THE IMPORTANCE OF PROMOTING CULTURAL AWARENESS AND UNDERSTANDING OF CULTURAL DIVERSITY IN LANGUAGE CLASSES

Abstract. In today’s realities, it is extremely important to realize that acquiring some familiarity with the culture associated with a target language has become an integral part of learning a foreign language. It is undoubtedly that new requirements and demands of modern society lead to much more frequent interactions among members of diverse cultures and with different cultural backgrounds. Language acts as a communication tool and allows people to share values and beliefs with other people. Simply possessing language knowledge is no longer sufficient to navigate cross-cultural communication effectively. Learning a foreign language people should study how to use it in order to embrace diversity and establish harmonious communication. This article explores the relationship between teaching English and cultural acquisition. The findings of a great number of scientific research devoted to the investigation of this topic were analysed by the authors and it was concluded that the implementation of the cultural component is
determined to facilitate students’ achievements in language learning and equip them with the knowledge and skills needed for performing effective intercultural communication. The authors designed and conducted survey research in order to assess students’ views on the incorporation of cultural aspects of a foreign country into the teaching of a foreign language. The study identified respondents’ willingness to learn English with a deep immersion in the cultural environment. Moreover, some techniques employed by ELS teachers with the aim to provide students with cultural knowledge were analyzed. The authors drew the conclusion that a lot of efforts should be done to facilitate the process of learners’ intercultural language learning and suggested ways that can be considered effective to reach education goals in the context of cross-cultural communication.

**Keywords:** culture, teaching culture, teaching foreign language, cultural awareness, culture-based activities, culture acquisition, culture assimilation, culture immersion

Ямшинська Наталія Валентинівна викладач, кафедра англійської мови технічного спрямування №2, Національний технічний університет України «Київський політехнічний інститут імені Ігоря Сікорського», просп. Перемоги, 37, м. Київ, 03056, тел.: (044) 204-85-37, https://orcid.org/0000-0002-0518-3657

Куценок Неоніла Михайлівна викладач, кафедра англійської мови технічного спрямування №2, Національний технічний університет України «Київський політехнічний інститут імені Ігоря Сікорського», просп. Перемоги, 37, м. Київ, 03056, тел.: (044) 204-85-37, http://orcid.org/0000-0001-7111-0088

Ставицька Ірина Василівна кандидат педагогічних наук, доцент, кафедра англійської мови технічного спрямування №2, Національний технічний університет України «Київський політехнічний інститут імені Ігоря Сікорського», просп. Перемоги, 37, м. Київ, 03056, тел.: (044) 204-85-37, https://orcid.org/0000-0003-4915-0141

Корбут Оксана Григорівна старший викладач, кафедра англійської мови технічного спрямування №2, Національний технічний університет України «Київський політехнічний інститут імені Ігоря Сікорського», просп. Перемоги, 37, м. Київ, 03056, тел.: (044) 204-85-37, https://orcid.org/0000-0001-6671-3925

**ВАЖЛИВІСТЬ ФОРМУВАННЯ КУЛЬТУРНОЇ ГРАМОТНОСТІ ЗАСОБАМИ ІНОЗЕМНОЇ МОВИ**

**Анотація.** У сучасних реаліях надзвичайно важливо усвідомлювати, що невід’ємною частиною вивчення іноземної мови стало набуття широкого
знайомства з культурою країни, мову якої вивчаєш. Безумінно, що нові виклики та запити сучасного суспільства вимагають більш частої комунікації представників різних культур. Мова діє як інструмент спілкування і дозволяє людям ділитися цінностями та переконаннями з людьми, що мають іншу культурну належність. Простого знання мови вже недостатньо для ефективної міжкультурної комунікації. Вивчаючи іноземну мову, люди повинні навчитися нею користуватися, щоб прийняти культурне різноманіття і налагодити гармонійне спілкування з представниками інших культур. У статті досліджується взаємозв’язок між навчанням практичному опануванню іноземної мови та крос-культурними аспектами. Автори проаналізували результати великої кількості наукових досліджень, присвяченних вивченню цієї теми, і дійшли висновку, що реалізація культурного компоненту сприяє покращенню досягнень студентів в опануванні мови та озбюрення їх знаннями та навичками, що є необхідними для здійснення ефективної міжкультурного спілкування. Автори розробили та провели опитування серед студентів вищого технічного навчального закладу з метою вивчення їх поглядів на включення культурних аспекти в мову. Дослідження виявило готовність респондентів вивчати англійську мову з глибоким занурення у культурне середовище. Крім того, були проаналізовані деякі техніки, які використовують викладачі іноземної мови з метою надання та поглиблення знань студентів про культуру інших країн. Автори дійшли висновку, що лише система робота може вирішити проблемні питання формування міжкультурної комунікації під час вивчення студентами мови, і запропонували заходи, які можна вважати ефективними для досягнення цілей освіти у контексті формування соціокультурної компетенції студентів.

**Ключові слова:** культура, культура навчання, навчання іноземної мови, культурна свідомість, культурологічна діяльність, засвоєння культури, засвоєння асортименту в культуре

**Introduction.** Since language reflects the development of society, the study of a language cannot be separated from history, politics, economy, and especially culture. Culture as a social process deals with the use of language and communication experienced by people in given circumstances. For learning a foreign language, the main factor is immersion in the foreign culture of society and intercultural communication. This relationship helps to better catch all aspects of the target language both at the lexical and grammatical level, enhance language skills and obtain knowledge about customs, traditions, and norms of other countries. It can assure that understanding native speakers and integrating into a foreign language environment will be held much more easily. Considering the cultural experience of each generation and the challenges of society, language is the main factor of mutual
understanding in all fields. Every change in the development of society affects literature, cinema, and theatre, which are the main components of every separate culture and in turn, have a great impact on the development of individuals as well as the whole society. Therefore, during learning a foreign language, one needs to consider all these factors and learn the second foreign language to preserve the complete historical and cultural heritage. The role of culture in the acquisition of English as a second language for non-native speakers (ESL) is an important element of modern linguistics. Significant contributions to the development of research in language learning have been made by linguists who have explored culture as a context for and background influence on transmitting cultural knowledge to students. Tomlinson, Musuhara, Samovar, Porter, McDaniel, Hinojosa, İsmail Cakir, Siti Masitoh, Zakiyah Arifa, Wan Li-li, Wei Qiang, Liu Yan, Valentyna Bohatyrets, Leveridge are famous for their studies aimed to promote the target culture teaching and learning and develop key competencies of cross-cultural awareness. Based on the findings of their research it was concluded that culture should be a central component of language learning, and the use of authentic materials helps students gain a real insight into language and cultural practice. Researchers recommend employing a variety of methods and approaches that contribute to the understanding and approbation of cultural aspects of language and point to the importance of developing intercultural competence for successful communication in an intercultural environment. The authors designed and conducted the research among the students of the National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute” and set the tasks for further successful implementation of integration of the culture and a target language.

**Analysis of recent research.** A lot of studies were devoted to the investigation of the relationship between culture acquisition and language teaching and finding ways for incorporating cultural aspects into language teaching without overwhelming the language learning process. These studies aimed to explore effective strategies and approaches to strike a balance between language and culture instruction.

Tomlinson and Musuhara (2004) stated that an increased cultural awareness helps learners broaden their mind, increase tolerance and achieve cultural empathy and sensitivity.

Samovar, Porter, & McDaniel (2012) consider that English language education should equip learners with the knowledge of intercultural communication and the ability to use it effectively in order to bridge cultural differences and achieve more harmonious, productive relations.

Hinojosa (2000) studied the impact of the relationship between culture, foreign language teaching on intercultural communication and drew to the conclusion that “in foreign language learning, knowledge of linguistic structures
alone is not enough; we also have to understand the way of life of a foreign culture and the individuals living it”.

Another research on the necessity of implementation of the cultural context in teaching a target language has also been conducted. Ismail Cakir (2006) claimed that “We all know that understanding a language involves not only knowledge of grammar, phonology and lexis but also a certain features and characteristics of the culture”. His study proved the idea that language teachers should develop an awareness of sociocultural and sociolinguistic differences that might exist between the students’ first language and the target language. This knowledge is helpful for explaining to both teachers and students the reasons for unintended pragmatic failures and breakdowns in communication. Thus, students will be aware of ways how to avoid such awkward situations while having intercultural communication experiences.

Siti Masitoh, Zakiyah Arifa et al. (2023) in their research studied the effectiveness of the learning strategies employed by the participants with the aim to increase their cultural awareness and promote their further cultural knowledge acquisition. They found that reading authentic texts, communicating with native speakers, and attending their language courses may contribute a lot. The study carried out by Wan Li-li, Wei Qiang, Liu Yan (2016) discussed how to use computer multimedia technology to cultivate students' cross-cultural consciousness in English teaching. As technology has become an integral part of the educational process, the authors emphasize that language teachers should realize the advantages of it and employ technology in a variety of ways to cultivate students' intercultural awareness and improve students' cross-cultural communicative competence.

Valentyna Bohatyrets (2022) strongly believes that “English as a Foreign Language (EFL) classroom (EFL) can considerably contribute to a culturally versatile development of global citizenship education”. Her study explored the effect of cultural diplomacy as soft power that considerably contributes to effective EFL teaching/learning. Its findings proved her hypnosis that EFL teachers are to provide learners with a rich socio-cultural awareness and living skills, rather than only linguistic training on the target language.

To Leveridge (2008), language teachers must instruct their students on the cultural background of language usage, choose culturally appropriate teaching styles and explore culturally based linguistic differences to promote understanding instead of misconceptions or prejudices.

**Formulation of the problem.** The paper investigates the relationship between language learning and the cultural intelligence of students who study English as a second language. This paper aims to determine ESL students’ opinions of how important they find the inclusion of cultural components in the process of teaching / studying a foreign language. The paper focuses on studying and further analysis of
the reasons why ESL students should increase their awareness of cultural differences. Other objectives of the paper are to determine the main factors and discuss approaches contributing to the success of cultural teaching in language classrooms. To reach this aim, the following tasks are to be completed:

1. to establish ESL students’ views on the necessity and ways of obtaining knowledge about other cultures in the language classes with the help of the survey and interviews.

2. to outline the approaches that can be applied by ESL teachers with the aim of improving students’ achievements in learning English through the implementation of cultural content in language classes.

In the study, we hypothesize that teachers of English don’t consider culture teaching as the main objective of second language acquisition, and therefore their students have barriers to effective intercultural communication.

**Research analysis.** A mixed-method research design was chosen to obtain quantitative and qualitative data from the survey completed by ESL students who obtain Bachelor’s degrees at the technical university. The survey consisted of 2 kinds of prompts: multiple choice (prompts 4, 5, 6, 7), a Likert scale (prompts 1, 2, 3, 8, 9: strongly agree / agree / neutral / disagree / strongly disagree). To measure central tendency, we calculated the median (Mdn) and to show the spread of the responses we calculated the Interquartile Range (IQR) and Standard deviation for the prompts which used a Likert scale (See Table 1).

The survey covered the issues related to students’ views on the incorporation of cultural aspects of a foreign country into the teaching of a foreign language. This research complies with ethics, all respondents volunteered to participate in the survey and gave their consent. 55 students of the faculty of chemical engineering by I. Sikorsky KPI participated in the survey focused on gaining insights into cultural teaching. The participants of this study were university students with an age range from 19 to 23 years old. They had contacted with English as a foreign language for a minimum of 5 years. They were using Ukrainian in their daily lives as it is their mother tongue. The results of the survey will give us a valuable opportunity to contribute to the field and help shape educational practices. As we decided to carry out research about cultural awareness and determine its relation to language teaching and learning we were sure that our first questions of the survey were to know more about participants’ cultural competence.

To gather more detailed information about the cultural competence of respondents they were asked to assess their awareness of their own culture and cultural values (Prompt 1 of the survey). The majority of students (45%) evaluated it as moderate (Figure 1). It is confirmed by the Median which is 2 (See table 1).
Analysing these findings, we can conclude that most students consider themselves members of the community sharing its values and history. It is essential for every person to feel her/his identity because it guarantees that he or she is more likely to have a clear understanding of who he/she is, what he/she stands for, and what his/her values and beliefs are. This self-awareness helps people navigate through life, make informed decisions, and establish meaningful connections with others. People who know their roots and own culture are more ready to learn about other cultures and for intercultural communication. Their knowledge of the foreign language will allow them to expand cultural boundaries. As language teachers, we often think that our main responsibility is to teach grammar, vocabulary and develop language skills in our students. Thus, we omit to give our students information about cultural diversity which may be a sufficient contribution to both the development of language competence and the further broadening of their global outlook. Hinojosa (2000) claimed that “as teachers, we can help our learners to raise cultural awareness by providing students with as much valid and accurate information about their own and foreign language as possible”.

The responses we got from the participants on prompt 2 of the survey confirmed our suggestion that students are staying curious, open-minded, and perceptive to learning a foreign language and at the same time getting information about the customs, traditions, and values of other people. Similar percentage of participants who make up the majority evaluated their willingness to develop their cultural intelligence and obtain knowledge about other cultures and traditions in language classes as high (35%) and moderate (35%). A very little percentage of students (12%) indicated that they don’t have a strong desire to increase their cultural awareness. (Figure 2).
The development of language skills must be the main priority for language teachers because these skills will allow students to communicate with different people on a variety of topics with different aims. However, such communication can’t be considered full. Rodriques (2000) stated that “Language competence and culture are intimately and dynamically connected”. The calculation of the Median (Mdn) and the Interquartile Range (IQR) showed that most of the responders indicated their agreement with this statement (Mdn =2, IQR =2). (Table 1, prompt 3). The results prove students’ desire to learn more about the history, geography, traditions, customs, and cultural practices related to the country whose language they are studying. We suggest that this approach not only enhances the students' language skills but also provides them with a deeper understanding and appreciation of the culture associated with the language.

Today awesome opportunities are open for everyone to establish relationships with other people and to be successful in this cooperation people should apply not only their knowledge of a foreign language but demonstrate their cultural competence.

For many years, intercultural communicative competence (ICC) has been discussed to elucidate the development of students’ awareness, skill, and experience in regard to intercultural communication.

Asking the next question of the survey (prompt 4), we targeted to determine what objectives of teaching culture for ESL students, defined by Larzén (2005) are more important and appropriate for them. The results of the survey showed that more than half of the students (52%) indicated skills for intercultural encounters as more important (Figure 3).
It is obvious that effective communication with representatives of other cultures demands not only the possession of language skills but the ability to show your competence to deal with diverse cultural backgrounds. It must be the main goal for ESL teachers to equip students with knowledge about other cultures. Moreover, we are convinced that language teachers should teach them to respect diversity by appreciating and valuing different cultural backgrounds, perspectives, and opinions. In addition, teachers should raise the curiosity and willingness of students to obtain and then apply their knowledge by being engaged in cultural exchange to deepen their understanding and foster positive connections.

The next question (prompt 5) aimed to get knowledge about students’ intercultural experiences. Based on the results obtained from the responses of students we can conclude that our respondents have had some experience with intercultural communicative situations in which they were expected to behave appropriately as per the cultural context of communication. More than half of the respondents (66%) indicated that they have situations involving interactions with individuals from different cultural backgrounds and where they had to demonstrate their understanding and tolerance to the norms, values, and customs of another culture (Figure 4).
Approximately the same amount of students (61%) reported that they are able to act and add nonverbal signs to show a positive response to meet the expectations of a communicative situation.

The findings of the survey confirmed our suggestion that the young generation of people are actively participating in all aspects of social life. It should be admitted that the process of globalization has facilitated interconnectedness, communication, and mobility, enabling young people to engage with diverse cultures more easily than ever before. Thus, to be able to meet the requirements of modern society a young person should demonstrate his/her readiness to establish new relationships and perform interactions between cultures with understanding and appreciating cultural differences, being sensitive to cultural norms and practices, and adapting one's behaviour and communication style accordingly.

Ye Zi (2015) claims that “Teaching English well means more than merely teaching learners the vocabulary, structures and grammars. It also means teaching them how to slip into the English culture without their foreignness exposed.” It is very important to be not apart from the English culture while learning English. It is undoubtedly that students’ perception and as a result the process of language acquisition mostly depends on a teacher’s ability to choose and apply the most appropriate approaches to teach English and share all necessary cultural information with students [12].

According to the results of the survey, 59% of respondents (the majority) consider that their cultural awareness will increase, and further cultural assimilation will be more effective when approaches and methods of teaching a foreign language

Fig. 4. The Responses of respondents about their experience with intercultural communicative situations
are related to culturally flexible pedagogy (prompt 6). If the ESL teacher uses practices, and activities to increase students’ cultural intelligence and expand their cultural boundaries showing his/ her own cultural flexibility it will guarantee that in the future they will be able to live, interact and work with people across the world more freely. A minority of students (11%) endorsed the idea that language teachers being rooted in their own cultural beliefs and values will create a supportive and inclusive learning environment where students feel comfortable expressing their own cultural identities. However, the rest 30% of the students indicated that only an appropriate combination of both approaches can be considered culturally responsive. Thus, students not only learn the language but also develop a deeper appreciation of different cultures and an understanding that a language is a part of the culture and can’t be learned without obtaining cultural knowledge (Figure 5).

Carrying out the study we also asked our respondents to indicate what strategies their language teachers use in the lessons to motivate students to learn and then deepen their knowledge about the target country’s culture (prompt 7). The findings of the survey allowed us to conclude that role plays (the choice of 29% of respondents) and cultural web-quests (21% of respondents indicated them) are the most frequently employed strategies to carry on culture teaching among ESL teachers, while keeping culture journals were the least frequently used (Figure 6).

Fig. 5. The respondent’s opinions, will your cultural awareness increase, and further cultural assimilation will be more effective when:

- Approaches and methods of teaching a foreign language are related to culturally flexible pedagogy
- The pedagogy of teachers is deeply rooted in their cultural beliefs and values
- Both approaches and methods of teaching a foreign language are related to culturally flexible pedagogy, and the pedagogy of teachers is informed by their cultural beliefs and
Fig. 6. Strategies for culture learning employed by the ESL teachers in the language lessons

We can suggest that these approaches are more effective and appropriate from the students’ point of view in order to get familiar with other cultures. Prompt 8 is about the satisfaction of students with the strategies their teachers implement with the aim to increase their cultural awareness and thus enhance language learning. Most respondents (36%) expressed a moderate level of satisfaction, 24% extreme, and 16% very extreme (See Table 1).

This finding suggests that while students generally appreciate the efforts made by their teachers, there is still room for improvement in terms of meeting their expectations and ensuring a higher level of satisfaction. It is important to further investigate the specific factors contributing to this moderate level of satisfaction. We suppose it will give us an opportunity to create rewarding learning opportunities and offer new approaches which will engage students more in the process of intercultural communication and they will feel the benefits of cultural immersion.

To prove our hypothesis about the necessity of finding more useful to students’ methods to present cultural diversity we asked if they want to see any changes in the principles of teaching English related to cultural content in your language classes (Prompt 9). As appeared approximately half of the respondents (47%) were positive about this and only 13% said definitely not. The Mean which is 2 confirms that the majority of students consider that they will probably agree with some changes in the approaches of cultural teaching (See Table 1).

These results suggest that students who learn English as a secondary language recognize the importance of integrating cultural content into their language learning experience. They may feel that the current approaches to teaching English are not
concentrated on cultural aspects and that changes are needed to enhance their understanding and appreciation of cultural traditions and values of the country of the target language.

**Conclusion.** This study was conducted to clarify the relationship between cultural acquisition and language learning, to find ways of interaction of cultural aspects and effective strategies and approaches to achieve a balance between language and culture learning. The teachers of our university conducted a survey of students who study English as a second language at a technical university in Ukraine. The main objectives of the study were the investigation of students’ opinions of how important is to incorporate cultural components in the process of learning a foreign language, to analyse the reasons why ESL students should increase their awareness of cultural differences and discuss approaches that contribute to the success of learning a foreign language through culture. The findings of the research confirmed the hypnosis that students recognise the necessity of expansion of their knowledge about cultural diversity. They are sure that such knowledge will facilitate learning a target language. The majority of respondents indicated that they had personal experience in intercultural communication. Moreover, students admitted that cultural intelligence is an important factor in their success in this process. Future research could explore the ways how ESL teachers can encourage students to learn socio-cultural context more effectively, including the development of curricula, teaching materials, and pedagogical strategies. Each language community has unique cultural characteristics. Future research could focus on studying the cultural aspects of specific non-native speakers’ groups to better address their needs and contribute to a deeper understanding of their cultures. Future research could investigate how culture affects the language learning process and language adaptation. Studying this aspect will help to develop better approaches to support students in their language development and adaptation to a new cultural environment. Therefore, the role of culture in the education of English as a second language for non-native speakers is integral. The study of culture helps students better understand and use language, expands their linguistic and cultural competences and promotes the development of intercultural awareness. These skills become the basis for successful communication and building harmonious intercultural relations in the modern world.

**References:**

Література:
<table>
<thead>
<tr>
<th>Survey prompts</th>
<th>Likert Scale</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Median</th>
<th>IQR</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prompt 1. How can you assess your awareness of your own culture and cultural values?</td>
<td>High</td>
<td>17</td>
<td>25</td>
<td>9</td>
<td>4</td>
<td></td>
<td>2</td>
<td>1</td>
<td>2.60</td>
</tr>
<tr>
<td></td>
<td>Moderate</td>
<td>19</td>
<td>19</td>
<td>10</td>
<td>7</td>
<td></td>
<td>2</td>
<td>2</td>
<td>2.56</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Very low</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prompt 2. How can you assess your willingness to develop your cultural intelligence and obtain knowledge about other cultures and traditions in language classes?</td>
<td>Strongly agree</td>
<td>15</td>
<td>21</td>
<td>8</td>
<td>9</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3.35</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Undecided</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prompt 3. To what extent do you agree with Rodrigues’ statement (2000) that “Language competence and culture are intimately and dynamically connected”?</td>
<td>Very</td>
<td>9</td>
<td>13</td>
<td>20</td>
<td>8</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>2.92</td>
</tr>
<tr>
<td></td>
<td>Extremely</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Moderately</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Slightly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not at all</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prompt 8. How are you satisfied with practices used by your ESL teacher in your English classes aimed to integrate culture into English teaching and learning?</td>
<td>Definitely will</td>
<td>13</td>
<td>26</td>
<td>9</td>
<td>7</td>
<td></td>
<td>2</td>
<td>1</td>
<td>2.44</td>
</tr>
<tr>
<td></td>
<td>Probably will</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Probably not</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prompt 9. Would you like to see any changes in the principles of teaching English related to cultural content in your language classes?</td>
<td></td>
<td>13</td>
<td>26</td>
<td>9</td>
<td>7</td>
<td></td>
<td>2</td>
<td>1</td>
<td>2.44</td>
</tr>
</tbody>
</table>