent differences, etc.)	How can educators and policymakers boost learners' self-confidence?	Developing confidence
Week 4	Discussing Non-verbal communication (Culture-specific non-verbal communication patterns including gestures, mimics, eye contact, touching, hand movements, etc.)	How to promote students' behavioral performance in intercultural interaction?	Fostering behavioral performance
Week 5	Discussing Empathy & Respect (Prejudices, misconceptions, religious aspects, code of ethics, perceptions, etc.)	How to promote respect, tolerance, and empathy in foreign language classes?	Promoting empathy, tolerance, and respect

In the first week, students research more about the selected country's culture (literature, music, food, etc.), then discuss and negotiate them in class. During the negotiation process, students may bring culture-specific materials, posters, or open videos using the Internet.

In the second week, students explore interesting facts about different cultures, including interesting customs, traditions, norms, superstitions, etc., and then discuss and negotiate them in class. Students may mention interesting cultural facts during the negotiation process.

In the third week, students research the selected country's types of greetings, existing word stresses and intonation, dialects, and accents in that culture. They perform, pronounce new words, and negotiate some of their findings. Besides, the teacher can write relevant words on the board and show pronunciation patterns.

In the fourth week, students explore the non-verbal communication elements regarding different cultures. Then they perform some of the non-verbal communication patterns. During the acting stage, students work with their friends and motivate them.

In the fifth week, students research and learn more about prejudices, stereotypes, misconceptions, codes of ethics, and religious aspects of various cultures. Then they discuss how to avoid biases towards people from different ethnic and cultural backgrounds and how to live peacefully with people from diverse ethnic and cultural backgrounds.

The first negotiation role-play training session started on March 13th, 2023, and the last training was conducted on April 11th, 2023. As a core part of the negotiation role-playing activities, student groups negotiated weekly assigned problems with other groups. The teacher randomly determined student groups, and each week the groups changed (See Appendix 1). Members of the groups discussed the issue together and offered some solutions and recommendations. It was noted whether the two sides agreed on the solution or proposal offered by another group. Since group members role-played their assigned countries' delegates, the noted possible solutions to each week's problem were listed under the cooperation areas weekly. After the last training session, all weekly collaboration areas approved by both groups were combined (See Appendix 2).

To assess the efficacy of negotiation role-playing activities over preparatory class students' intercultural competence, both quantitative and qualitative data were collected. Before the training sessions, pre-tests were assigned to experiment and control groups. Both groups' intercultural competence levels were determined with the intercultural competence scale (ICS) developed by Chao (2014). At the end of the five weeks of training sessions, post-tests were administered to compare both groups' IC levels. Then semi-structured interviews with the voluntary participants were conducted. The qualitative data collection that follows can be used to examine surprising results in more detail (Clark & Creswell, 2007). Throughout the data collection process, participants were informed that there were no right or wrong answers, and that their responses would remain confidential. The collection and analysis of both quantitative and qualitative data from the control and experimental group are enhanced to obtain more reliable outcomes. To support that, Fantini and Tirmizi (2006) claim combining qualitative and quantitative studies is necessary for more accurate findings.

3.2. Participants

The study was conducted in the preparatory school of a state university in Samsun, Turkey. The participants of this study are 24 students from the prep classes at Samsun Ondokuz Mayıs University School of Foreign Languages. Purposive sampling, one of the non-random sampling techniques, was utilized in the selection phase of the participants. The benefits of this sampling technique include making the sample homogenous and excluding subjects who are at risk of causing adverse effects (Andrade, 2021).

As part of the purposeful sampling phase, criterion sampling was also employed. The criterion was determined as studying at the intermediate and upper-intermediate classes in the Ondokuz Mayıs University School of Foreign Languages English preparatory school in the 2022-2023 spring term. The main reason for implementing this study with the intermediate and upper-intermediate class students was to gain more reliable findings from the negotiation process. It was presumed that low language level students could face difficulty expressing themselves or fail to follow the negotiation, which directly can affect the outcomes of the role-playing activities over the IC development. Besides, it was assumed that intermediate and upper-intermediate class students could effectively communicate and cooperate with their peers in the target language, which is essential for testing the success of communicative activities.

In this research, the control group comprised 12 students, with eight female and four male participants, and the experimental group also included 12 students, with nine female and three male participants. The participants who attended the experimental treatment were the members of two classes of similar proficiency levels called Melt3 and Melt4 at the Ondokuz Mayıs University School of Foreign Languages. The participants' ages varied between 18 and 21. The demographic profiles of the participants are listed in Table 2.

Table 2. The Age Distribution of Participants

Age	n	Percent
18	13	54.17
19	6	25.00
20	3	12.50
21	2	8.33

In this study, the number of female participants was 17, while the number of male participants was 7.

Table 3. The Gender Distribution of Participants

Gender	n	Percent
Female	17	70.83
Male	7	29.17

3.3. Data Collection Instruments

In this study, qualitative and quantitative data collection instruments were applied to explore the research questions. The intercultural competence scale (ICS), developed by Chao (2014), was administered to obtain quantitative data before the training for the pre-test and after the training sessions for the post-test. In addition to quantitative data, qualitative data were collected through semi-structured interviews, which were reviewed and approved by experts. The interviews and ICS scale findings were then statistically processed and used to draw conclusions about the study's findings.

3.3.1. Intercultural Competence Scale

The intercultural competence scale (ICS) was developed by Chao (2014). The ICS demonstrates consistency and reliability for assessing intercultural competence levels since Cronbach's Alpha for the scale items were found as .93 after applying 1117 participants, suggesting very high internal consistency reliability. ICS consists of 30 items on a 5-point Likert scale ranging from (1) strongly disagree to (5) strongly agree that best-described language learners' intercultural capabilities (See Appendix 3). Table 4 demonstrates the criteria used in the intercultural competence scale (Chao, 2014).

Table 4. The Criteria Used in the Intercultural Competence Scale (Chao, 2014)

Point	Explanation
5	I strongly agree with this statement. (Very competent)
4	I agree with this statement. (Competent)
3	I neither agree nor disagree. (Partly competent)
2	I disagree with this statement. (Less competent)
1	I strongly disagree with this statement. (Incompetent)

The main reason behind choosing this scale is that the ICS enables researchers to make an in-depth analysis of the different aspects of intercultural competence. With the help of the ICS, intercultural knowledge, affective orientation, self-efficacy, behavioral performance, and intercultural consciousness can be measured effectively. According to Chao (2014), there are

five primary factors that the ICS can measure, and the questions for each factor are demonstrated in Table 5.

Table 5. The Five Factors of Intercultural Competence Scale (Chao, 2014)

Factor	Five Factors of Intercultural Competence	The Questions for Each Factor
F1	Knowledge of intercultural interaction,	1, 6, 11,16, 20, 24, 27, 29,30
F2	Affective orientation to intercultural interaction	2, 7, 12, 17, 21, 25
F3	Self-efficacy in intercultural situations	3,9,13
F4	Behavioral performance in intercultural interaction	4,8,14, 18, 22,26, 28
F5	Display of intercultural consciousness	5,10, 15, 19, 23

The Intercultural Competence Scale (ICS) was initially developed in Chinese and translated into English (Chao, 2014). Table 6 provides some examples of statements for the five factors of the scale.

Table 6. The Sample Statement of Intercultural Competence Scale (Chao, 2014)

Factor	Sub-Factor	Sample Statements
Knowledge of Intercultural Interaction	1.1 cultural general knowledge	I know the rules of non-verbal behaviors in other cultures.
	1.2 culture hybrid knowledge	I know how to appropriately negotiate with people from different cultures in intercultural contexts.
	1.3. culture-specific knowledge	I know the routine aspects of life in other cultures.
Affective orientation to intercultural interaction	2.1 person's motivation toward intercultural communication	I enjoy communicating with people from different world cultures.
	2.2 person's willingness toward intercultural communication	I am willing to acquire knowledge regarding different world cultures.
	2.3 person's attitude toward intercultural communication	I am willing to demonstrate my interest in understanding people of other cultures that are unfamiliar to me.
Self-efficacy	3.1 a person's self-confidence to cope with others	I am confident that I can interact with people of other cultures appropriately and effectively.
Behavioral performance in intercultural interaction	4.1 proficient EFL abilities	I can effectively use English to communicate with other people of different cultural backgrounds.
	4.2 effective use of communication strategies	I can change my non-verbal behavior.
	4.3 appropriate interactive behavior	I can eat what others eat in culturally diverse situations.
Display of intercultural consciousness	5.1 person's attentive preparation	I am well prepared before any intercultural contact.
	5.2 self-monitoring	I can realize the cultural knowledge I apply to intercultural interaction.
	5.3 reflection	I do not generalize a person's behaviors as representative of a particular culture.

Before implementing the IC scale, the reliability of the scale was calculated and controlled to ensure the scale was reliable. For this purpose, the stratified alpha coefficient was preferred as the reliability coefficient. This is because the tau-equivalent assumption of Cronbach Alpha and frequently preferred reliability coefficient in studies was not met (Cronbach et al., 1965 cited in Cho, 2016). The calculated values are presented in Table 7. When Table 7 is analyzed, all factors except F3 have high-reliability coefficients.

Table 7. The Reliability Estimates for Factors of the IC Scale

Factors	Cronbach Alpha	VAR	Stratified Alpha
F1	0.931	40.48	
F2	0.892	20.28	
F3	0.397	3.51	
F4	0.761	17.01	
F5	0.781	11.91	
Total			0,957

The low value obtained for F3 can be explained by the fact that the F3 factor consists of only three items since the reliability coefficients tend to take a lower value as the number of items decreases (Hogan, 2018). The reliability coefficient obtained for the total scale is 0.957. This can be interpreted as the IC scale having high reliability.

3.3.2. Individual Semi-Structured Interview

For the purpose of getting detailed information and more reliable results about the success of the study, individual semi-structural interviews were applied. An individual semi-structural interview can focus on multiple themes rather than following a rigid set of questions. In this way, valuable information and insights researchers might not have anticipated can be collected (Raworth et al., 2012). The researcher can gather in-depth information about participants' experiences, perspectives, and beliefs by discussing several topics with multiple themes. Moreover, the semi-structural interview allows the interviewee to respond freely and allows a flexible conversation by exploring multiple themes (Kakilla, 2021).

Collecting of qualitative data from the individual semi-structured interview was based on voluntary participation. In the experimental group, eight students participated in the semi-structured interview parts. These sessions were held via the Google Meet platform. Students' answers to interview questions were noted using the OneNote app at this stage. Interview questions were translated into Turkish for students to feel comfortable expressing their opinions. The interview questions were designed to support the quantitative data; therefore, they were prepared in line with the constructs of the intercultural competence scale. The

questions were categorized into two parts. The first section consists of five questions regarding the essential aspects of intercultural competence. The second section consisted of three questions about the participants' personal views regarding the success of communicative activities. The individual semi-structured interview questions were presented to experts' opinions to provide validity. The semi-structured questions used in this research are listed in the appendix (See Appendix 4).

3.4. Data Collection Procedure

The present study was conducted during the 2022-2023 academic year in Samsun. The data collection period for this research lasted seven weeks, including five weeks of experimental treatment, a one-week introduction session, and one week of semi-structured interviews.

Prior to the experimental treatment and data collection, permission to conduct the experiment was obtained from the Amasya University Social Sciences Ethics Committee (Appendix 5). To apply the intercultural competence scale, official approval was also taken from the developer of the Intercultural Competence Scale via e-mail on December 7th, 2022 (See Appendix 6). Following that, the administration of the school, which was the research setting, was contacted to obtain their approval (See Appendix 7). Once their approval was received, the data collection and the experimental treatment procedures were initiated.

As the first stage of the research, an introduction to the study and negotiation role-playing was presented to both control and experimental group members. Then all the participants were granted an informed-consent form to sign for voluntary participation (Appendix 8). The pre-test with the ICS scale was then administered to both the control and experimental group to determine participants' intercultural competence levels. This was significant in revealing the initial cultural competence of all participants before the intervention. In the experimental group classes, following the completion of the ICS scale, the participants were introduced to the procedure of the negotiation role-playing implementation by the researcher. The participants were informed about their roles, the schedule of the weekly sessions, timetable, lesson plans, the group works, a chatbot called "Chat-GPT," and detailed procedure of implications of negotiation role-playing. Following five consecutive weeks, the researcher applied negotiation role-playing activities to the voluntary participants in the experimental group.

After the negotiation role-playing intervention, a post-test using the ICS scale was conducted on the experimental and control group participants. Then semi-structured interviews

with the voluntary participants from the experimental group were arranged to obtain more data regarding the efficacy of the intervention. The individual semi-structured interviews were conducted via Google Meet, a cloud-based video conferencing platform that allows users to conduct virtual meetings, webinars, and online classes. The interviews with the 8 voluntary participants lasted around 20 minutes. The participants were interviewed individually, and each interview was recorded using the Google Meet platform. To ensure confidentiality and privacy, informed consent was obtained again from each participant before the interview, and the participant's identity was kept confidential throughout the study. The data collected from individual semi-structured interviews were transcribed, coded, and analyzed to identify themes and patterns in the participants' responses. In the data collection periods, the researcher clarified any questions or items related to the ICS scale and interview questions to ensure the participants fully understood and completed the scale.

3.5. Data Analysis

3.5.1. Quantitative Data Analysis

This study deeply analyzed the quantitative data collected via the IC scale using the IBM SPSS statistic version 26 program. The main reason for choosing the SPSS is that this software provides many options for analyzing data and quickly testing scientific hypotheses. A variety of descriptive statistics can be generated using this program, including mean, frequency, and multivariate analyses. Further, SPSS is capable of creating graphs and tables that are visually appealing (Barnard et al., 2007).

3.5.2. Qualitative Data Analysis

To collect qualitative data, semi-structured interviews were conducted with the 8 voluntary participants after expert review and approval of the interview questions. The data collected via the interviews were noted and categorized via Microsoft OneNote App. The codes and categories for each question were determined using MAXQDA software, one of the leading qualitative data analysis programs for social science. Figure 4 shows the MAXQDA data coding process with the transcribed texts. Determined codes and categories have also been evaluated by other researchers from the Department of English Language Teaching to ensure reliability. In the following chapter, the final results were presented along with all related factors of the IC scale.

Figure 4. The Coding Process with MAXQDA

Document System

Documents: 220

- P1: 28
- P2: 18
- P3: 17
- P4: 33
- P5: 27
- P6: 35
- P7: 26
- P8: 36

Code System

- Motivation to learn on their own: 1
- Socialization: 5
 - Increased cooperation in group works: 1
 - Increased willingness to meet new people: 2
 - Increased interaction with classmates: 2
 - Motivated to take part cultural projects: 1
- Tolerance: 13
 - Increased respect towards foreign classmates: 1
 - Increased tolerance towards people from different cultures: 5
 - Increased appreciation for cultural diversity: 2
 - Increased tolerance towards cultural differences: 1
 - Increased tolerance towards different religions: 4
 - Increased understanding of cultural differences: 4
- Awareness: 8
 - Become sensitive about political issues: 1
 - Improved awareness of cultural differences: 1
 - Improved self-awareness of behavioral performance: 1
 - Increased awareness of how to act properly: 2
 - Increased awareness of verbal and non-verbal communication: 3
- Adaptation: 6
 - Increased understanding of cultural differences: 1
 - Overcome Prejudice: 1

Document Browser: P1 (5 Paragraphs)

Adaptation

1 I gained a lot of knowledge, I understood better what I should do and what I should do not ; For instance: In Thailand, I learnt not to touch heads for greeting. Having knowledge about various cultures increased my self-confidence in many areas . My level of knowledge about different cultures has increased. I think that discussion environments are very beneficial for gaining knowledge.

2 I became more interested in the topics that I have always been curious about during the classes and activities. I can talk more with my foreign friends in class and ask them about their cultures to gain more knowledge and improve communication with them. I think my motivation for learning and communication has increased. Sharing information with our friends also increased our socialization. During the activities, we learned and had fun at the same time I think these activities are more enjoyable and engaging compared to traditional classroom learning, which can often feel boring and focused solely on loading information through reading materials.

3 I can feel more confident in different cultures; now that I know what to do better, I can adapt more quickly. For example, if I were in Australia, I could adapt to their culture more quickly by using phrases like "G'day".

4 I realized that I need to be more careful when performing behavioral movements. My awareness increased, especially when using gestures and facial expressions. It is very useful for speaking skills.

5 I can say that my respect for people has increased; I think it's wrong to generalize people. I learnt it's dangerous to make political comments about foreigners and their people, and I think I will be more careful in future. Having knowledge about cultures has increased my respect for them. My intolerance and prejudices were broken.

CHAPTER IV

4. FINDINGS

This section will present quantitative findings calculated by the SPSS statistical program, and qualitative findings obtained by the semi-structured interview questions, which have been organized, coded, and categorized using OneNote and MAXQDA programs.

4.1. Quantitative Findings

4.1.1. Quantitative Findings of the IC Scale

To answer the first research question, the data collected in the pre-test were analyzed with descriptive statistics. Table 8 demonstrates the results of the scale. When the values presented in Table 8 are analyzed, no participant scored 150 points, the maximum value that can be obtained from the scale. The highest score on the scale was 123, and the lowest was 80. Participants obtained an average of 100 points from the scale. Therefore, it can be said that students' IC levels were average before the implantation of negotiation role-playing. When participants' IC levels were analyzed based on the points given to the IC scale items, it can be said that their average IC level was found to be 3.33 out of 5.

Table 8. Descriptive Statistics of Participants' Pre-Test IC Scores

	Minimum	Maximum	Mean	SD	VAR	Skewness	Kurtosis
IC Scores	80.00	123.00	99.92	12.51	156.51	0.12	-1.20

To analyze whether the scores obtained from the Intercultural Competence Scale differed between the control and experimental group before the application, the descriptive statistics of the data collected in the pre-test were first examined. Table 9 demonstrates the total and factor scores of the pre-test. In Table 9, the pre-total scale denotes the intercultural competence levels before the implementation of negotiation role-playing activities. It reflects the initial IC levels for both the control and experimental group. Similarly, pre-F1 represents the initial F1 factor (knowledge of intercultural interaction) scores before the intervention for each group.

Table 9. Pre-Test Descriptive Statistics

Groups		Mean	SD	VAR	Skewness	Kurtosis
Control Group	Pre-Total Scale	95.33	12.62	159.51	0.67	-0.88
	Pre-F1	26.33	5.24	27.52	-0.01	-0.72
	Pre-F2	20.25	3.41	11.66	0.12	-1.22
	Pre-F3	9.58	1.50	2.26	0.09	-0.17
	Pre-F4	22.25	3.38	11.48	1.08	-0.47
Experimental Group	Pre-F5	16.91	2.60	6.81	-0.81	-0.31
	Pre-Total Scale	104.50	11.04	121.90	-0.14	-0.64
	Pre-F1	28.16	6.02	36.33	-0.39	1.52
	Pre-F2	24.50	3.00	9.00	-0.34	0.50
	Pre-F3	10.25	2.49	6.20	-0.72	0.64
	Pre-F4	23.41	3.02	9.17	-0.72	0.21
	Pre-F5	18.16	2.03	4.15	0.50	-0.19

In the data analyses, normal distribution (one of the assumptions of parametric tests) was observed in the total score and in most of the factors that make up the scale (except for F4, see Table 10).

Table 10. Pre-Test Normality Test Results of Experimental and Control Groups

Group Name		Shapiro-Wilk		
		Statistic	df	Sig.
Total Score	Experimental	0.96	12	0.801
	Control	0.87	12	0.065
F1	Experimental	0.93	12	0.430
	Control	0.97	12	0.881
F2	Experimental	0.93	12	0.402
	Control	0.93	12	0.359
F3	Experimental	0.95	12	0.583
	Control	0.92	12	0.286
F4	Experimental	0.91	12	0.243
	Control	0.77	12	0.005
F5	Experimental	0.96	12	0.731
	Control	0.89	12	0.115

Since the sample size was below the critical number of 30 required for parametric tests, the statistical tests used in the comparison were not the Independent Samples t-test but its non-parametric equivalent, Mann Whitney-U. The results of the analysis are presented in Table 11.

Table 11. Mann-Whitney U Test Results for Pre-Test Scores

Score	Group	Mean Rank	Sum of Ranks	U	p
Total Score	Experimental	14.83	178.00	44	0.106
	Control	10.17	122.00		
F1	Experimental	13.42	161.00	61	0.524
	Control	11.58	139.00		
F2	Experimental	16.50	198.00	24	0.005
	Control	8.50	102.00		
F3	Experimental	14.08	169.00	53	0.266
	Control	10.92	131.00		
F4	Experimental	14.13	169.50	52,5	0,258
	Control	10.88	130.50		
F5	Experimental	13.71	164.50	57,5	0.395
	Control	11.29	135.50		

When Table 11 is examined, it is seen that the mean ranks of the students/participants in the experimental group (14,83) are higher than the mean ranks of the students/participants in the control group (10,17) in the total score. It is important to note that this difference between the mean ranks was not statistically significant in total; only the F2 factor displayed a difference ($U=44$, $p>0.05$). In other words, the pre-test means scores of the control and experimental group did not show a significant difference except for the F2 factor. The difference between the two groups in the affective dimension might stem from students' personalities, characteristics, or cultural interests.

Table 12. Post-Test Normality Test Results of Experimental and Control Groups

Group Name		Shapiro-Wilk		
		Statistic	df	Sig.
Total Score	Experimental	0.95	12	0.717
	Control	0.92	12	0.244
F1	Experimental	0.89	12	0.103
	Control	0.90	12	0.130
F2	Experimental	0.87	12	0.066
	Control	0.81	12	0.012
F3	Experimental	0.93	12	0.388
	Control	0.93	12	0.358
F4	Experimental	0.91	12	0.237
	Control	0.96	12	0.761
F5	Experimental	0.96	12	0.741
	Control	0.97	12	0.903

Table 12 shows the normality test results for the post-tests. When Table 12 is examined, it can be noticed that the scores are normally distributed in the total scale and factors. Since the sample size was not large enough for parametric tests, non-parametric analyses were preferred to evaluate post-test scores.

Descriptive statistics of the data collected in the post-test are presented in Table 13.

Table 13. Post-Test Descriptive Statistics

Groups	Score	Mean	SD	VAR	Skewness	Kurtosis
Control Group	Post-Total Score	96.67	12.60	158.78	0.30	-0.20
	Post-F1	26.25	4.37	19.11	0.76	0.80
	Post-F2	21.08	3.82	14.63	-0.47	0.65
	Post-F3	10.25	1.82	3.30	-0.99	-0.29
	Post-F4	22.25	2.80	7.84	0.71	-0.20
	Post-F5	16.83	3.04	9.24	-0.51	-0.41
Experimental Group	Post-Total Score	124.67	9.86	97.15	0.06	-0.46
	Post-F1	35.83	3.93	15.42	0.23	-0.19
	Post-F2	27.42	2.42	5.90	-1.18	0.99
	Post-F3	12.00	1.54	2.36	-0.18	-1.61
	Post-F4	28.42	2.64	6.99	0.52	0.21
	Post-F5	21.00	2.49	6.18	-0.43	-0.59

To compare the post-test scores of the control and experimental group, Mann-Whitney U was applied. The results of the analysis are given in Table 14.

Table 14. Mann-Whitney U Test Results for Post-Test Scores

Score	Group	Mean Rank	Sum of Ranks	U	P
Total Score	Experimental	18.00	216.00	6	.000
	Control	7.00	84.00		
F1	Experimental	17.96	215.50	6,5	.000
	Control	7.04	84.50		
F2	Experimental	17.58	211.00	11	.039
	Control	7.42	89.00		
F3	Experimental	15.46	185.50	36.5	.000
	Control	9.54	114.50		
F4	Experimental	17.79	213.50	8.5	.001
	Control	7.21	86.50		
F5	Experimental	16.88	202.50	19.5	.000
	Control	8.13	97.50		

When Table 14 is examined, it can be observed that the scores of the experimental and control groups differed in the total score and all scale factors ($U=6$, $p<0.05$). The mean ranks of participants in the experimental group (18) were higher than those in the control group (7).

Among all factors, the mean ranks of the experimental group participants were higher than the control group participants (F1: $E=17,96$ & $C=7,04$; F2: $E=17,58$ & $C=7,42$; F3: $E=15,46$ & $C=9,54$; F4: $E=17,79$ & $C=7,21$; F5: $E=16,88$ & $C=8,13$).

Table 15 shows the values for the pre-test and post-test averages of the experimental and control group. When Table 15 is analyzed, it can be observed that the pre-test and post-test scores differed in the experimental group. Additional analyses were applied to understand whether this difference is statistically significant.

Table 15. Mann-Whitney U Test Results for Pre-Test and Post-Test Scores

	Experimental Group		Control Group	
	Pre-test	Post-test	Pre-test	Post-test
Total	104.50	124.67	95.33	96.67
F1	28.17	35.83	26.33	26.25
F2	24.50	27.42	20.25	21.08
F3	10.25	12.00	9.58	10.25
F4	23.41	28.42	22.25	22.25
F5	18.17	21.00	16.92	16.83

To ascertain the magnitude of the difference between groups, the present study employed the r coefficient ($z/\sqrt{n}$) as a metric (Field, 2013). Data analysis yielded the magnitude of the difference to be 0.779 for the overall scale, with corresponding scores of 0.774, 0.726, 0.426, 0.75, and 0.622 for the factors (Table 16). Cohen (1992) suggests that correlation

coefficients of 0.10 or less are considered small, 0.30 or less are considered medium, and 0.50 or more are considered large effects. Hence, the interpretation of these coefficients suggests that the magnitude of the difference between groups was significant at a large level for the overall scale and in factors except F3 between the control and experimental group. In the F3 factor, the differentiation was discovered at the medium level.

Table 16. Level of Differentiation between Control and Experimental Groups

	Factors					
	F1	F2	F3	F4	F5	Total
Z value	-3.79	-3.56	-2.09	-3.68	-3.05	-3.82
R-value	-0.77	-0.73	-0.43	-0.75	-0.62	-0.78

The Wilcoxon Signed Ranks Test was preferred to compare the experimental group's pre-test and post-test scores. This is because the sample size of 30, critical for parametric analyses, was not reached. Wilcoxon Signed Ranks Test results are shown in Table 17.

Table 17. Wilcoxon Signed Ranks Test Results of Experimental Group

		Mean Rank	Sum of Ranks	Z	p	r
Total Score	Negative Ranks	1	1			
	Positive Ranks	11	77	-2.98	0.003	0.861
	Ties	0				
F1	Negative Ranks	1	1.5			
	Positive Ranks	10	64.5	-2.81	0.005	0.810
	Ties	1				
F2	Negative Ranks	2	7			
	Positive Ranks	9	59	-2.32	0.02	0.670
	Ties	1				
F3	Negative Ranks	2	7			
	Positive Ranks	9	59	-2.35	0.019	0.680
	Ties	1				
F4	Negative Ranks	0	0			
	Positive Ranks	12	78	-3.06	0.002	0.885
	Ties	0				
F5	Negative Ranks	2	3.5			
	Positive Ranks	9	62.5	-2.63	0.008	0.760
	Ties	1				

When Table 17 is analyzed, it can be noticed that the scores of the experimental group participants in the pre-test and post-test differ statistically significantly ($p < 0.05$). It has been found that 11 participants scored higher in the post-test than in the pre-test. However, only 1 participant scored higher on the pre-test than the post-test. Most participants scored higher in the post-test, which was similar in all scale factors. It has been found that there is a statistically significant difference between pre-test and post-test scores in all scale factors. To determine

the size of this differentiation, the r coefficient ($z/\sqrt{n}$) was calculated. When the r coefficients are analyzed, it can be said that the size of the change in the whole scale and all factors are large. According to Cohen (1992), correlation coefficients of less than 0.10 are considered small, less than 0.30 are considered medium, and more than 0.50 are considered large effects.

In addition, the square of the obtained r value (r^2) was calculated to determine how much of the changed variance could be explained by the applied intervention. Findings showed that the intervention could explain 74% of the variance in the scores obtained from the whole scale in the pre-test and post-test. These values are 65%, 45%, 46%, 78%, and 57% in the factors, respectively. The results of the analysis revealed that negotiation role-play activities have a significant effect on the development of the IC scores of the participants. When the factors of intercultural competence are considered, the most positive impact of the intervention was found in the behavioral (F4) dimension ($r=0.88$; $r^2=78\%$), and then the knowledge (F1) dimension ($r=0.81$; $r^2=65\%$), following this IC awareness ($r=0.759$; $r^2=57\%$), self-efficacy ($r=0.679$; $r^2=46\%$), and affective ($r=0.67$; $r^2=45\%$) dimensions, respectively.

The same analysis was applied to the pre-test and post-test scores of the control group to determine whether a similar situation existed in the control group. Analysis results are given in Table 18.

Table 18. Wilcoxon Signed Ranks Test Results of Control Group

		Mean Rank	Sum of Ranks	Z	p
Total Score	Negative Ranks	7	4.57	-0.55	0.582
	Positive Ranks	5	9.2		
	Ties	0			
F1	Negative Ranks	6	6.67	-0.63	0.532
	Positive Ranks	5	5.2		
	Ties	1			
F2	Negative Ranks	5	4.3	-0.62	0.538
	Positive Ranks	5	6.7		
	Ties	2			
F3	Negative Ranks	4	4.75	-1.26	0.206
	Positive Ranks	7	6.71		
	Ties	1			
F4	Negative Ranks	4	5.75	-0.06	0.952
	Positive Ranks	5	4.4		
	Ties	3			
F5	Negative Ranks	4	6.38	-0.21	0.835
	Positive Ranks	6	4.92		
	Ties	2			

When Table C is examined, it was found that there is no statistical difference in the scores of the control group participants between the pre-test and post-test IC scale.

4.2. Qualitative Findings

4.2.1. Individual Semi-Structured Interviews

This study phase was based on voluntary participation, and eight students from the experimental group were involved in semi-structured interviews. In this stage, the students were categorized as P1, P2, P3, P4, P5, P6, P7, and P8. The semi-structured interview phase was conducted using Google Meet because participants are familiar with the platform from other classes, and it provides a free online meeting option compared to other programs. Since the interview questions were translated into Turkish for participants to feel comfortable, their answers to questions were first noted in Turkish and then translated into English. The translation was evaluated by other researchers from the ELT Department at this stage to ensure its reliability.

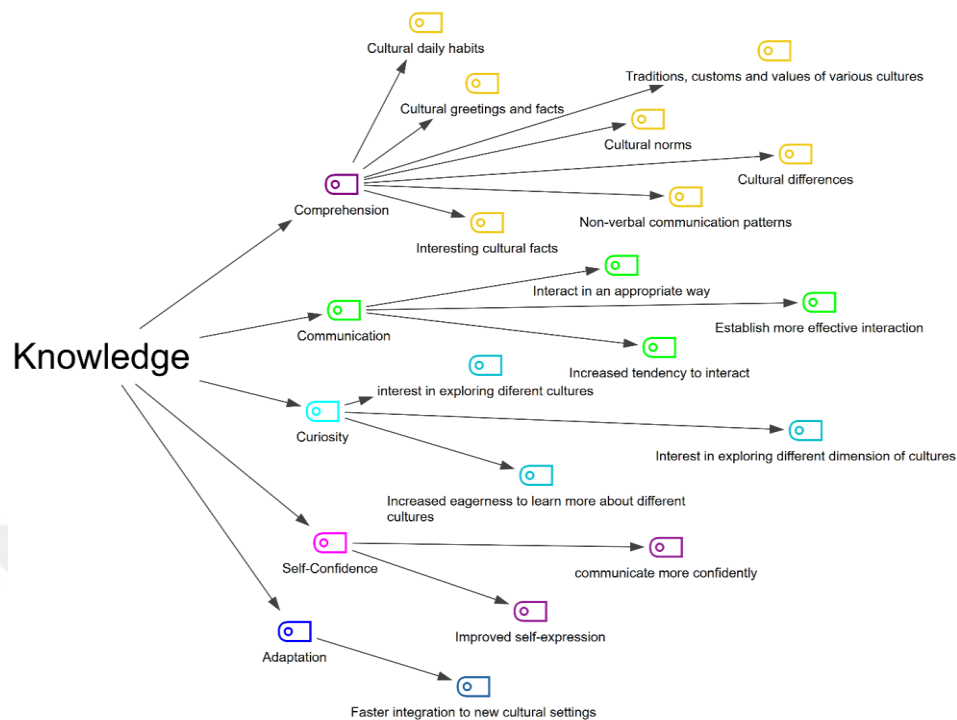
The first part of the semi-structured interviews, which consists of five questions, reveals the impacts of negotiation role-playing activities over intercultural competence along with the factors of the IC, namely knowledge of intercultural interaction, affective orientation to intercultural interaction, self-efficacy in intercultural situations, behavioral performance in intercultural interaction, and display of intercultural consciousness.

4.2.1.1. The Impact on Knowledge of Intercultural Interaction

The first question of the first part of these interviews, “What kind of effect (if any) did negotiation role-play activities have on your knowledge about different cultures?” was asked the participants. The five categories drawn from the participants' answers are comprehension, communication, curiosity, self-confidence, and adaptation.

Qualitative data obtained by the semi-structured interview questions have been organized with the OneNote software. Then they were coded and categorized via MAXQDA software. The findings were also sent to an expert in the ELT Department, who found his codes. For the reliability of the codes, intercoder reliability (ICR) was also calculated by the comparison of codes and finding Cohen's kappa coefficient value. The findings of the participants' data regarding the first semi-structured interview question are presented in Figure 5. In Figure 5, the impact of negotiation role-playing activities over the knowledge factor can be seen.

Figure 5. The Impact of Negotiation Role-Playing: Knowledge Factor



The experimental group participants provided positive feedback regarding the negotiation role-play activities' impact on their knowledge of different cultures. The majority of the participants in the experimental group stated that they gained extensive knowledge about the cultural differences, social groups, cultural norms, customs, traditions, and values of various cultures. Some participants expressed learning about the appropriate and inappropriate behaviors in certain cultures, such as avoiding touching heads during greetings in Thailand. Notably, some participants mentioned that they became highly interested in adding different perspectives to themselves and communicating with people from various cultures. They also stated that the knowledge they acquired through negotiation role-playing would contribute to the adaptation process when they move to the new cultural environment. Further, they mentioned that negotiation role-playing activities positively impacted their confidence levels and ability to communicate effectively with individuals from different cultural origins. These findings highlighted the importance of negotiation role-play activities in enhancing individuals' knowledge and skills in cross-cultural communication.

An excerpt of some participants' responses to the first semi-structured interview question is included below. Their answers are presented using the letter P as a prefix to indicate the participant code.

“I gained a lot of knowledge. I understood better what I should do and what I should not do; For instance: I learned not to touch heads for greeting in Thailand. Having knowledge about various cultures increased my self-confidence in many areas. My level of knowledge about different cultures has increased. I think that discussion environments are very beneficial for gaining knowledge” (P1).

“I have gained a lot of knowledge about cultures, how they live, how they eat, how they dress, and how they react to events. I have contributed a lot to myself. I can express myself better; if I have a chance to go abroad in the future, instead of just searching for touristic places to visit, I will try to research more about other dimensions of cultures, such as what is appropriate or inappropriate in these cultures, not just trivial information but also beliefs, perceptions” (P3).

“Before this study, I knew little about different cultures and couldn't talk comfortably with people. Having more knowledge has made it easier for me to interact with people in a better way” (P5).

“It allowed me to develop my knowledge. I can adapt better when I go abroad because I know more about cultures. Now, I am more positive and curious about different cultures. I want to add different perspectives to myself. After this study, I became interested in getting to know and communicating with people from different cultures. I got a chance to learn more about the various traditions, customs, and values of many different cultures” (P6).

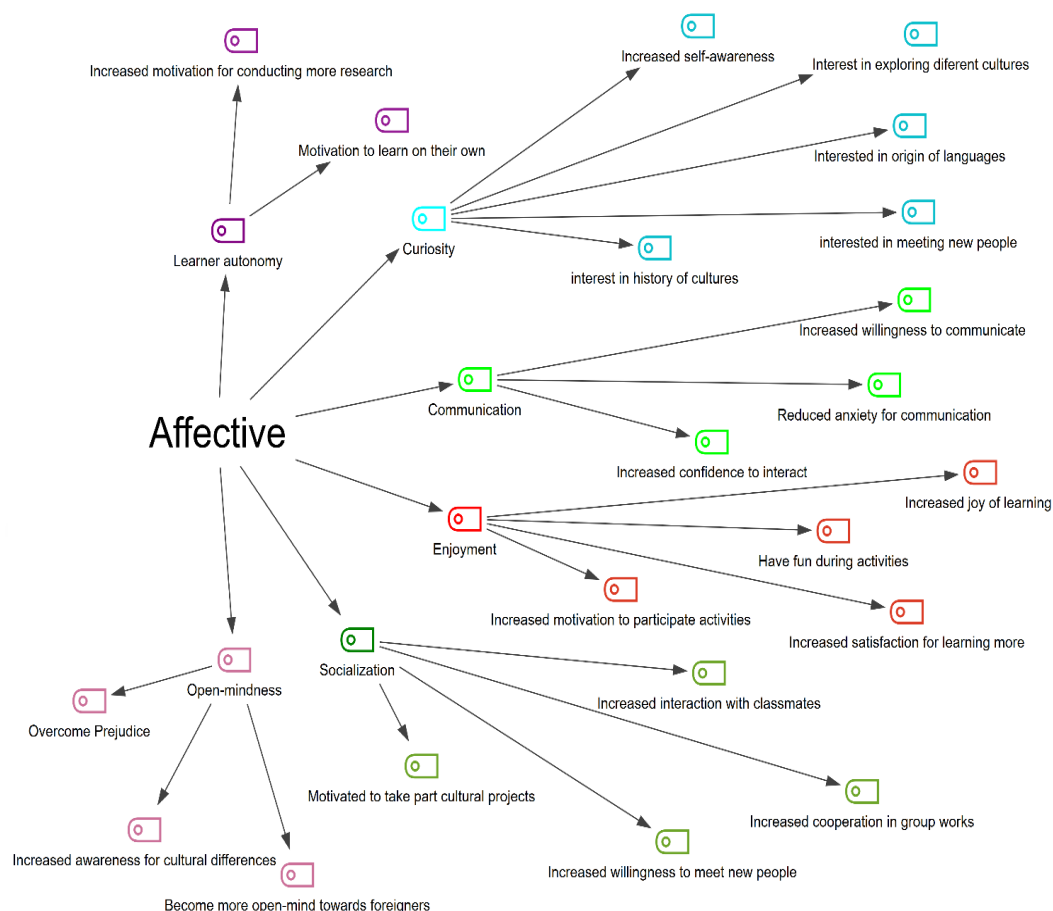
The responses collected via semi-structured interviews highlight the positive impacts of negotiation role-playing on the participants' knowledge of intercultural interaction. It can be concluded that negotiation role-playing activities fostered the participants' communication, ignited their curiosity, enhanced their self-confidence and knowledge level, and provided valuable information to experimental group participants to adapt to new cultural environments faster.

4.2.1.2. The Impact on Affective Orientation

The second question of the first part of the interviews, “What kind of effect (if any) did negotiation role-play activities have on your motivation to communicate with someone from different cultures?” was asked the participants. The six categories drawn from the participants' answers are curiosity, communication, enjoyment, socialization, open-mindedness, and learner autonomy.

The data of the participants' answers to the fourth semi-structured interview question were analyzed, organized, and coded by using MAXQDA software. Used codes and categories are presented in Figure 6.

Figure 6. The Impact of Negotiation Role-Playing: Affective Factor



The experimental group participants provided positive feedback regarding the impact of negotiation role-play activities on their affective orientation to intercultural interaction. The activities were found to be enjoyable and engaging by many participants, which led to an increase in their curiosity about various cultures. Some claimed that teaching cultural content with role-playing enhanced their motivation to participate in-class activities. In addition, many participants claimed they became more willing to socialize and communicate with foreign friends through negotiation role-playing. The participants also reported improved communication skills and comfort levels while interacting with people from different cultures. Some expressed their interest in pursuing cultural research in the future and participating in exchange programs like Erasmus. Further, they mentioned that negotiation role-playing activities positively impacted becoming open-minded, gaining awareness, and avoiding prejudices towards people from different cultural backgrounds.

An excerpt of some participants' responses to the second semi-structured interview question is included below. Their answers are presented using the letter P as a prefix to indicate the participant code.

“I became more interested in the topics I had always been curious about during class and activities. I can talk more with my foreign friends in class and ask them about their cultures to gain more knowledge and improve communication. I think my motivation for learning and communication has increased. Sharing information with our friends also increased our sociability. During the activities, we learned and had fun at the same time. I think these activities are more enjoyable and engaging than traditional classrooms, which are often boring and focus solely on loading information through reading materials” (P1).

“We had difficulties interacting with many of our foreign friends this year. Now, I will try to pay attention to the elements such as gestures and facial expressions that they use in their cultures. These activities will help me to interact with my students from different cultural backgrounds more open-mindedly. Seeing different aspects of other countries increased my interest in doing research about countries. It was fun for me. I waited for Monday to come” (P4).

“I used to hesitate while speaking because I didn't have prior knowledge, and I struggled in the first conversation. Now, I feel more comfortable talking to a foreigner, which has increased my motivation and communication skills. I have become more curious about how cultures are shaped and their historical origins. This has motivated me to participate in projects like Erasmus in the future. I think my curiosity will continue to drive me to do more cultural research in the future. I think that learning about different cultures is very enjoyable. These activities were so fun” (P7).

“Overall, my curiosity about cultures has increased. I have overcome my prejudices towards some people and started to respect them more. I can communicate more comfortably with foreign people because I can understand them better. My motivation for communication has increased in general. It was quite enjoyable; I didn't get bored. It was very beneficial. The activities increased my motivation to learn more about different cultures” (P8).

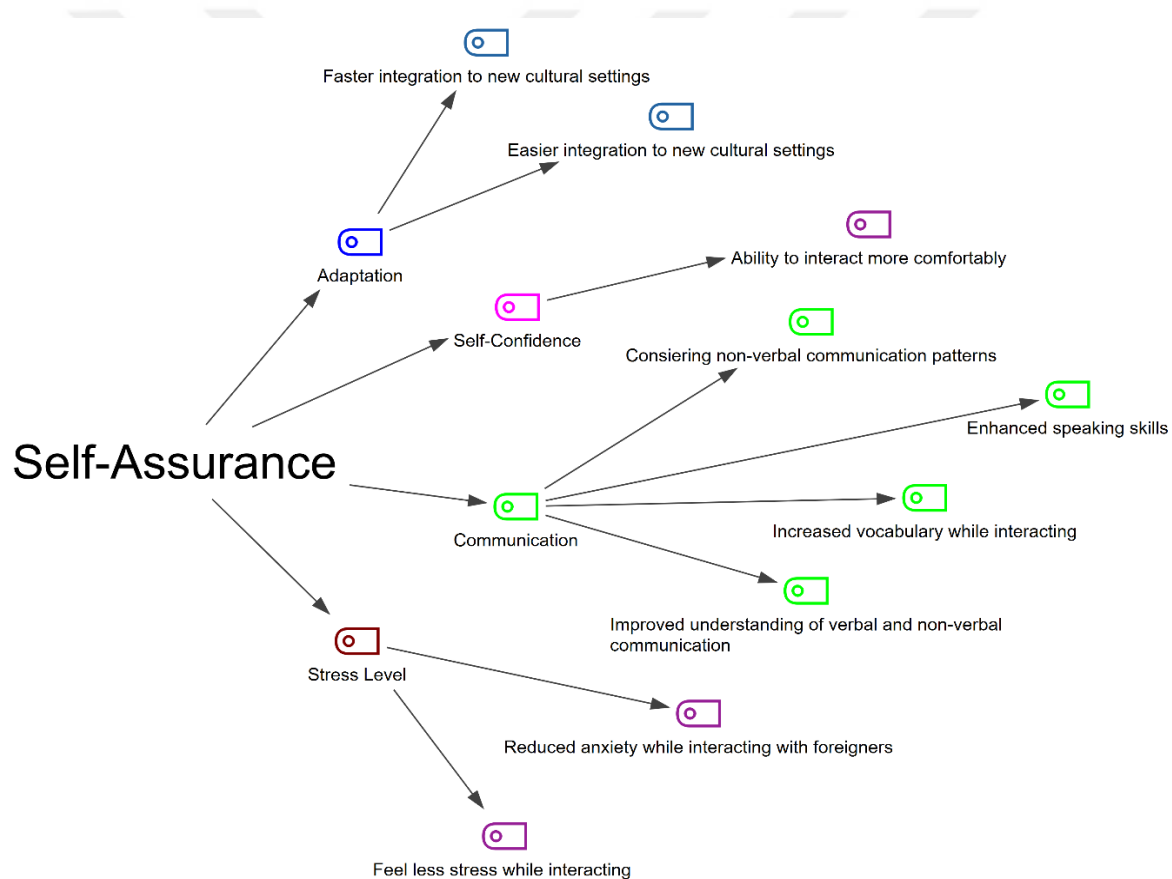
Overall, the responses indicate that the negotiation role-play activities have positively affected the participants' motivation to learn and communicate with people from different linguistic and cultural origins, increased their curiosity and interest in different cultures, and provided an enjoyable and engaging learning experience.

4.2.1.3. The Impact on Self-Assurance in Intercultural Situations

The third question of the semi-structured interviews, "What kind of effect (if any) did negotiation role-play activities have on your self-confidence during the conversation with someone from a different ethnic and cultural background?" was asked the participants. The four categories drawn from the participants' answers are adaptation, self-confidence, stress level, and communication. The data of the participants' responses to the third semi-structured interview question were analyzed, organized, and coded by using MAXQDA software. Used codes and categories are presented in Figure 7.

The individuals who participated in the research stated that engaging in negotiation role-playing activities favored their self-assurance for interacting with people from diverse ethnic and cultural backgrounds. Many participants reported feeling more confident adapting to new environments and cultures as they gained valuable knowledge and information about verbal and non-verbal communication. In addition, they claimed that they felt less anxious and stressed during communication with their classmates from foreign cultures. Some asserted that knowing non-verbal communication elements and cultural facts contributed to them speaking English more confidently now. Besides, they also claimed that interactive activities also ignited their curiosity about diverse cultures.

Figure 7. The Impact of Negotiation Role-Playing: Self-Assurance Factor



An excerpt of some participants' responses to the third semi-structured interview question is included below:

"I can feel more confident in different cultures, now I know what to do better, and I can adapt more quickly. For example, if I were in Australia, I could adapt to their culture more quickly by using phrases like 'G'day" (P1).

“We had foreign friends in our preparatory classes, and they misunderstood or did not understand whatever questions we asked them. Now I can communicate with them in a better way with the knowledge I have gained from these activities. I can say that it has had a very positive impact on my self-confidence. I feel less anxiety when communicating with my friends from foreign cultures now” (P4).

“I can speak more confidently with foreign people now; my self-confidence increased with these activities. New information, especially verbal - non-verbal communication elements, increased my self-confidence” (P5).

“Before, I could also speak, but now I can express myself with greater confidence. Understanding body language and having more knowledge about cultures has been very effective in this. Before, I used to be more stressed while speaking, but now I think my stress level will be lower when I talk to a foreigner. It provided me with a lot of options to improve myself” (P8).

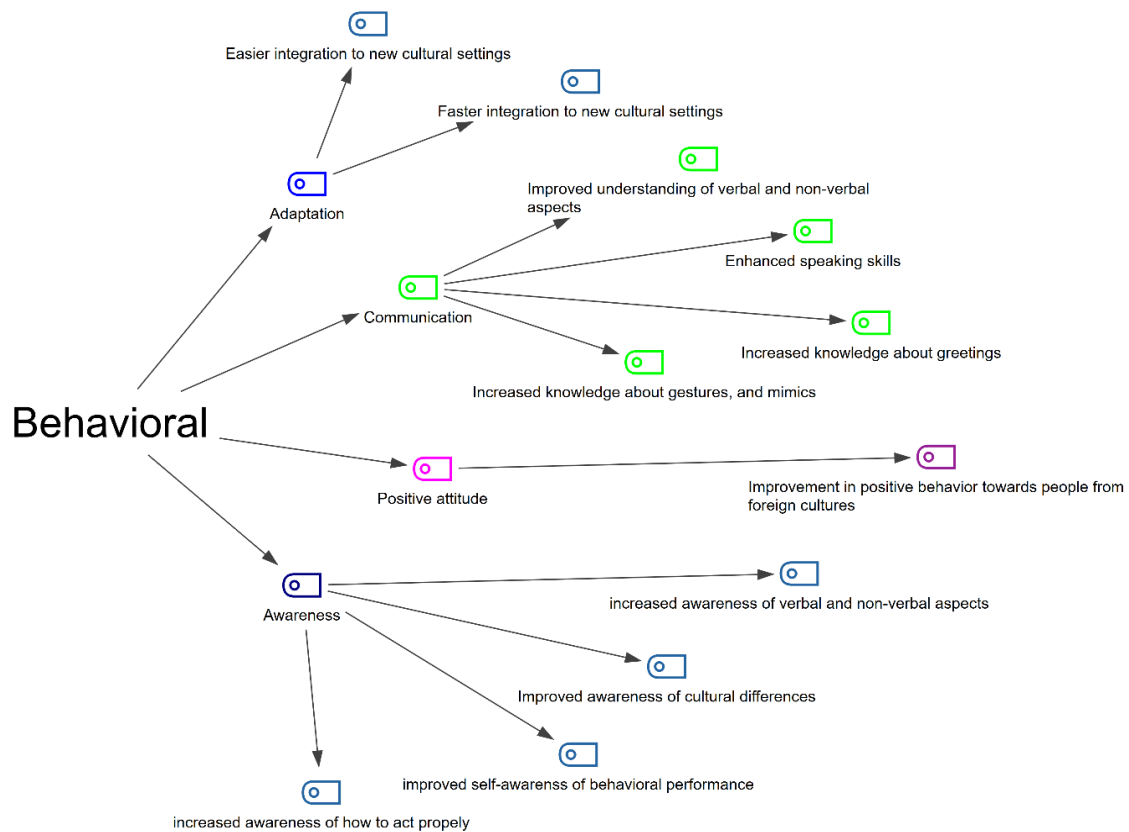
Based on the findings of the third interview question, it can be noted that the negotiation role-play activities helped to reduce participants' anxiety about meeting new people, contributed to their adaption to new cultural settings, and positively affected their self-confidence in intercultural situations.

4.2.1.4. The Impact on Behavioral Performance

The fourth question of the semi-structured interviews, “What kind of effect (if any) did negotiation role-play activities have on your behavioral aspects?” was asked of the participants. The four categories drawn from the participants' answers are adaptation, awareness, communication, and positive attitudes. The data of the participants' responses to the fourth semi-structured interview question are coded and presented in Figure 8.

The individuals who participated in the experiment reported that the negotiation role-play activities positively affected their behavior. Many participants asserted they had increased awareness and understanding of nonverbal and verbal communication patterns, including the significance of gestures, facial expressions, and body language in different cultures and how they can influence communication. Further, they stressed that a deeper understanding of verbal and non-verbal communication patterns contributed to their ability to adjust to new cultural settings and communicate more effectively and confidently with individuals from foreign cultures. The participants also highlighted the importance of being careful when using gestures and other behavioral movements to avoid miscommunication. With the awareness of non-verbal communication patterns, students asserted that they learned how to act appropriately to establish effective communication. Semi-structured interview data also revealed that a deeper understanding of verbal and non-verbal communication patterns positively affected the participants' speaking skills.

Figure 8. The Impact of Negotiation Role-Playing: Behavioral Factor



An excerpt of some participants' responses to the fourth semi-structured interview question is included below:

"I realized that I need to be more careful when performing behavioral movements. My awareness increased, especially when using gestures and facial expressions. It is very beneficial for speaking skills" (P1).

"With these activities, I learned many behavioral movements for the first time. It was very useful and beneficial for me. Since each movement has different meanings in different countries, I believe learning different movements will increase our ability to adapt to new cultural environments" (P2).

"I will try to be more careful when using gestures in daily life. This has contributed to increase my awareness. I believe that when we talk to a foreigner, knowing their gestures, customs, traditions, and body language strengthens our communication" (P4).

"When I enter a foreign environment, I am better aware of which body language elements I should or should not use now. Therefore, I believe I can communicate more effectively with foreigners" (P7).

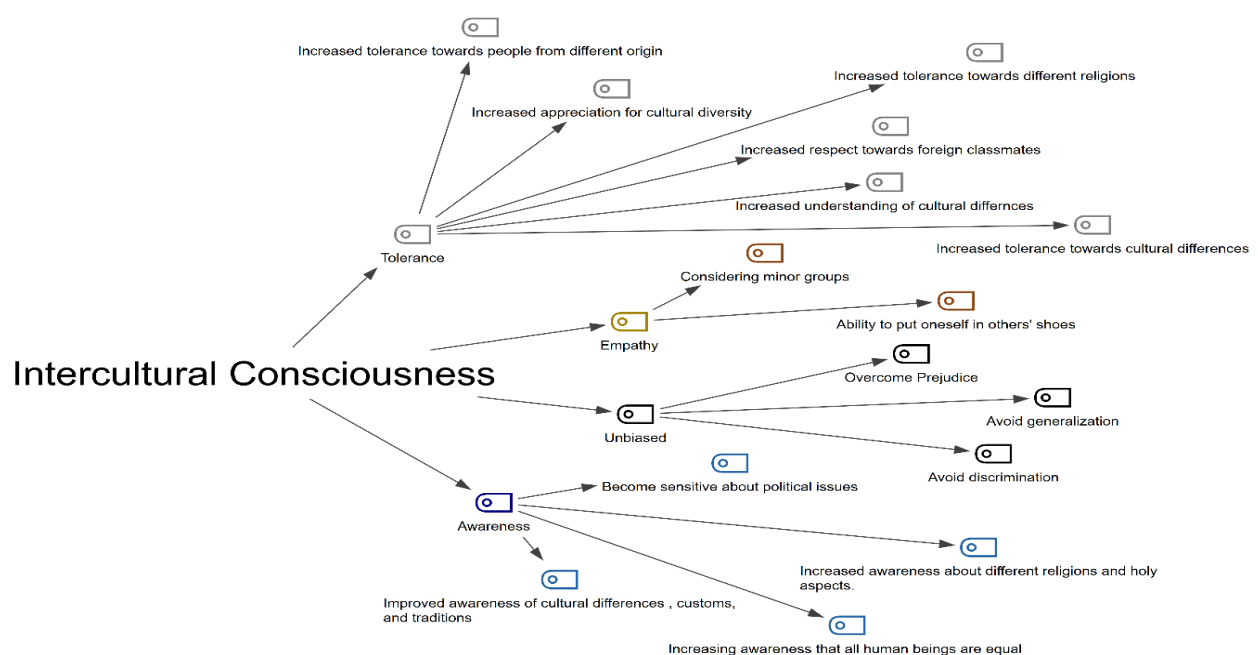
Based on the findings of the fourth interview question, it can be noted that the negotiation role-play activities enhanced the participants' awareness, knowledge, and skills regarding how to behave appropriately and form effective communication in intercultural interaction.

4.2.1.5. The Impact on the Display of Intercultural Consciousness

The fifth question of the semi-structured interviews, “What kind of effect (if any) did negotiation role-play activities have on your respect for cultural differences?” was asked of the participants. The four categories drawn from the participants' answers are tolerance, empathy, unbiased, and awareness. The qualitative data are coded in Figure 9.

The participants' responses highlight that the role-playing negotiation activities practised in the five weeks for culture-teaching purposes yielded positive outcomes in fostering an empathetic attitude towards cultural differences. Participants acknowledged the importance of avoiding prejudices, perceptions, and generalizations. Some admitted that they had prejudices before towards foreigners, but learning more about the prejudices, stereotypes, and misconceptions about various cultures assisted them in breaking down prejudices. In addition, they claimed that the critical cultural issues in the negotiation section helped them promote empathy and respect toward their classmates from different nations. Participants also expressed the effectiveness of the negotiation process for developing tolerance towards cultural diversity. Many asserted that they became more tolerant towards people of different origins or religions. Besides, they claimed to become more sensitive about political issues and the dangers of making generalizations that could offend people from different cultural backgrounds. The interview data obtained from the participants also show that negotiation activities raised an increased awareness that all human beings are equal, regardless of language, religion, or race.

Figure 9. The Impact of Negotiation Role-Playing: Intercultural Consciousness



An excerpt of some participants' responses to the fifth semi-structured interview question is included below:

"I can say that my respect for people has increased. I think it's wrong to generalize people. I learned it's dangerous to make political comments about foreigners and their people, and I think I will be more careful in the future. Having knowledge about cultures has increased my respect for them. My intolerance and prejudices were broken" (P1).

"I had prejudices before. After what we have seen in the lesson, I will listen to the other side more carefully, feel them better, empathize with how they feel, and try to communicate and support them better. I think I can empathize better with the foreigners I encounter now. I learned more about prejudices and will try to avoid prejudices and miscommunication with the knowledge I gained in these activities. I will try to be more tolerant and try to understand people from different cultures for better communication" (P4).

"Everyone should respect different cultures, but it is necessary to know how to do it; it needs to be put into practice. It was better to hear from our friends from different cultures. With the negotiating activities, we learned to avoid discriminating against foreigners and raise awareness that we are all equal and human, regardless of language, religion, or race. All these have contributed to the development of the understanding that we are all human beings. Activities such as being careful while discussing politics have also increased our awareness" (P6).

"I used to judge foreigners with bias, but I will treat most foreign friends better. This is because I understand the traditions and foreign cultures better through these activities. I used to have more prejudices against some religious figures. I will expand my circle of friends more as I appreciate different religions and cultures. Now, I think every culture is unique, and no culture is superior. I believe cultural education has helped me to feel this way. I can now better understand foreign cultures and overcome prejudices (e.g., prejudices towards Japanese people)" (P8).

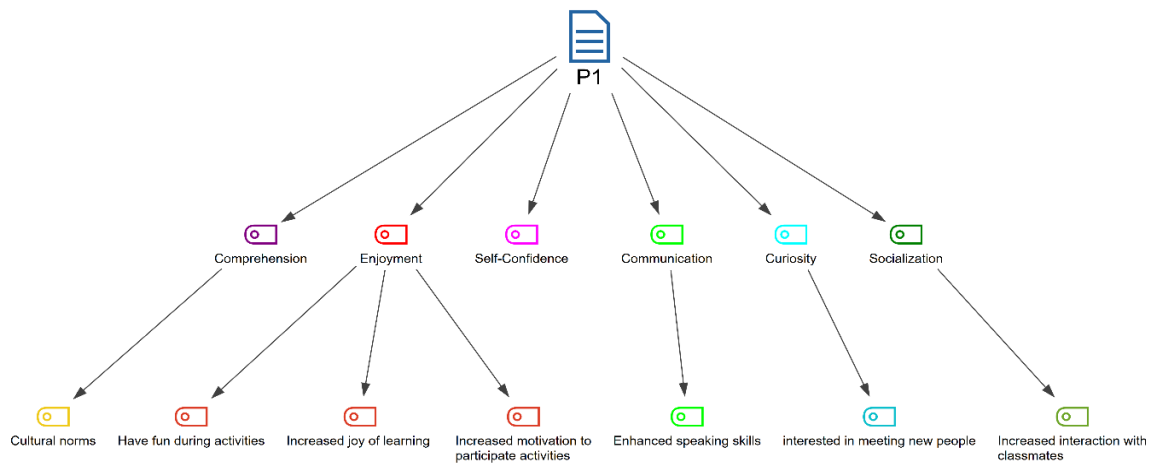
Overall, most participants stated that the negotiation role-play activities positively affected the development of respect, empathy, and appreciation for different cultures, as well as breaking prejudices and stereotypes. These findings indicate that these activities are beneficial in promoting intercultural understanding and consciousness among individuals.

4.2.1.6. The Advantages and Disadvantages

A semi-structured interview with the 8 participants from the experimental group also collected information on the advantages of negotiation role-playing from their perspectives. Participants' answers regarding the interview question, "What are the benefits/advantages/contributions and disadvantages/negative effects of negotiation role-play activities?" were noted, organized, and listed via MAXQDA and Microsoft OneNote software. The organization step of the data single-case models section, which provided concept maps for the codes or documents in the MAXQDA program, was used.

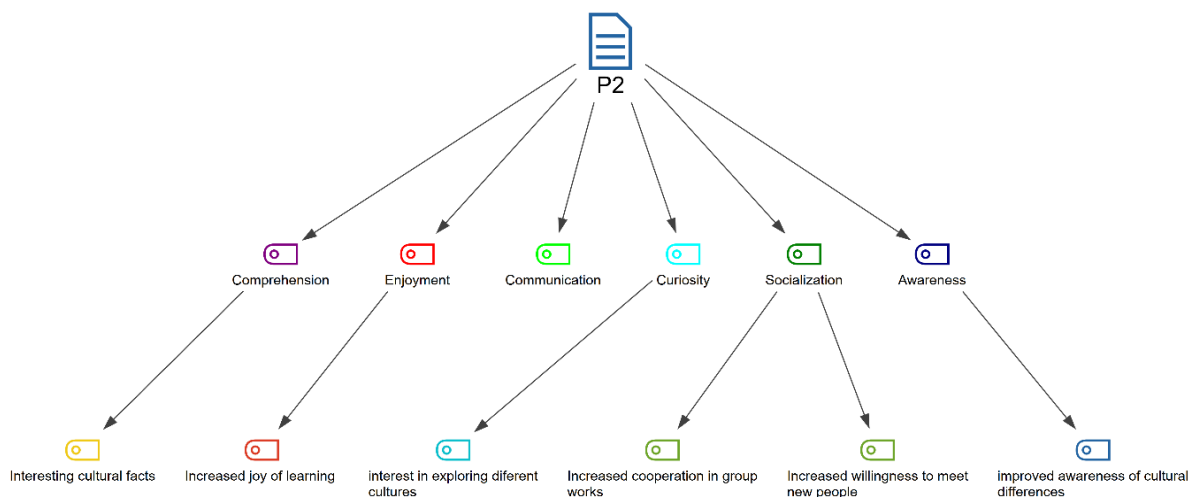
As for the advantages of the negotiation role-play activities, Participant 1 (P1) stated that role-playing is beneficial in enhancing self-confidence, comprehension, communication, and curiosity. In addition, it is reported that NRP offers an enjoyable and motivating learning environment for learners to have fun and participate in in-class activities more. The single-case model illustrates the views of P1 regarding the advantages of NRP in Figure 10.

Figure 10. The Views of Participant 1 on the Advantages of Negotiation Role-Playing



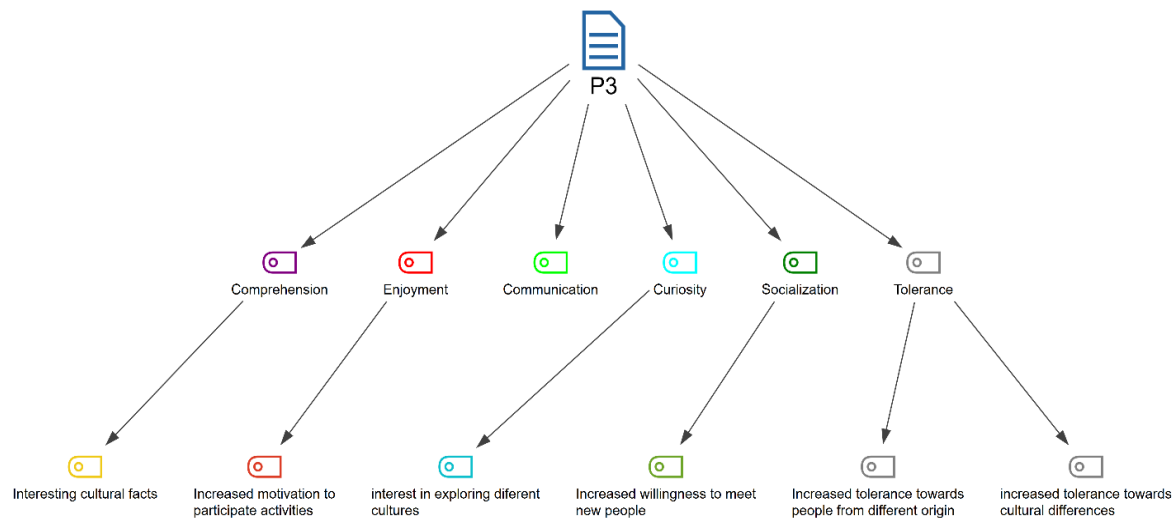
As for the advantages of the negotiation role-play activities, P2 pointed out that NRP is beneficial in developing awareness, comprehension, communication, and curiosity. P2 also acknowledged that these activities are significant in building cooperation skills and providing students with an enjoyable learning experience. Figure 11 illustrates the views of P2 regarding the advantages of NRP.

Figure 11. The Views of Participant 2 on the Advantages of Negotiation Role-Playing



P3 asserted that NRP improved comprehension, communication, curiosity, and tolerance positively. Similar to P1 and P2, P3 also stated that negotiation role-playing provided an enjoyable learning atmosphere and increased willingness to socialize. Figure 12 illustrates the views of P3 regarding the advantages of NRP.

Figure 12. The Views of Participant 3 on the Advantages of Negotiation Role-Playing



P4 asserted that NRP improved comprehension, communication, curiosity, and self-confidence. P4 also claimed that NRP provides an enjoyable learning condition and helps to reduce stress level while interacting with foreigners. In addition, Figure 13 demonstrates the views of P4 regarding the advantages of NRP.

Figure 13. The Views of Participant 4 on the Advantages of Negotiation Role-Playing

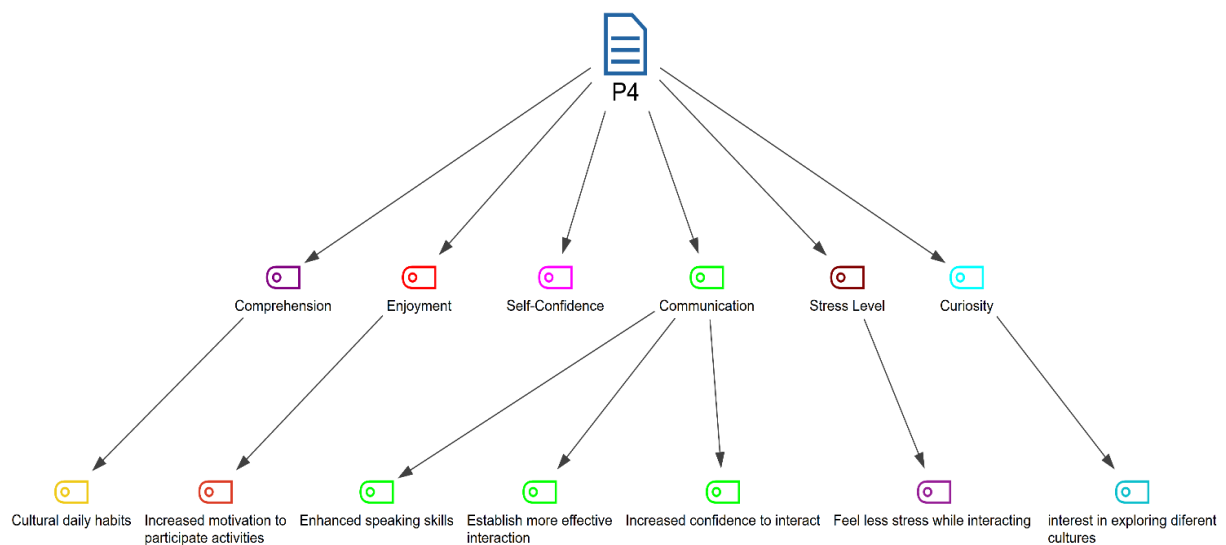
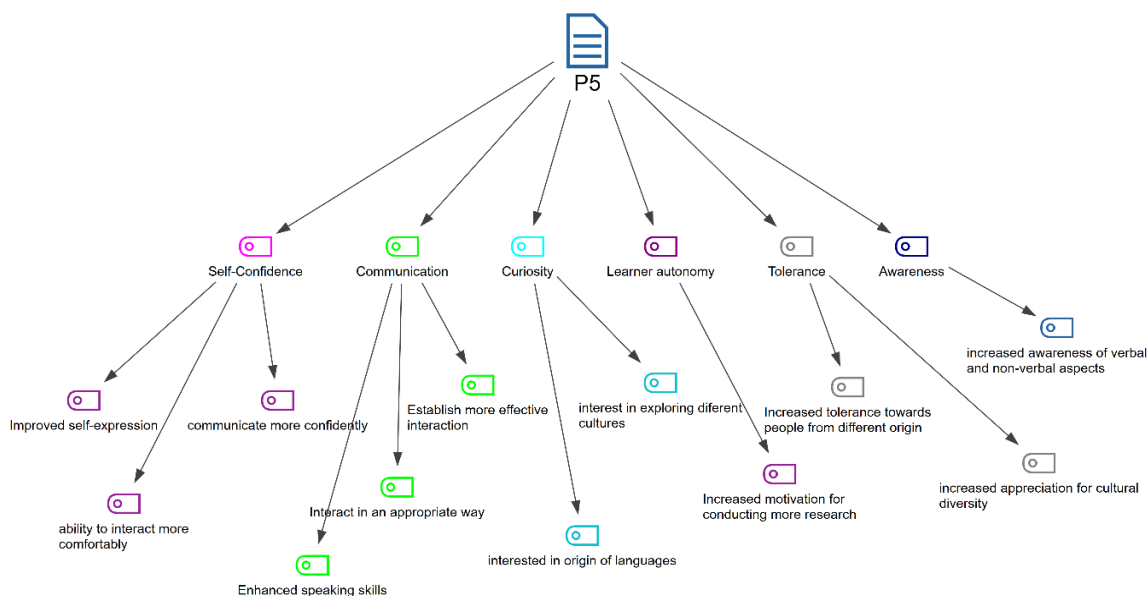
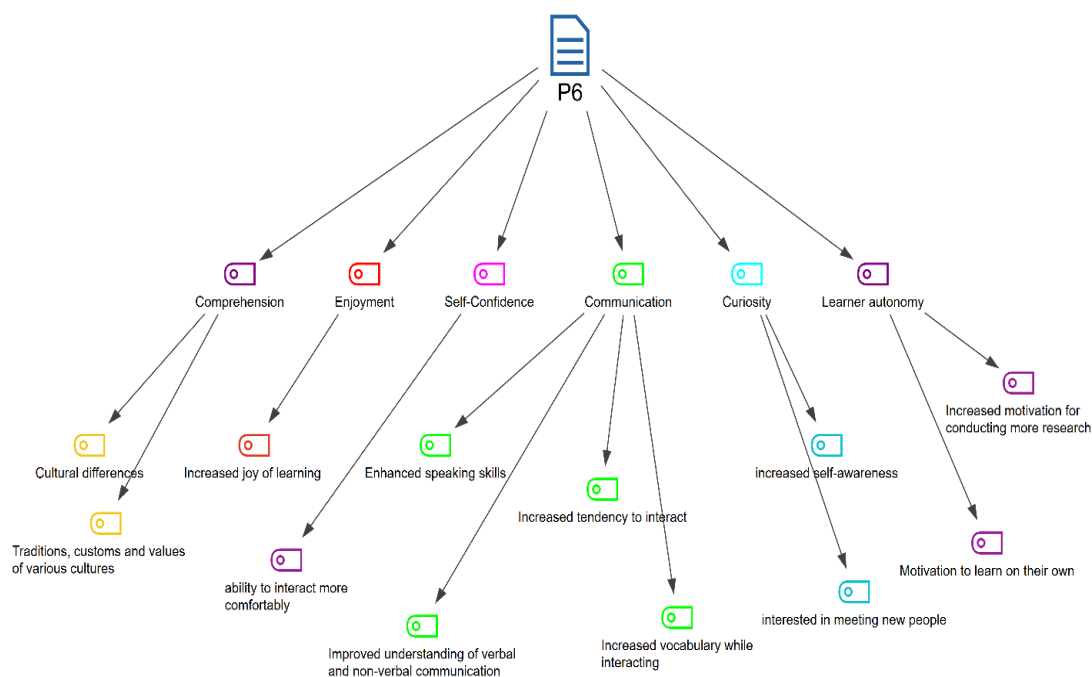


Figure 14. The Views of Participant 5 on the Advantages of Negotiation Role-Playing



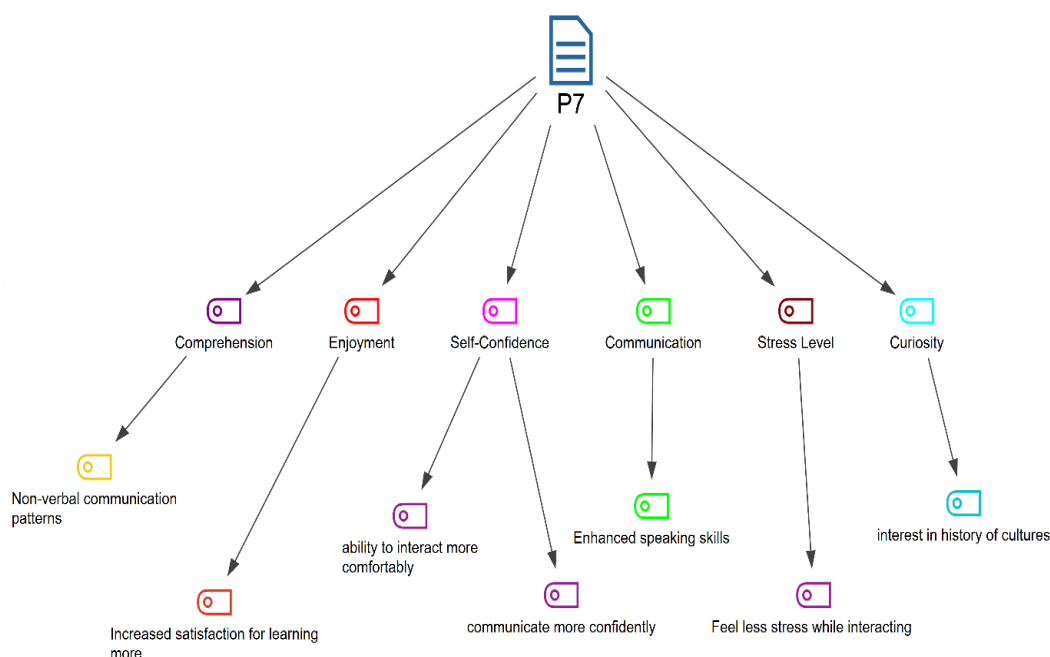
P5 asserted that NRP positively affected communication, self-confidence, curiosity, autonomy, and awareness. Notably, P5 stressed that the negotiation activities regarding the various cultural topics increased tolerance towards people of different origins. Figure 14 illustrates the extensive views of P5 about the advantages of NRP.

Figure 15. The Views of Participant 6 on the Advantages of Negotiation Role-Playing



P6 claimed that NRP improved comprehension, self-confidence, communication, and curiosity. Like many of her classmates, P6 also stated that NRP provides an enjoyable learning environment. In addition, it was stressed that NRP is an effective tool for developing self-awareness and fostering learner autonomy. Figure 15 demonstrates the views of P6.

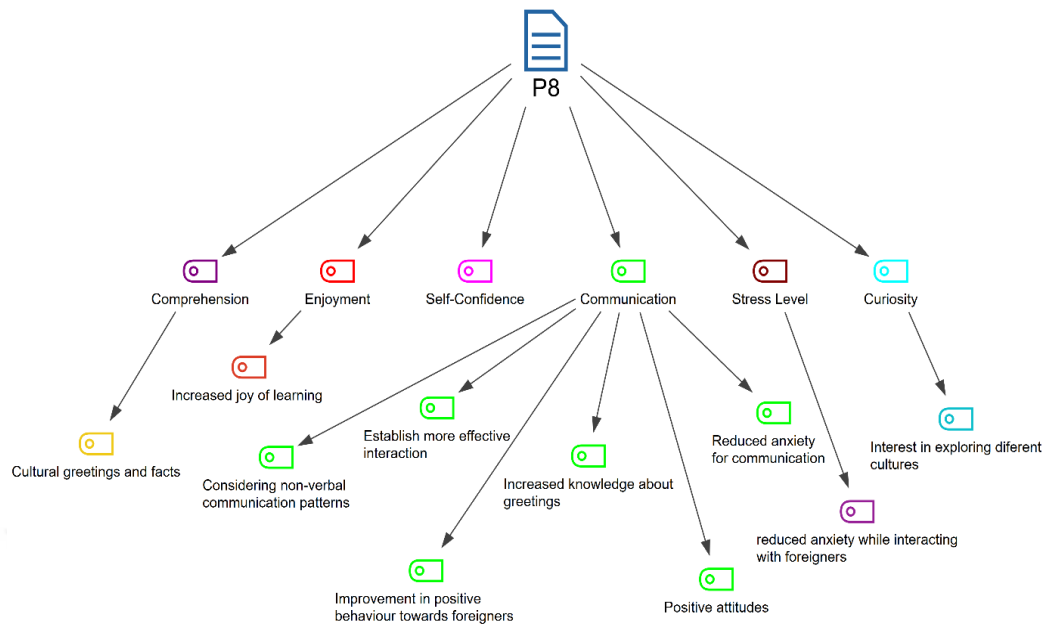
Figure 16. The Views of Participant 7 on the Advantages of Negotiation Role-Playing



P7 stated that NRP improved comprehension, self-confidence, communication, and curiosity. P7 also expressed having an enjoyable experience and claimed that having extensive knowledge about the different dimensions of cultures helped to feel less stress while interacting with classmates from foreign nations. Figure 16 illustrates the views of P7.

P8 asserted that NRP enhanced comprehension, self-confidence, communication, and curiosity. Besides, P8 highlighted the positive effect of having more knowledge about greetings of various cultures and the enjoyable nature of negotiation role-playing. Figure 17 illustrates the views of 8 regarding the advantages of NRP.

Figure 17. The Views of Participant 8 on the Advantages of Negotiation Role-Playing



As for the disadvantages of the NRP, the majority of the participant asserted that role-playing negotiation activities would be more interactive and effective if more students were involved in negotiation role-playing and it was carried out face-to-face. Apart from the two concerns about the negotiation role-playing, it was noted that participants expressed their extensive pleasure in attending the activities.

All the participants asserted that negotiation role-playing activities are beneficial for obtaining comprehensive knowledge about the various cultures and help them better understand and interact with individuals from different cultural backgrounds. Notably, many of the participants also expressed their increased respect and tolerance towards cultural differences. They pointed out the critical role of negotiation in overcoming prejudices and avoiding discrimination towards classmates from different origins. Participants also stressed that knowing the non-verbal communication patterns boosted their self-confidence to express themselves more effectively and appropriately for intercultural interaction. Furthermore, most participants expressed their joy and satisfaction for involving activities and acknowledged spending an enjoyable time during the negotiation role-playing.

4.2.2. Reliability of the Qualitative Findings

To control the reliability of the qualitative data, intercoder reliability (ICR) was calculated. O'Connor and Joffe (2020) assert that qualitative studies can significantly benefit from findings ICR, including promoting transparency in the coding process, improved

systematicity, and convincing diverse audiences that the analysis is reliable. Evaluating intercoder reliability enhances the internal validity and external credibility of qualitative research. For finding intercoder reliability, Cohen's kappa coefficient (κ) value was calculated for each factor by comparing codes with the findings of an expert from the field of ELT. Sim and Wright (2005) claim that the kappa coefficient reveals valuable information about the reliability of the collected qualitative data. Besides, it is an effective way of determining agreement between raters and the probability of agreement result of chance. The semi-structured interview data were sent to an expert to analyze the kappa coefficient. When the expert decided on the codes for each factor, the findings were compared, and differences between the codes were noted. Then Cohen's Kappa coefficient was determined. The coefficient can be calculated by using the formula below (Cohen, 1960).

$$\text{Kappa Coefficient } (\kappa) = \frac{\text{Observed Agreement} - \text{Chance Agreement}}{1 - \text{Chance Agreement}}$$

In terms of symbols, the Kappa coefficient is:

$$\kappa = \frac{Po - Pe}{1 - Pe}$$

The calculated values of the kappa coefficient are presented in Table 19 for each factor of qualitative data. The kappa coefficients were found to be 0.86 for the knowledge factor (F1), 0.83 for the affective factor (F2), 0.88 for the self-assurance factor (F3), 0.90 for the behavioral factor (F4), and 0.92 for the IC consciousness.

Table 19. Kappa Coefficient for Five Factor

Factors	Kappa Coefficient	Total
F1	0.86	
F2	0.83	
F3	0.88	
F4	0.90	
F5	0.92	
Total		0.88

According to Landis and Koch (1977), a kappa coefficient less than 0 indicates no relation, between 0 and 0.20 as slight, 0.21 and 0.40 as fair, 0.41 and 0.60 as moderate, 0.61 and 0.80 as substantial, and 0.81 and 1 as a nearly perfect agreement between inter-coders. By considering the value of kappa coefficients, it has been found that our qualitative findings are reliable since there is an almost perfect agreement between the codes obtained from five factors.

CHAPTER V

5. DISCUSSION

This section will first discuss the quantitative data obtained from the IC scale by pre-test and post-test. Next, qualitative data from the semi-structured interview will be evaluated by considering the research questions.

5.1. Discussion of the First Research Question

This study first explored the Intercultural competence level of preparatory class ELT students. Participants' intercultural competence levels before and after the intervention were found by the IC scale. Pre-test scores of the experimental and control group participants revealed that both groups had an average intercultural competence level before applying intervention to the experimental group. Although experimental group participants had a higher mean score, the difference between the mean IC scores of controls and experimental group members did not show statistical differences in terms of all factors of the IC scale before the negotiation role-playing intervention ($p > 0.05$). This is desirable for the experiment to test the efficacy of the negotiation role-playing during the intervention periods. Wilcoxon signed ranks tests results presented in the findings section (Table 18) point out that there is no statistical difference in the scores of the control group participants in the pre-test and post-test IC scale in all factors ($p > 0.05$). The findings obtained by Wilcoxon signed rank tests indicated that cultural teaching in standard education in preparatory classes is ineffective in developing language learners' intercultural competence since the control group participants' pre-test and post-test results did not yield any statistical difference in any factor. The findings demonstrated that more effective activities are needed to foster learners' IC levels. Hence, more successful tools or activities should be applied rather than traditional ones to promote learners' IC levels. The reason for this could be the limited number of effective cultural activities that support intercultural competence. This critical finding is similar to many scholars' research outcomes and opinions. Byram et al. (2001) assert that intercultural competence is often mentioned in syllabi and guidelines; however, there are insufficient practical and effective activities for teaching culture in foreign language classes. Gonzales and Puyal (2012) assert many language teachers complain about the lack of cultural and intercultural considerations coverage in most foreign language textbooks. In addition, the study by Moore (2006) found that learners could not participate actively in their learning progress when cultural information is conveyed solely

through reading activities. According to Gönen and Saglam (2012), insufficient training to integrate culture into language classrooms leads to ineffective culture teaching by teachers.

5.2. Discussion of the Second Research Question

This study also explored whether implementing designed negotiation role-play activities can improve the preparatory classes learners' intercultural competency level. The present research findings highlighted that negotiation role-playing activities positively impacted participants' intercultural competence and were proven highly effective in fostering cultural competency. Similarly, Hismanoglu (2011) found that role-playing exercises enhanced the language learners' intercultural competence in their research with 35 university students. The study conducted by Tsarevna et al. (2020) also indicates that active learning practices, such as role-playing, can greatly contribute to developing learners' IC levels. In this study, participants demonstrated an increase in their intercultural competence level after engaging in active learning, role-playing, and negotiation activities. This study also supported the findings of many scholars who pointed out the critical role of negotiation in achieving effective intercultural communication (Baker, 2009; Chao, 2013; Chaney & Martin, 2010; Corbett, 2003). Quantitative findings indicate a significant improvement in the participants' behavioral performance in intercultural interaction. This is not a surprising result because negotiation role-playing activities greatly emphasize developing communicative competence by focusing on verbal and non-verbal communication. For instance, in the fourth training week, students were extensively informed about the culture-specific non-verbal communication elements, including gestures, mimicry, eye contact, touching, and hand movements.

The current education system mainly focuses on conveying knowledge; thereby, students are rarely informed about the behavioral aspects of communication. Learning more about acting appropriately in different cultural settings and understanding essential communication elements could significantly improve learners' behaviors and help them avoid miscommunication. It is because even a simple behavioral difference can cause miscommunication, misunderstandings, and confusion in cross-cultural interactions (Sarigül & Ashton-Hay, 2005). Besides, developing intercultural competency requires effective non-verbal communication, such as eye contact, handshakes, gestures, facial expressions, tone of voice, and body language (Worawong et al., 2017). In this regard, the impact of negotiation of role-playing is significant in promoting intercultural competence. Students participating in the negotiation role-playing could express themselves more effectively than before. This is a

critical outcome since body movements are vital in conveying messages. According to some scholars, as much as 93% of meaning is transferred non-verbally (Lapakko, 2007). To support that, Permatasari and Andriyanti (2021) also claim that intercultural communication skills can be enhanced by understanding both non-verbal and verbal aspects.

In addition to improvement in participants' behavioral performance, quantitative results also indicated a significant rise in the affective dimension of participants. Therefore, this study revealed that discussing the customs, behaviors, religious norms, fundamental values, and unusual facts of people from different cultures markedly increased the participants' curiosity to learn more about various cultures. The findings also indicated that engaging in role-playing activities was an effective tool to boost students' motivation. The results can be attributed to the nature of role-playing. They offer interactive, engaging, and enjoyable learning conditions with interesting scenarios for language learners to learn about and enjoy simultaneously. Several studies, including Mede and Güneş (2019), have shown that integrating intercultural communication into foreign language lessons can motivate students, stimulate their curiosity, and improve their understanding of their own and other cultures. Likewise, Clapper (2010) found that role-playing allows students to explore various emotional motivations. Chao (2018) also asserted that a fun learning environment and interesting cultural content are essential in motivating English learners and developing their intercultural competence. Besides, role-playing activities can be valuable in fostering positive attitudes towards intercultural learning among learners. According to Tran and Seepho (2016), learners who are motivated both intrinsically and extrinsically tend to demonstrate positive attitudes toward learning foreign cultures.

Further, quantitative findings indicated that negotiation role-playing successfully promotes intercultural consciousness. There is a significant change in the post-test scores in the intercultural consciousness scores of the experimental group participants. Higher intercultural consciousness indicates the improvement of participants' respect, tolerance, and understanding of cultural richness. These values are fundamental when considering today's culturally diverse classrooms and the increased number of refugee children. According to Ekici (2018), refugee children are confronted with discrimination from peers and teachers as part of the acculturation process. In addition, refugee children are also affected by prejudice, xenophobia, and bias on a daily basis (Şafak-Ayvazoglu et al., 2021). To solve such critical issues, instilling tolerance, respect, and mutual understanding must be one of the primary goals of foreign language education. The more tolerant students become of their classmates, the more positive relationships can be built among the language learners. As a direct result of the

increased respect, tolerance, and understanding towards foreigners and different cultures, the intercultural competence level of learners increases. Valeeva et al. (2020) state that human value is one of the most important mechanisms for fostering intercultural competence. Likewise, Byram et al. (2014) propose that the affective dimension constitutes an essential part of intercultural competence. Participants of the NRP activities showed a more significant difference than the learners who attended standard education provided by the school. Hence, negotiation role-playing can be applied to instill respect and tolerance towards international students.

In contrast with the affective and intercultural consciousness levels, the change in the self-assurance level between the control and experimental group members was found at a medium level. This may be attributed to the small number of questions in the IC scale to test the self-assurance dimension. Qualitative data from the semi-structured interviews can provide more comprehensible information regarding the efficacy of negotiation role-playing over self-assurance in intercultural situations.

Based on the quantitative findings, it is possible to conclude that negotiation role-playing activities can be an effective alternative to the standard activities to foster intercultural competence. Negotiation role-playing facilitates cultural understanding and develops learners' affective and behavioral skills, which are essential to prepare learners for real life. Further, NRP has proven to be effective at developing learners' self-confidence and intercultural consciousness. All these benefits of negotiation role-playing can contribute to learners establishing more effective interactions with people from different backgrounds and having an enjoyable learning experience.

Qualitative data was also collected via semi-structured interviews to get more in-depth information regarding the efficacy of negotiation role-playing over intercultural competence. The interview questions shed light on the five dimensions of the IC scale: knowledge, affective, self-assurance, behavioral, and intercultural consciousness. Participants' responses to the semi-structured interview questions contributed to a comprehensive analysis of the effectiveness of the role-playing process and indicated the significant benefits of negotiation role-playing. First, students who voluntarily participated in the semi-structured interview indicated that getting extensive information about the different cultures significantly contributed to their progress in many areas. Many of them claimed that the knowledge they gained about the cultural norms, customs, traditions, and values of diverse cultures would contribute to them adapting to new cultural environments faster. This is significant because it underlines that negotiation role-

playing activities prepare students for real-life situations, which is one of the critical purposes of foreign language education (Council of Europe, 2020).

Parallel to the quantitative findings, interview participants reported that knowing and exchanging cultural knowledge positively impacted their self-confidence. To support the finding, Byram et al. (2001) state that students interact confidently with foreigners when they become familiar with foreign cultures. Students who speak more confidently can express themselves better and establish more successful interactions.

“Before, I could also speak, but now I can express myself with greater confidence. Understanding body language and having more knowledge about cultures has been very effective in this. Before, I used to be more stressed while speaking, but now I think my stress level will be lower when I talk to a foreigner. It provided me with a lot of options to improve myself” (P8).

In real life, interacting with people from different cultures is a new experience, and it causes anxiety and uncertainty for many people (Gudykunst, 1993). Alshahrani and Alandal (2015) even assert that speaking anxiety is the major obstacle to learning a language. Therefore, increased confidence in communicating with foreigners can positively affect learners' language learning experience.

“We had foreign friends in our preparatory classes, and they misunderstood or did not understand whatever question we asked them. Now, I can communicate with them in a better way with the knowledge I have gained from these activities. I can say that it has had a very positive impact on my self-confidence. I feel less anxiety when communicating with my friends from foreign cultures now” (P4).

Research findings revealed that negotiation role-playing activities reduce speaking anxiety by fostering confidence and willingness to communicate with foreigners. To support that, Liu and Jackson (2008) found that speaking anxiety is strongly related to a reluctance to communicate in foreign language classrooms after they conducted a study with 547 Chinese EFL students. A greater interest in interacting with foreigners was also found to contribute to developing communication skills among learners in this research. Despite the success of role-play in improving students' communicative competence, Küçüker (2004) states that lecturers must keep in mind the time constraints and the students' conditions in which they might feel embarrassed or fear making mistakes.

In addition to the increase in the learner's confidence, students were also motivated to learn the language since they felt less anxiety and became eager to discover other cultures. Students may not be encouraged in learning conditions with higher anxiety levels. To support that, Stark (2019) found that speaking anxiety diminishes both language learners' intrinsic and extrinsic motivation. It has also been found that students are more willing to learn about a

culture when motivated (Güven, 2015). Thus, the outcomes of conveying cultural knowledge through negotiation role-playing are desirable for fostering confidence and boosting motivation. This finding is significant because motivation is the “principal determinant of success” in language learning (Kurosh & Kuhi, 2018, p. 1231). Besides, qualitative data also revealed that increased motivation through role-playing supported learner autonomy. Similar to this finding, Balçıkanlı (2006) claims that motivation plays a crucial role in making learners autonomous.

Qualitative findings also revealed that negotiation role-playing activities benefited learners to socialize, cooperate and have fun with their classmates. This could be because role-playing involves interaction and maximizes students’ engagement and learning (Dracup, 2012). It is essential because active engagement in the target culture is crucial to making students culturally competent (Clouet, 2006). Participants' responses to the semi-structured interview questions are similar to many researchers’ findings. Papaioannou and Kondoyianni (2019) discovered that role-playing in education could foster interaction, collaboration, and mutual trust. Similarly, Juan-Garau and Jacob (2015) found that culture-oriented activities could foster cooperation and communication. IC and collaboration skills developed by negotiation role-playing also help students find their dream job. This is because intercultural competence is crucial in the competitive job market (Tsareva et al., 2020). Besides, employers seek employees with intercultural skills in today’s international marketplace (Sercu, 2005).

In parallel with the quantitative results, qualitative data obtained through interviews also highlighted the promising impact of negotiation role-playing over teaching the verbal and non-verbal communication aspects. This finding is similar to the results of a study conducted by Worawong et al. (2017), which found that role-playing activities help students use more acceptable and appropriate facial expressions, body movements, and gestures. Participants admitted comprehending how to act correctly in diverse cultural settings by knowing communication elements. This is significant for establishing effective communication because appropriate behavior in one culture may be considered offensive in another (İşisağ, 2010). For instance, in some Asian cultures, including South Korea, China, and Japan, direct eye contact is prohibited, while indirect eye contact may be considered rude in Australia, Germany, and Italy (Neuliep, 2017).

One of the most critical findings of both qualitative and quantitative data is that negotiation role-playing fosters intercultural understanding, tolerance, empathy, and awareness. Many participants reported negotiation role-playing’s positive effect on overcoming prejudices and avoiding generalizations. Gaining awareness that all human beings

are equal, regardless of skin color or cultural origin, and avoiding biases, can contribute to making society peaceful. To support that, Chlopek (2008) states that appreciating and understanding cultures' diversity leads to peaceful and harmonious communities. Besides, many scholars claim the significance of negotiation activities on value education. Mighani and Moghadam (2019) found that discussion activities effectively built empathy and respect among students. Brown and Hewstone (2005) argue that discussing cultural topics in intergroup contact can be a powerful tool to prevent discrimination and prejudices. Further, Corbett (2003) asserts that becoming familiar with how language is negotiated in a target culture facilitates promoting values and beliefs. Considering both qualitative and quantitative findings, it can be deduced that negotiation role-playing effectively reduces prejudices against foreign cultures and fosters mutual understanding by promoting respect, tolerance, and empathy towards people of different origins.

The qualitative data analysis also indicated that many participants' answers had similar codes regarding the answers to the interview questions. For instance, students expressed communication development in their responses to the first four interview questions. This indicates that touching upon cultural knowledge, self-confidence, and behavioral and emotional development also positively impacted the development of students' communication skills. Similarly, Byram et al. (2002) found that as a direct result of promoting IC holistically in language classes, students can communicate effectively and appropriately with people from various social, ethnic, and cultural backgrounds. In addition, the responses to the semi-structured interview questions indicated that cultural knowledge, self-confidence, and behavioral development also improved participants' adaptation to a foreign culture.

Further, it was discovered the development of non-verbal communication skills and cultural awareness contributed to learners' positive attitudes towards different cultures and supported the development of tolerance and empathy towards their friends from different ethnicities and backgrounds. Figure 18 shows the frequency of the codes formed after the students' answers to semi-structured interview questions. The similarity of their answers to interview questions shows that role-play activities promote students' intercultural competence in many dimensions.

CHAPTER VI

6. CONCLUSION

This section will first summarize the research and findings of the collected data. Next, pedagogical implications and recommendations for further research will be presented.

6.1. Summary and Conclusion of the Study

This study aimed to discover whether implementing designed negotiation role-playing activities in preparatory classes can promote language learners' intercultural competence. As a critical part of this study, it also aimed to figure out how negotiation role-play activities affect language learners' intercultural competence levels regarding knowledge, affection, self-efficacy, and behavioral and intercultural awareness dimensions. To achieve these goals, negotiation role-play activities were applied for five weeks to the 24 preparatory class students studying at the Ondokuz Mayıs University School of Foreign Languages in the 2022-2023 spring semester. A quasi-experimental research design was applied to discover the effects of negotiation role-playing activities on the students' intercultural competence. Both the experimental group and the control group consisted of 12 participants.

In this study, the experimental group received a negotiation role-playing intervention for five consecutive weeks in their speaking classes. Each week's activities were designed to foster learners' cognitive, affective, and behavioral development and support practical skills needed in real-life situations. The first negotiation role-play training session started on March 13th, 2023, and the last training was conducted on April 11th, 2023. To assess the effectiveness of negotiation role-playing activities in the preparation of students' intercultural competence, both quantitative and qualitative data were collected. Before the training sessions, the experiment and control group were assigned pre-tests. The intercultural competence levels of participants were determined using the intercultural competence scale (ICS) developed by Chao (2014). After five weeks of training, post-tests were administered to determine and compare the final IC levels of the two group members. A semi-structured interview was conducted with the voluntary participants to get an in-depth analysis regarding the efficacy of the intervention. As for the data analysis, the quantitative data collected via the IC scale were analyzed by using the IBM SPSS statistic program. On the other hand, the qualitative data obtained through semi-structured interviews were noted and categorized via Microsoft OneNote App and coded using MAXQDA software.

Prior to the implementation of negotiation role-playing in the experimental group, it was found that both the experimental and control group had an average level of intercultural competence. Following the five-week intervention period, both groups were administered a post-test to determine the final IC levels of students. A significant difference was found in all factors for experimental group participants between pre-test and post-test IC scores. This proves the effectiveness of negotiation role-playing over the development of intercultural competence. On the other hand, it was found that there is no statistical difference in the pre-test and post-test IC scale scores of the control group participants in all factors. Quantitative data indicate that experimental group members who were trained in negotiation role-playing performed a significant improvement in IC score.

In contrast, control group members who took the standard education in the preparatory class did not show any improvement in their intercultural competence. Upon analyzing the factors, it was discovered that the experimental group participants' improvement is significant in the behavioral, knowledge, intercultural consciousness, and affective dimension. Only in the self-assurance factor the differentiation between the pre-test and post-test was discovered at the medium level. Qualitative data gathered from semi-structured interviews entirely supported the quantitative findings and even provided more details regarding the impact of negotiation activities on participants' self-confidence. Results demonstrated the remarkable potential of negotiation role-playing in fostering intercultural competence.

Based on both qualitative and quantitative findings, it was found that negotiation role-playing significantly enhances language learners' self-confidence and ability to establish more effective communication with people from different linguistic and cultural backgrounds. Findings also reveal that negotiation role-playing activities offer motivating learning conditions and help students socialize, cooperate and spend an enjoyable time with their peers. In addition, many participants asserted an increased awareness and understanding of nonverbal and verbal communication patterns, including gestures, facial expressions, and body language, significantly preventing miscommunication and establishing more effective communication. One of the most critical findings of both qualitative and quantitative data is that negotiation role-playing fosters intercultural understanding, tolerance, empathy, and awareness. Most participants admitted that they became more tolerant towards people from diverse backgrounds and stressed the significant contribution of negotiation role-playing to avoiding prejudices, stereotypes, and generalizing. Considering that the vastly expanded international mobility has increased the multicultural profile of societies, it became essential for people of different ethnic and cultural backgrounds to live in peace. Being aware that all people are equal regardless of

skin color, culture, or nationality and gaining tolerance towards diversity could make the language classes and society peaceful.

6.2. Pedagogical Implications of the Study

The present study's findings contribute to understanding the impact of negotiation role-playing activities on intercultural competence and provide insights into the benefits of this type of intervention. First, it was proven that the negotiation activities had a great potential to support intercultural competence. The findings indicated that negotiation role-playing yields more successful results than standard culture teaching practices that focus on teaching cultural facts without providing interaction and not giving adequate importance to behavioral and affective dimensions. It was discovered that training students about non-verbal communication elements significantly improves their self-confidence and ability to establish more effective communication with people from diverse cultures. Hence, language educators should integrate verbal and non-verbal communication, including informing about body language, facial expressions, eye contact, cultural greetings, etc.

Knowing the proper use of body language in diverse settings helps language learners become more successful intercultural communicators. Knowing how to act appropriately in a diverse cultural environment could also contribute to learners avoiding making mistakes and miscommunication. This is because the appropriate behavior in one culture may be considered offensive in another (İsisag, 2010). This study also highlighted that teaching non-verbal communication patterns could also support learners to adopt new cultures easily and faster. Thereby, educators could integrate more role-playing activities into the curriculum to minimize the adverse effects of adaptation challenges to foreign cultures, including culture shock and a sense of alienation.

Secondly, the analysis of the collected data highlighted the positive effects of negotiation role-playing activities on the learners' intrinsic motivation, active engagement, and socialization process. Findings also revealed that increased engagement and motivation through role-playing support learner autonomy and provide safe learning conditions for learners to express themselves. Thereby, educators and policymakers could adopt role-playing and negotiation into language learning to motivate learners and support autonomy. In the negotiation process, students also worked together and discussed the answers to weekly assigned cultural topics as a group. Working with peers enabled learners successfully construct cultural knowledge. This is desirable to establish positive relationships among language

learners and foster collaboration, an essential skill in the 21st century. This study showed that collaboration and negotiation processes promote intercultural competence. Compared to traditional cultural education focusing solely on conveying cultural information, integrating role-playing activities, which include discussion of interesting topics with group work, could significantly promote intercultural competence. Hence, group work activities could be added to culture teaching practices to foster interpersonal skills and develop IC.

Furthermore, the study suggests that negotiation role-playing facilitates the development of empathy toward cultural diversity, which is consistent with the suggestions from participants. Findings indicated that role-playing notably helped participants to put themselves in the shoes of people from different ethnic backgrounds. Besides, the negotiation process contributed to sowing the seeds of tolerance, respect, and understanding towards people from different ethnic backgrounds. Similarly, many participants reported the negotiation role-playing's positive effect on overcoming prejudices and avoiding generalizations. Considering the effectiveness of negotiation role-playing on value education, educators could integrate carefully designed role-playing activities or discussion conditions into their curriculum to help students to establish positive attitudes and beliefs towards diversity.

A culturally rich classroom today could be more welcoming to international students by preventing prejudice and discrimination towards them. Policymakers and educators should not disregard the fact that effective teaching does not mean preparing students only for exams by giving necessary knowledge but also combines enhancing learners' confidence and emotions. This is because motivation and self-assurance profoundly affect learning (Burenkova et al., 2015). This study proves that emotionally trained learners successfully gained tolerance towards people from different ethnic and cultural backgrounds. Overall, it has been found that negotiation activities, role-playing, value education, the teaching of non-verbal communication patterns, and negotiating hidden cultural elements, including prejudices, biases, perceptions, and norms, play a significant role in developing intercultural competence and gaining positive attitudes toward people from diverse cultures.

6.3. Recommendations for Further Research

Through the implementation of the activities, some preparation could be added to obtain a higher benefit from the efficacy of the negotiation role-playing for further research.

First, language instructors should be trained or well-informed regarding the behavioral and affective dimensions of diverse cultures. When teachers understand how to act appropriately in a specific culture or how to approach international students, they could provide an effective learning environment for all language learners. This is because teachers are the facilitators of the activities and are the ones whom language learners first consult when they need assistance. Language instructors should also be informed about organizing the negotiation process and topics. This is because choosing controversial political issues for negotiation could make learners anxious and does not support learning outcomes. Besides, randomly assigning negotiation groups and changing group members weekly would be better for establishing more learner interaction. Especially in the culturally rich classes consisting of learners from diverse countries, random grouping allows newcomers to meet, interact and spend an enjoyable time in their classes.

Secondly, a detailed preparation and organization process is required before the implementation of the negotiation role-playing. In role-playing, time management should be carefully planned to get the maximum benefit from negotiation. Otherwise, the discussion section would take a short time, which is not desired. In addition to introducing the activity, students also must be informed regarding their roles and the countries they represent. Preparing detailed lesson plans covering learning outcomes and weekly topics helped learners better prepare for a negotiation. Hence, educators should design weekly lesson plans and send them to students to establish a more effective negotiation environment. This study added the student voice section to lesson plans to share international students' experiences in different countries (See Appendix 9). This section also increased learners' motivation to research more about diverse cultures. Similarly, teachers may add activities to their lesson plans, including interesting facts about various cultures, to grab learners' attention and make them active participants in the learning process, which is essential for negotiation. This study found that providing students with checklists for cultural topics facilitates the learners' preparation process (See Appendix 10 for a sample checklist). To improve students' learning experiences, it is recommended that teachers provide checklists and lesson plans to their students prior to class (See Appendix 11 for the weekly lesson plans).

Further, applying negotiation role-playing activities with more participants would be more effective. More participants could yield a more interactive discussion environment for exchanging cultural information. Moreover, implementing the activities should not be constrained to a minimal time frame. Assigning more time to construct intercultural competence's affective and behavioral dimensions would be more effective. In this study,

teaching different dimensions of intercultural competence in the following five weeks yielded successful results. Still, more study is needed to test whether one week is sufficient to teach body language. To increase the efficacy of the teaching, technological tools and devices could also be utilized to demonstrate interesting pictures or culture-specific elements such as greetings, hand movements, body language, or dances. Language instructors could also bring authentic cultural materials, posters, or country flags to make learning more engaging and enjoyable. With interesting cultural activities, learning cultural topics could be a very engaging and motivating experience for learners. In line with all these recommendations, instructors could help their students to develop their intercultural competence effectively and prepare them for real-life situations.



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APPENDICES

Appendix 1. Countries Represented by the Student Groups**WESTSIDE**

Group 1 = Europe Delegate/s

Group 2 = USA– England Delegate/s

Group 3 = Canada – Australia – New Zealand Delegate/s

Group 3 = Balkan/ South-North America Delegate/s

EASTSIDE

Group 4= Syria/ Iraq / Iran Delegate/s

Group 5 = Azerbaijan / Russia /Ukraine Delegate/s

**Group 6 = Kyrgyzstan / Kazakhstan / Turkmenistan
Delegate/s**

Group 7-8 = Africa /Asia Countries Delegate/s

Appendix 2. Weekly Cooperation Areas

First Week Negotiation Topic

- How can educators and policymakers help students overcome culture shock when they meet other cultures?

Sample Official Cooperation Areas to Help Learners to Overcome Culture Shock

The Participants will cooperate in the following areas:

- Providing orientation sessions to prepare students for the problems they may encounter in the diverse cultural environment.
- Providing professional support in the form of speaking sessions and self-confidence.
- Addressing cultural biases in the curriculum.
- Providing cultural exchange programs that facilitate interactions between individuals from different backgrounds, such as meeting local families.
- Establishing cultural mentorship programs that involve local or native speakers

Second Week Negotiation Topic

- How can educators and policymakers motivate students to learn more about foreign languages and cultures?

Sample Official Cooperation Areas to Help Learners to Motivate More About Foreign Languages and Various Cultures

The Participants will cooperate in the following areas:

- Providing incentives and scholarships for language learners.
- Offering student exchange programs like Erasmus.
- Organizing online meetings sessions or interactive language-learning facilities with foreign students like speaking clubs.
- Considering the needs of the learners (offering learner-centered teaching practices).
- Establishing supportive learning environment for language learners.
- Raising awareness about diverse cultures.
- Integrating learner-centered system that is less exam-oriented or that does not rely on exams.

Third Week Negotiation Topic

- How can educators and policymakers boost the self-confidence of learners?

Sample Official Cooperation Areas to Boost Self-Confidence of Learners

The Participants will cooperate in the following areas:

- Creating safe learning conditions where students feel respected and motivated.
- Integrating more learner-centered activities into curriculum.
- Providing students with the opportunity to take control of their learning.
- Educating instructors on the importance of encouraging learners and celebrating their achievements.
- Providing mentoring programs to language learners.

Fourth Week Negotiation Topic

- How to promote students' behavioral performance in intercultural interaction?

Sample Official Cooperation Areas to Promote Behavioral Performance of Learners

The Participants will cooperate in the following areas:

- Integrating intercultural dialogues into courses, activities and tasks for learners to learn from others.
- Developing methods for encouraging learners to learn from other cultures and understand cultural differences.

Fifth Week Negotiation Topic

- How to promote respect, tolerance, and empathy in foreign language classes?

Sample Official Cooperation Areas to Promote Respect, Tolerance, and Empathy in Foreign Language Classes?

The Participants will cooperate in the following areas:

- Creating a safe and respectful classroom environment.
- Organizing group projects/activities with foreign students.
- Integrating authentic examples of intercultural interactions.
- Training language instructors about the stereotypes, biases, values.
- Inserting awareness raising activities regarding the norms and values of various cultures.

Appendix 3. Intercultural Competence Scale

Intercultural Competence Scale

This study aims to investigate your intercultural competence. There are no correct answers to the questionnaire, and your sincere responses are appreciated. The information in this study will be used only for research purposes respecting your anonymity. Thank you for your voluntary participation.

Gender: Male / Female

Your age:

Have you ever been abroad? Yes / No

Numbers on the linear scale indicate the expressions below:

5 = I strongly agree with this statement.

4 = I agree with this statement.

3 = I neither agree nor disagree.

2 = I disagree with this statement.

1 = I strongly disagree with this statement.

STATEMENTS	1	2	3	4	5
1. I know the routine aspects of life in other cultures (e.g., cuisine and customs).					
2. I enjoy communicating with people from different cultures.					
3. I am confident that I can interact with people of other cultures appropriately and effectively.					
4. I can effectively use English to communicate with other people of different cultural backgrounds.					
5. I do not generalize a person's behaviours as representative of a particular culture.					
6. I know the rules of non-verbal behaviours in other cultures.					
7. I am willing to acquire knowledge regarding different world cultures.					
8. I can eat what others eat in culturally diverse situations.					
9. I am confident that I can adjust to living in different cultural contexts.					
10. I am well prepared before any intercultural contact.					
11. I know the visible achievement cultures, related to the facts and knowledge of world civilizations (e.g., arts, literature).					
12. I am willing to manage emotions and frustrations when interacting with people from different cultures.					

13. I am confident that I can adjust to the stress of culture shock.					
14. I can use functional languages (e.g., invitation, refusal, and apology) flexibly for achieving appropriate intercultural communication.					
15. I can realize the cultural knowledge I apply to intercultural interaction.					
16. I know the rules of verbal behaviours in other cultures.					
17. I am willing to demonstrate my interest in understanding people of other cultures that are unfamiliar to me.					
18. I can develop appropriate interactive strategies (e.g., directness and face-saving) to adjust to the diverse styles of intercultural communication.					
19. I can sense how my cultural background influences my attitudes and approaches to managing emerging problems during intercultural communication.					
20. I know the signs of cultural stress and strategies for overcoming culture shock.					
21. I am willing to modify my attitude and behaviour for interacting appropriately with people of other cultures.					
22. I can modify the way I dress when it is necessary in intercultural situations.					
23. I can sense that the responses other people provide during intercultural communication often reflect their own values and beliefs.					
24. I know how to use the culture-value approach to understand the attitudes and behaviours of people from different cultures.					
25. I am willing to communicate with people of other cultures to broaden my worldview.					
26. I can change my verbal behaviour (e.g., speed, accent) when it is necessary in intercultural situations.					
27. I know how historical and socio-political factors influence the attitudes and behaviour of people from different cultures.					
28. I can change my non-verbal behaviour (e.g., gestures, facial expressions) when it is necessary in intercultural situations.					
29. I know how to appropriately negotiate with people from different cultures in intercultural contexts.					
30. I know the interactive behaviours common among people of different cultures in professional areas.					

Appendix 4. Individual Semi-Structured Interview Questions

PART I

Please answers these questions. Thank you.

1. What kind of effect (if any) did negotiation role-play activities have on your knowledge about different cultures? (Social groups, traditions, customs, values, etc.)
2. What kind of effect (if any) did negotiation role-play activities have on your motivation to communicate with someone from different cultures? (Being curious, open, willing to communicate, etc.)
3. What kind of effect (if any) did negotiation role-play activities have on your self-confidence during the conversation with someone from a different ethnic and cultural background? (Ability to communicate with self-assurance, stress management, adaptation to a new environment, etc.)
4. What kind of effect (if any) did negotiation role-play activities have on your behavioral aspects? (Ability to act appropriately, verbal, non-verbal behaviors, attitudes, etc.)
5. What kind of effect (if any) did negotiation role-play activities have on your *respect* for cultural differences? (Having empathy, respect, tolerance towards others, tolerance of ambiguity, being unbiased, etc.)

PART II

Please express your opinions with these questions. Thank you.

1. Do you think that negotiation role-play activities are beneficial for developing cultural competence?
 2. What are the benefits/advantages/contributions and/or disadvantages/negative effects of negotiation role-play activities?
- Have you enjoyed the negotiation role-play activities?

Yarı-Yapılandırılmış Görüşme Soruları

BÖLÜM I

Lütfen bu sorular hakkındaki görüşlerinizi belirtiniz. Teşekkür ederim.

1. Müzakere rol oynama aktivitelerinin farklı kültürler hakkındaki bilgileriniz üzerinde (varsa) ne tür bir etkisi oldu? (Sosyal gruplar hakkında bilgi, gelenekler, görenekler, değerler üzerine bilgi, vb.)

2. Müzakere rol yapma/rol yapma aktivitelerinin farklı kültürlerden biriyle iletişim kurma motivasyonunuz üzerinde (varsa) ne tür bir etkisi oldu? (Meraklı olmak, farklı fikirlere açık olma, iletişim kurmaya istekli olmak vb.)
3. Müzakere rol yapma /rol oynama aktivitelerinin farklı etnik ve kültürel geçmişe sahip biriyle konuşurken kendinize olan güveniniz üzerinde (varsa) nasıl bir etkisi oldu? (Kendine güvenerek iletişim kurma becerisi, stres yönetimi, yeni ortama uyum sağlama vb.)
4. Müzakere rol oynama/ rol yapma aktivitelerinin (varsa) davranışsal yönleriniz üzerinde ne tür bir etkisi oldu? (Uygun şekilde hareket etme becerisi, sözlü, sözsüz davranışlar, tutumlar vb.)
5. Müzakere rol yapma/rol oynama aktivitelerinin (varsa) kültürel farklılıklara saygı duymanız üzerinde ne tür bir etkisi oldu? (Empati, saygı, başkalarına karşı hoşgörü, belirsizliğe tolerans, tarafsız olma vb.)

BÖLÜM II

Lütfen bu sorular hakkındaki görüşlerinizi belirtiniz. Teşekkür ederim.

1. Sizce müzakere rol oynama /rol yapma aktivitelerinin kültürel yetkinliği geliştirmek için faydalı olduğunu düşünüyor musunuz?
2. Sizce müzakere rol yapma / rol oynama aktivitelerinin faydaları/avantajları/katkıları ve/veya dezavantajları/olumsuz etkileri nelerdir?
3. Sizce müzakere rol yapma/rol-yapma aktiviteleri sırasında keyif aldınız mı?

Appendix 5. Approval from the Amasya University Social Sciences Ethics Committee

	AMASYA ÜNİVERSİTESİ SOSYAL BİLİMLER ETİK KURUL DEĞERLENDİRME FORMU
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Ek-1

Araştırmanın Başlığı: “The Impact of Negotiation Role-Play on the Development of EFL Preparatory Class ELT Students' Intercultural Competence (Müzakere Rol Yapmanın İngilizce Hazırlık Sınıfı İngilizce Öğretmenliği Öğrencilerinin Kültürlerarası Yeterliklerinin Gelişimine Etkisi)”	
Başvuru Formunun Etik Kurula geldiği tarih	14.12.2022
Başvuru Formunun Etik Kurulda incelendiği tarih	16.12.2022
Karar tarihi	16.12.2022

SONUÇ

1.	☒ Kabul
2.	☐ Düzeltme gereklidir: Etik sorun olabilecek sorular/maddeler, süreçler ya da unsurlar bulunmaktadır. Açıklama:
3.	☐ Red Gerekçe, Görüş, Tavsiye ve Açıklamalar:

Başvuru dosyasının incelenmesinde hazır bulunan ve araştırma ile doğrudan veya dolaylı olarak ilişkisi bulunmayan Etik Kurul başkan ve üyelerinin ad, soyad ve imzaları.

(Başkan)
 Prof. Dr. Songül KEÇECİ
 KURT

(Üye-Bşk Yardımcısı)
 Doç. Dr. Fatih CAN

(Üye- Raportör)
 Doç. Dr. Melike BAŞ

(Üye)
 Doç. Dr. Kürşat EFE

(Üye)
 Doç. Dr. Davut AĞBAL

(Üye)
 Dr. Öğr. Üyesi Mustafa YILDIZ

KYT-FRM-126/00

Bu belge,güvenli elektronik imza ile imzalanmıştır.

Appendix 6. Scale Permission

Appendix 7. Approval from the Ondokuz Mayıs University School of Foreign Languages for Conducting the Experiment



Amasya Üni Gelen Evrak Tarih ve Sayısı: 17.01.2023-112632

T.C.

ONDOKUZ MAYIS ÜNİVERSİTESİ

Rektörlük

Sayı : E-49933177-302.08.02-387315

Konu : Anket Uygulama İzni

AMASYA ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : 03.01.2023 tarihli ve 47526769-302.08.01.04.01-E.109786 sayılı yazınız.

İlgide kayıtlı yazınızda belirtilen Üniversiteniz Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Emre SOBAC'I'nın, "Müzakere Role-Play Aktivitesinin İngilizce Hazırlık Sınıfı İngilizce Öğretmenliği Öğrencilerinin Kültürlerarası Yeteneklerinin Gelişimi Üzerindeki Etkisi" konulu çalışmasını Üniversitemiz Yabancı Diller Yüksekokulu öğrencileri ile yapma isteği Rektörlüğümüzce uygun görülmüştür.

Bilgilerini ve gereğini arz ederim.

Prof. Dr. Cengiz BATUK
Rektör a.
Rektör Yardımcısı

Appendix 8. Consent Form

Appendix 9. Sample Student Voice Section

Kaynak: (Neuliep, 2017, p. 100)

Appendix 10. Sample Checklist

Cultural Knowledge about Your Country	Your Finding
Food and cuisine Art/ Literature /Dance Meaning of National Flag Traditions Customs / Celebrations / Rituals Values /Norms Daily Habits/ Lifestyle Famous People (Singer/Soccer/Scientist etc.) Clothing National Holidays Routine Aspects of Life (Family Values, Work Ethics, etc.)	

Appendix 11. The Weekly Lesson Plans.

Week 1

Topic	Discussing Cultural Knowledge	
Aims	Students will be able to search and learn more about various cultures. Students will be able to work with their friends and motivate them. Students will be able to develop cooperation and practice communication skills. Students will be able to take an active role during the negotiation. Students will be able to listen to their peers actively. Students will be able to express their opinions. Students will be able to negotiate one of the critical issues in intercultural classes.	
Content	Literature, music, food, dance, clothing, sculpture, social groups, the meaning of the national flag, famous people (singers, movie stars, scientists, soccer players, dancers, Olympic medalists, etc.), national heroes, monuments, art, nature, theatre, lifestyle, daily, habits. etc.	
Timetable	20 min	Cultural Knowledge Sharing
	15 min	Negotiation - Discussion
	5 min	Sum up - Feedback
Negotiation Topic	How can educators and policymakers help students overcome culture shock when they meet other cultures?	

Week 2

Topic	Interesting Cultural Facts	
Aims	Students will be able to search and learn more about interesting facts about different cultures. Students will be able to discuss interesting cultures and traditions. Students will be able to develop cooperation and communication skills. Students will be able to take an active role during the negotiation. Students will be able to work with their friends and motivate them. Students will be able to listen to their peers actively. Students will be able to express their opinions. Students will be able to negotiate one of the critical issues in intercultural classes.	
Content	Interesting cultural facts, customs, norms, daily habits and traditions, gender roles, daily life, superstitious, acceptable and unacceptable behaviors, etc.	
Timetable	20 min Cultural Knowledge Sharing	
	15 min	Negotiation - Discussion
	5 min	Sum up - Feedback
Negotiation Topic	How can educators and policymakers motivate students to learn more about foreign languages and cultures?	

Week 3

Topic	Cultural Greetings	
Aims	Students will be able to search and learn more about cultures' greetings, dialects, accents, word stress, intonation, etc. Students will be able to foster vocabulary skills by learning new words about various cultures. Students will be able to express their opinions. Students will be able to work with their friends and motivate them. Students will be able to listen to their peers actively. Students will be able to develop cooperation and communication skills. Students will be able to take an active role during the negotiation.	
Content	Cultural greetings, culture-specific words, dialect, accent, and pronunciation differences.	
Timetable	20 min	Cultural Knowledge Sharing
	15 min	Negotiation - Discussion
	5 min	Sum up - Feedback
Negotiation Topic	How can educators and policymakers boost learners' self-confidence?	

Week 4

Topic	Non-verbal Communication	
Aims	Students will be able to search and learn more about non-verbal communication elements regarding different cultures. Students will be able to perform some of the non-verbal communication patterns. Students will be able to work with their friends and motivate them. Students will be able to foster communication skills. Students will be able to enhance behavioral skills. Students will be able to ignite their curiosity.	
Content	Culture-specific non-verbal communication patterns include gestures, mimics, eye contact, touching, hand movements, etc.	
Timetable	20 min	Cultural Knowledge Sharing
	15 min	Negotiation - Discussion
	5 min	Sum up - Feedback
Negotiation Topic	How to promote students' behavioral performance in intercultural interaction?	

Week 5

Topic	Empathy & Respect	
Aims	Students will be able to search and learn more about prejudices, stereotypes, misconceptions, codes of ethics, and religious aspects of various cultures. Students will be able to discuss how to avoid prejudices towards people from different ethnic and cultural backgrounds. Students will be able to put themselves into others' shoes. Students will be able to work with their friends and motivate them. Students will be able to foster communication skills. Students will be able to support affective skills,	
Content	Prejudices, misconceptions, religious aspects, code of ethics, perceptions, etc.	
Timetable	20 min	Cultural Knowledge Sharing
	15 min	Negotiation - Discussion
	5 min	Sum up - Feedback
Negotiation Topic	How to promote respect, tolerance, and empathy in foreign language classes?	