



HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Languages Education
English Language Teaching Program

INTERCULTURAL COMMUNICATIVE COMPETENCE, COMMUNICATION
APPREHENSION AND WILLINGNESS TO COMMUNICATE LEVELS OF ENGLISH
LANGUAGE INSTRUCTORS

Sezer ÜNLÜ

Ph.D. Dissertation

Ankara, 2023

With leadership, research, innovation, high quality education and change,

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İNGİLİZCE ÖĞRETMENLERİNİN KÜLTÜRLERARASI İLETİŞİM YETİSİ, İLETİŞİM
KAYGISI VE İLETİŞİM İSTEKLİLİĞİ DÜZEYLERİ

Sezer ÜNLÜ

Ph.D. Dissertation

Ankara, 2023

Acceptance and Approval

To the Graduate School of Educational Sciences,

This dissertation, prepared by **SEZER ÜNLÜ** and entitled “Intercultural Communicative Competence, Communication Apprehension and Willingness to Communicate Levels of English Language Instructors” has been approved as a thesis for the Degree of **Ph.D.** in the **Program of English Language Teaching** in the **Department of Foreign Languages Education** by the members of the Examining Committee.

Chair	Prof. Dr. Abdulvahit ÇAKIR	.....
Member (Supervisor)	Prof. Dr. İsmail Hakkı MİRİCİ	.....
Member	Prof. Dr. Arif SARIÇOBAN	.....
Member	Faculty Member, Ph.D. İsmail Fırat ALTAY	.....
Member	Faculty Member, Ph.D. Hatice ERGÜL	.....

This is to certify that this dissertation has been approved by the aforementioned examining committee members on 07/07/2023 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Ph.D. Dissertation** in the **Program of English Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences from...../...../.....

Prof. Dr. İsmail Hakkı Mirici

Director of Graduate School of Educational Sciences

Abstract

This study aims to examine the Intercultural Communicative Competence (ICC), Communication Apprehension (CA) and Willingness to Communicate (WTC) levels of English language instructors and if there is any relationship among these constructs. The study also explores whether there is a relationship between demographic factors and the aforementioned constructs. Based on these purposes, data of the study which a quantitative method design were collected from a total of 108 English language instructors working at the School of Foreign Languages of 8 different universities in Turkey. Data analyses revealed that English language instructors had average ICC, CA and WTC. In addition, ICC, CA and WTC of English language instructors were significantly correlated. Regarding the demographic factors, it appeared that age, gender, years of teaching, educational background and time spent in a foreign country had no statistically significant effect on ICC, CA and WTC levels of English language instructors. Nevertheless, a noteworthy outcome related to the amount of time spent in a foreign country was that as the amount of time spent in a foreign country increased the mean values of Intercultural Communicative Competence increased while the mean values of Communication Apprehension decreased. Overall, the study puts forward significant implications for language teacher education departments, professional development programs, curriculum developers, language teaching institutions and language teachers.

Keywords: Intercultural communicative competence (ICC), communication apprehension (CA), willingness to communicate (WTC), ELT, teacher education, culture, demographic factors

Öz

Bu çalışma, İngilizce Öğretim Görevlilerinin Kültürlerarası İletişim Yetisi, İletişim Kaygısı ve İletişim İstekliliği düzeylerini ve bu yapılar arasında herhangi bir ilişki olup olmadığını incelemeyi amaçlamaktadır. Çalışma ayrıca, demografik faktörler ile yukarıda bahsedilen yapılar arasında bir ilişki olup olmadığını da araştırmaktadır. Bu amaçlardan yola çıkılarak nicel bir yöntem olarak desenlenen çalışmanın verileri, Türkiye'de 8 farklı üniversitenin Yabancı Diller Yüksekokulunda görev yapan toplam 108 İngilizce Öğretim Görevlisinden toplanmıştır. Veri analizleri, İngilizce öğretmenlerinin ortalama İngilizce Öğretim Görevlilerinin Kültürlerarası İletişim Yetisi, İletişim Kaygısı ve İletişim İstekliliği'ne sahip olduğunu ortaya çıkardı. Ayrıca, İngilizce öğretmenlerinin Kültürlerarası İletişim Yetisi, İletişim Kaygısı ve İletişim İstekliliği anlamlı bir şekilde ilişkilidir. Demografik faktörlere bakıldığında, yaş, cinsiyet, tecrübe yılı, eğitim durumu ve yabancı bir ülkede geçirilen sürenin İngilizce öğretmenlerinin Kültürlerarası İletişim Yetisi, İletişim Kaygısı ve İletişim İstekliliği seviyeleri üzerinde istatistiksel olarak anlamlı bir etkisinin olmadığı ortaya çıktı. Yine de yabancı ülkede geçirilen süre ile ilgili olarak dikkat çeken bir sonuç ise yabancı ülkede geçirilen süre arttıkça Kültürlerarası İletişim Yetisi ortalama değerlerinin artması, İletişim Kaygısı ortalama değerlerinin ise düşmesidir. Genel olarak çalışma dil öğretmenliği bölümleri, mesleki gelişim programları, müfredat geliştiriciler, dil öğretim kurumları ve dil öğretmenleri için önemli çıkarımlar ortaya koymaktadır.

Anahtar sözcükler: Kültürlerarası iletişim yetisi, iletişim kaygısı, iletişim istekliliği, İngilizce öğretimi, öğretmen eğitimi, kültür, demografik faktörler

In loving memory of my father, Halis ÜNLÜ.

*Though he is gone now, I know that I will see him again on a summer breeze,
and tell him how blessed I was to have him as my father.*

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Symbols and Abbreviations

CA: Communication Apprehension

EFL: English as a Foreign Language

ELT: English Language Teaching

ICC: Intercultural Communicative Competence

L1: first language/mother tongue/native language

L2: second/foreign language

PCC: Perceived Communicative Competence

PICC: Perceived Intercultural Communicative Competence

SPCC: Self-Perceived Communicative Competence

WTC: Willingness to Communicate

Chapter 1

Introduction

This chapter provides an insight into the current study along with an introductory theoretical background. Statement of the problem, research questions, purpose and the significance of the study are also presented in this chapter. Finally, assumptions and limitations and basic definitions of the variables are introduced.

Introduction

Culture is a very complicated concept and it has many definitions. One of the most popular definitions of culture is “the system of shared beliefs, values, customs, behaviors, and artifacts that the members of society use to cope with their world and with one another and that are transmitted from generation to generation through learning” (Bates & Plog, 1990, p. 7). Longman Dictionary of Contemporary English (Ldoceonline, 2020) defines culture as “the beliefs, way of life, art, and customs that are shared and accepted by people in a particular society”. All those social aspects connect a set of people and those social aspects are what make them different from others. Brown (1994) defines culture as “the “glue” that binds a group of people together” (p.188).

Besides all those definitions which reflect culture as a static concept, there are also some definitions that views culture as a dynamic phenomenon. Harklau (1999) states that “culture is an elusive construct that shifts constantly over time and according to who is perceiving and interpreting it” (p.110)

Culture and language cannot be separated from each other because through culture people determine who talks to whom, about what, and how the communication goes on. Culture also helps to determine how people convey messages, the meanings that are attached in those messages, the conditions and situations under which a variety of messages may not be sent, noticed, or interpreted. Culture is the basis for

communication. Culture is an ever-present power which builds our identities and relationships with other things or individuals.

Brown (1994) states that “a language is part of a culture and culture is part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture” (p. 189). Similarly Kramsch (1991) the relationship between language and culture as being “inseparable” and constituting “a single universe or domain of experience” (p. 217)

It has been realized that the source of the problems in interethnic communication is not grammar. “Although languages use grammar as the system of expressing ideas, it is the discourse system which produces the greatest difficulty ...The grammatical system sends the message while the discourse system tells how to interpret the message” (Agar, 1994, p. 164) The reason for miscommunication between people doesn't always grow out of language but out of speech acts, etc. The person to talk first, to talk next or the person to open and close the conversations, and how they do it all are related to the social, cultural and psycholinguistic structure of a language. This situation could be named as 'languaculture' (Agar, 1994). Breakdowns in communication are not caused from linguistic but socio-linguistic differences.

In order to survive in a language one has to have some amount of cultural proficiency. We should be aware that linguistic competence, communicative competence, and intercultural communicative competence all are different things.

Language and culture can't be separated from each other as they are the mirrors of a society. It is possible to teach language in an isolated way without any specific reference to culture. However, that way the process of language can't be completed and this could only be a presentation of a subject which is deprived of 'rightful information'. It doesn't mean that students have to conform to different cultural values when they are provided with cultural awareness. With the introduction of cultural awareness students will

not be alienated from their own self. Cultural awareness will only take them away from ethnocentrism (Bada, 2000).

Acquisition of linguistic properties of a language is to take place with the acquisition of cultural properties of a language. Teaching culture helps students value target culture and understand their own culture. Biased attitudes towards the target culture can be abolished through integration of culture into the language classroom. This way, students' motivation of learning the target language could be increased (Flewelling, 1994).

The integration of customs, beliefs, conventions and the systems of one country is one necessary aspect of language teaching for sure. As a matter of fact, language teachers and students must become aware that linguistic proficiency referred as the knowledge of grammatical system of a language and communicative proficiency or cultural proficiency are all different phenomena and they all complement each other. Only through understanding this relationship, culture can be brought into the foreign language class in an appropriate way.

What is more, we should be aware of the fact that "if we teach language without teaching at the same time the culture in which it operates, we are teaching meaningless symbols or symbols to which the student attaches the wrong meaning..." (Poltzer, 1959, pp.100-101). As a result of globalization it is impossible to avoid cross-cultural communication. By bringing a foreign language to a classroom, learners are inevitably connected to a culturally different world.

In this regard, intercultural perspective of language learning cannot be denied. Language learning can no longer be limited to "the acquisition of communicative competence". Teachers are supposed to teach intercultural communicative competence as well (Byram & Zarate, 1997). This brings a new professional demand on teachers. Foreign language teaching is not considered as a linguistic task anymore. Therefore, besides linguistic competence an important feature that a language teacher has to have is communicative competence combined with intercultural communicative competence with

the necessary knowledge, skills and attitudes in order to achieve the language teaching task in a suitable way (Sercu, 2006). “The willingness to engage with the foreign culture, self-awareness, the ability to look upon oneself from the outside, the ability to see the world through other people’s eyes, and the ability to cope with uncertainty...” (Sercu et al., 2005, p.2) are all the necessary competencies that an individual, especially language teachers, should possess for an effective intercultural communication.

Noting this much about culture, culture teaching and intercultural communicative competence, it takes us to the factors that affect communicational encounters. Intercultural performances as the concrete indicators of intercultural communicative competence may be influenced by some individual differences as well. To mention one, anxiety which is used to be psychological construct has been attracting the attention of SLA researchers (Horwitz, 1986; Horwitz & Young, 1991; MacIntyre & Gardner, 1991a; MacIntyre & Gardner, 1991b; MacIntyre, 1999; Gregersen & Horwitz, 2002). Anxiety in the literature is differentiated as ‘trait’, ‘state’ and ‘situational’. While trait-like anxiety is viewed as personality variable, state or situational anxiety categorized as affective variable as being more related to feelings. The apprehension one feels while speaking a foreign language is situational anxiety. Because anxiety is more prevalent in language learners, most studies in L2 area focus on debilitating impacts of anxiety (MacIntyre & Gardner, 1991a).

It was discovered that English majors' language anxiety had a more significant impact on their L2 behavior than their willingness to talk in English, demonstrating that anxiety has a more significant effect on L2 communication than was formerly believed. It was asserted that greater emphasis should be placed on lowering learners' apprehension and enhancing their multicultural understanding and sense of self (Nagy, 2009).

This brings us to a communicational variable which is deeply related with intercultural communicative competence and which will be covered in the present study—communication apprehension. Defined as “the individual’s level of the fear or anxiety

associated with either real or anticipated communication with another person or persons” (McCroskey, 1992, p.1), communication apprehension is a similar concept to L2 anxiety, both referring to fear during communication (Horwitz, Horwitz, & Cope, 1986). It was found out that that L2 anxiety, or the anxiety experienced when speaking in English, plays a significant role. A lot of students reported panic-like fear when they had to communicate in English, and this fear made it difficult for them to get to know those they had to speak with in English. Ultimately, this fear resulted in unsuccessful cross-cultural interactions (Dombi, 2013). This is why the present study sets a course towards communication apprehension which might be directly related to the enhancement of intercultural communicative competence.

Mentioning the importance of communication apprehension with respect to intercultural communicative competence, it is not possible to disregard another communicational variable which is profoundly in relation with communication apprehension and might both facilitate and debilitate intercultural communicative competence—willingness to communicate. This variable reveals why some people are more inclined than others to communicate in given circumstances (McCroskey, 1992).

WTC research stems from communication research in native language. WTC construct was initially put forward by McCroskey (1992) as defined WTC as the likelihood that someone would launch a conversation if given the chance. Nonetheless, one’s tendency to WTC in their native language might be different in their L2. WTC if considered as a trait-like variable is only related to personality, and this is more related to the use of native language. Nonetheless, if considered as a state-like variable it entails feelings, emotional state in a certain circumstance and situationally conditioned L2 use as well being an affective variable this time (McCroskey & Richmond, 1990). In this study, WTC is regarded as one of the affective variables that might have an impact on intercultural communicative competence as L2 use with native or non-native speakers of English in intercultural contexts is involved.

Dombi (2013) contended that willingness to start a conversation both had a positive effect on the consequence of intercultural encounter and influenced students' perceptions of such encounter in a good way. The effect of willingness to communicate on intercultural contacts was either way, though. Lack of WTC was also stated to be obstructing intercultural encounters. Hence, the current study focuses on two affective variables that could have a significant effect on intercultural communicative competence.

Statement of the Problem

Over the last three decades many international changes happening globally have resulted in a lot of cross-cultural interaction across world languages and cultures (Zheng, 2014; Khawaja et al., 2014). People from all over the world can now interact and cooperate broadly. Dealing with more frequent intercultural situations is a new challenge for language teachers and learners due to globalization. In this vein, Intercultural Communication is a new academic discipline emerged as a result of this challenge (Dombi, 2013). Consequently, educators, researchers, and teachers agree that teaching a second or foreign language (L2) should have as its primary objective preparing students to interact effectively with persons from various cultural backgrounds (Kramsch 2013; Jin 2014; Oz & Saricoban 2014). Therefore, intercultural aspect of language learning should not be ignored. Language teaching should no longer be limited to accuracy or appropriacy. However, culture is one of the most neglected aspects of language competencies especially in EFL settings. Therefore, language teachers should focus on intercultural communicative competence in their classroom applications (Sercu, 2006).

Risager (1998) states that foreign language teaching approach is no longer limited to a peculiar culture, a peculiar group of people or a peculiar language, and within a peculiar territory. There is, now, this intercultural approach in which different cultures are bound to each other. Hence, teachers and students are required to be aware of both home culture and all the other cultures including the target culture. Intercultural approach

is not about one specific culture, namely Anglo-American cultures in ELT as the target culture, but about awareness about the home culture and the target culture as an international culture on the process of being a lingua franca culture. Although this is the case teachers have some problems related to teaching culture. The importance of teaching culture is recognized by educators, but actual teaching of culture is avoided by many of them. There are two main reasons that hinder the effective teaching of culture in classroom environment. The first reason is the lack of certainty about the definition of culture. Teachers basically do not know what to teach and which culture to teach. The second reason is the controversial question whether culture should be taught separately in literature, history, and civilization and culture courses or in language classes in an integrated way. Some other issues that make culture teaching problematic are lack of time to teach grammar and cultural topics, anxiety of lack of knowledge and anxiety of interfering with students' attitudes towards culture. Evaluating cultural acquisition of students is another matter that leads to the avoidance of culture teaching. The fact that many foreign language instructors tend to lack cultural competence in the language they teach is a big problem. The reasons for this include the fact that few of them have had the chance to live in the country where the target language is spoken, the likelihood that they did not receive adequate training during their teacher preparation programs, and the fact that the instructional materials they use in the classroom do not sufficiently and effectively inform them about the target culture (Tran, 2010).

Mentioning the importance of culture teaching, it brings us to the issue of language teachers' knowledge about language and its culture. To foster L2 learners' Intercultural Communicative Competence (ICC), or their capacity to interact and communicate across cultural boundaries, some researchers contend that teachers need to have a thorough understanding of both language and culture (Byram 1997; Hismanoglu 2011).

Individuals, especially language teachers, must have a variety of intercultural skills and traits. The intercultural knowledge, attitudes and skills of the language teachers are

also important as they are the main actors who will convey these aspects to their students in the classroom. Taking all these into consideration, it could be asserted that L2 instruction is an intercultural process that necessitates L2 teachers' intercultural competence. In order to encourage ICC acquisition among their students, teachers must have the necessary information, attitudes, and skills (Bastos & Araujo e Sa, 2014; Zheng, 2014).

L2 learners need to survive in a context where they have to handle circumstances in which individuals with various linguistic and cultural backgrounds are present. Besides, it is important to point out what promotes or hinders individuals' success in intercultural encounters and how much they can perform in such situations. What variables affect individuals' proficiency in learning a foreign language is another concern to be highlighted. While so many things are expected from L2 learners, it brings up the question what the situation of L2 teachers as the main and the first transmitters of culture especially in EFL environments is.

In addition to having a deep insight about ICC of language teachers, it is crucial to have a better understanding of the factors affecting individuals' behaviors in intercultural situations. Some individual difference characteristics have an impact on how people behave and interact in cross-cultural settings. In Turkish context, the studies that look upon individual differences from an ICC point of view mostly focus on age, gender, experience or achievement. However, there are some communicational variables which might be considered as affective factors that might have an effect on ICC as well. These factors may both assist and weaken the development of ICC and may lead to a successful or failed intercultural encounter.

After listing so many problems related to culture teaching and how important language teachers' ICC potentness, the question about the ICC level of language teachers and the variables especially communicational ones that affect their ICC rises up.

The fundamental problem of this study is to investigate the ICC level of English language instructors in Turkey. As intercultural communicative competence is defined by Byram (1997) knowledge, skills and attitudes an individual should have in order to “interact and communicate across cultural boundaries” (p.7), English language instructors self-reported ICC levels is going to be examined from those three perspectives as well. The second one is to investigate whether the ICC level of English language instructors is related to individual difference variables. These individual differences are divided into two different categories. The first one is affective variables such as Willingness to Communicate and Communication Apprehension. The second is demographic differences such as age, gender, years of teaching, educational background and time spent in a foreign country.

Aims and Significance of the Study

The aim of this study is to investigate English language instructors' Intercultural Communicative Competence (ICC), Communication Apprehension (CA), Willingness to Communicate (WTC) levels and individual differences variables. More precisely, the study investigates whether there is a relationship between ICC levels of English language teachers with their levels of CA and WTC. The study also analyzes whether some other background factors such as demographic information are effective on English language instructors levels of ICC, CA and WTC. Therefore, the findings of the study could help us realize the significance of focusing on ICC, CA and WTC in English language teacher education and teaching. What is more, the findings could be taken into consideration in assessing the present situation of ELT and teacher education.

In Turkish context, the studies about ICC is usually about investigating the levels of ICC with regard to the participants' demographic features such as age, gender, experience, achievement and years of spending time in an international context. Considering demographic factors as well, this study is significant in terms of dealing with

ICC in relation to some affective variables such as CA and WTC which are pretty critical as for being communicational factors in international encounters. What is more, the studies in the literature mostly deal with ELT majors' ICC while they are still pre-service English teachers. The current study stands out with its participants who are in-service English language teachers. While the role of language teachers is notable as the transmitters of L2 culture, it was the researchers' one of the main motivation to see the current ICC levels English language teachers who takes place actively on the field. Not only ICC levels of English language instructors but also CA and WTC levels of them in relation to one another are deeply covered. The study is also significant in terms of dealing with these variables all together in one study in Turkish context.

In the light of findings of the current study the question whether English language teachers are potent enough in terms of improving their students' ICC levels and in terms of raising awareness about how other communicational factors such as CA and WTC are significant and arrange their teaching regularly. Consequently, the findings of the study would be useful not only for English language teaching departments but also for any kind of institutions which work with English language teachers and which provide education for English language learners. Therefore, besides teacher training the study would have some considerable findings for the areas of curriculum design and materials design. Based on the findings of this study, language teacher trainers, English language teachers, program and material designers may come to conclusions on how to engage language learners in exercising their skills through increasing the number of activities that would facilitate ICC and WTC and would alleviate CA.

Overall, the study is significant in terms of providing an insight about Turkish English Language Teachers' self-stated Intercultural Communicative Competence in terms of Knowledge, Skills and Attitudes, their Affective Profiles in term of Willingness to Communicate, Communication Apprehension, and finally their demographic profiles in terms of age, gender, years of experience in teaching, educational background and time

spent in a foreign country. The study also presents a model of relationship between these concepts.

Research Questions

The following research questions will be examined in this study:

Main research question: What are the levels of intercultural communicative competence (ICC), communication apprehension (CA) and willingness to communicate (WTC) of English language instructors?

Sub-research questions:

- 1) What are the participants' levels of ICC in terms of attitudes, knowledge and skills?
- 2) What are the participants' levels of Perceived Intercultural Communicative Competence (PICC)?
- 3) What are the participants' levels of CA (affective profiles)?
- 4) What are the participants' levels of WTC?
- 5) How do demographic features of the participants influence their levels of ICC, PICC, CA, and WTC?
- 6) Is there a significant correlation among the participants' ICC, PICC, CA, and WTC levels?

Assumptions

This study is based on self-reports of English language instructors obtained through questionnaires. It is assumed that the answers of English language instructors convey the truth about their intercultural communicative competence in relationship to affective variables and other individual differences. It is assumed that the study will shed light on the strengths and weaknesses of foreign language teachers in terms of their

intercultural communicative competence. It is believed that the study will provide implications for foreign language teacher training departments. By shedding light on the aspects mentioned before and suggesting implications for future practices, the current study is anticipated to improve ELT teacher education programs, language instruction, program development and materials design.

Limitations

The narrow scope of the study may be the major limitation of this study in that it examines the English language instructors who work at 8 different universities in Turkey.

Definitions

Culture: Culture is a concept difficult to describe and has many definitions. One of the definitions presented by Cambridge Dictionary (Cdonline, 2020) is “the way of life, especially the general customs and beliefs, of a particular group of people at a particular time”.

Communicative Competence: *Communicative competence* was a term developed by Hymes (1972). Communicative competence emerged as opposed to structuralist views of Chomsky who viewed *linguistic competence* as accuracy in language. What Hymes (1972) suggested was that *linguistic competence* is also supposed to be communicative that is not only accurate but also appropriate. Appropriateness in language refers to knowing how to speak, to whom, when and in what context (Wolfson, 1989).

Intercultural Communicative Competence: Intercultural communicative competence includes “the ability to understand the language and the behavior of the target community, and explain it to members of the ‘home’ community and vice versa” (Corbett, 2003, p .2). Byram (1997) defines Intercultural Communicative Competence (ICC) as “individual’s ability to communicate and interact across cultural boundaries” (p.7).

Byram's ICC model is basically composed of five 'savoirs'. These five 'savoirs' refer to five different specifications in terms of attitudes, knowledge and skills required to mediate between cultures.

Attitudes: It refers to "curiosity and openness, readiness to suspend disbelief about other cultures and beliefs about one's own" (Byram, 1997, p.50).

Knowledge: It is explained as having the knowledge of "social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction" (Byram, 1997, p.51).

Skills: The definition of skills in intercultural communicative competence is divided into two. "Skills of interpreting and relating" is defined as "ability to interpret a document or event from another culture, to explain it and relate it to documents from one's own" (Byram, 1997, p.52). "Skills of discovery and interaction" is defined as "ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction" (Byram, 1997, p.52).

Perceived Intercultural Communicative Competence: This is a concept specifically used in this study for the need to get diverse data from multiple sources in order to get a more solid and reliable picture about the level of Intercultural Communicative Competence of the participants. The construct was used in addition to the ICC subcomponent scales (on attitudes, knowledge and skills). PICC scale in the present study asks participants to imagine a certain situation and indicate how competent they perceive they are in the given situations. The name of the scale was developed only by choice as the items were developed based on the Self-Perceived Communicative Competence scale and ICC from McCroskey & McCroskey (1988) and Byram (1997).

Willingness to Communicate (WTC): This concept is defined as the individual's tendency to initiate communication when they are free to do. Willingness to Communicate

is considered as a 'trait-like predisposition' meaning that individuals will show the similar tendency across different communication contexts (McCroskey & Richmond, 1987, 1990). From another perspective Willingness to Communicate is not trait-like, but it will be different in different communication contexts. Willingness to Communicate is not predictable across different situations. The concept of WTC as a situational construct was defined as "a readiness to enter into discourse at a particular time with a specific person or persons, using an L2" (McIntyre et al., 1998, p. 547).

Communication Apprehension (CA): Communication Apprehension (CA) is defined as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" (McCroskey & Beatty, 1986, p. 279). High level of Communication Apprehension (CA) may lead to ineffective communication as people with high level of CA avoid in long conversations and eye contact or don't move around as much as average speakers (Nelson & Webster, 1991).

Demographic Differences: These are the factors linked to some personal qualities or experiences such as age, gender, years of teaching, educational background or time spent in a foreign country.

Conclusion

This chapter gave a succinct overview of the current investigation. In this regard, statement of the problem, the significance and goals of the study, the research questions, the limitations, and the definitions of the essential terminology have all been covered. Theoretical frameworks for the relevant terms and concepts are provided in depth in the next chapter.

Chapter 2

Theoretical Basis of Research and Literature Review

Introduction

In this chapter, pertinent literature on the subjects covered in the ongoing study; communicative competence, intercultural communicative competence, willingness to communicate, communication apprehension especially in terms of language teaching is provided. On this account, related notions are examined in light of evidence from earlier research.

Communicative Competence

'Communicative competence' was a term developed by Hymes (1972). Communicative competence emerged as opposed to structuralist views of Chomsky who viewed *linguistic competence* as accuracy in language. What Hymes (1972) suggested was that *linguistic competence* is also supposed to be communicative that is not only accurate but also appropriate. Appropriateness in language refers to knowing how to speak, to whom, when and in what context (Wolfson, 1989).

Canale and Swain (1980) remodeled the concept of 'communicative competence' by adding onto how Hymes (1972) defined 'communicative competence'. This model of *communicative competence* was formed by four different competencies: 'Grammatical competence, sociolinguistic competence, discourse competence and strategic competence'. The concepts are defined as follows:

Grammatical competence means the acquisition of phonological rules, morphological rules, syntactic rules, semantic rules and lexical items. Today it is usually called *linguistic competence*. *Sociolinguistic competence* refers to the learning of pragmatic aspect of various speech acts, namely, the cultural values, norms, and other socio-cultural conventions in social contexts. They are the

context and topic of discourse, the participants' social status, sex, and age, and other factors which influence styles and registers of speech. Since different situations call for different type of expressions as well as different beliefs, views, values, and attitudes, the development of *sociolinguistic competence* is essential for communicative social action. *Discourse competence* is the knowledge of rules regarding the cohesion (grammatical links) and coherence (appropriate combination of communicative functions) of various types of discourse. Canale & Swain (1980) emphasize that sociolinguistic rules of use and rules of discourse are crucial in interpreting utterances for social meaning, particularly when the literal meaning of an utterance does not lead to the speaker's intention easily. *Strategic competence* is to do with the knowledge of verbal and nonverbal strategies to compensate for breakdowns such as self-correction and at the same time to enhance the effectiveness of communication such as recognizing discourse structure, activating background knowledge, contextual guessing, and tolerating ambiguity (Yano, 2003, pp. 77-78).

Intercultural Communicative Competence

The idea of Intercultural Communicative Competence has changed a lot since it was first introduced by Byram (1994). Despite abundant evidence on its value in language learning, the disagreement over its definitions, basic elements and measurement of it is still a source of a long-running argument in the area (Byram, 1997; Byram & Risager, 1999).

Byram's ICC model is basically composed of five *savoirs*. These five *savoirs* refer to five different specifications in terms of attitudes, knowledge and skills required to mediate between cultures. Figure 1 indicates the five *saviors* and its scope.

Figure 1*Factors in Intercultural Communication* (Byram, 1997, p. 34)

Skills		
interpret and relate (savoir comprendre)		
Knowledge	Education	Attitudes
of self and other; of interaction: individual and societal (savoirs)	political education critical cultural awareness (savoir s'engager)	relativising self valuing other (savoir être)
Skills		
discover and/or interact (savoir apprendre/faire)		

The savors demonstrated on the figure are closely related to communicative competence. To explain them in detail:

Attitudes (savoir être): towards “people who are perceived as different in respect of the cultural meaning, beliefs, and behaviors they exhibit” (p. 50). It involves attitudes of curiosity and openness, readiness to suspend disbelief about one’s own (pp. 34, 35).

Knowledge (savoirs): about “social groups and their products, practices, and process of interaction in one’s own and in one’s interlocutor’s country” (Byram, 1997, p. 51)

Skills of interpreting and relating (savoir comprendre): Ability to “interpret a document or event from another culture, and to explain it from one’s cultural perspective” (Byram, 1997, p. 52)

Skills of discovery and interaction (savoir apprendre/faire): Ability to “acquire new knowledge of a culture and cultural practices and the ability to use knowledge, attitudes, and skills in real-time communication and interaction” (Byram, 1997, p. 52).

Critical cultural awareness/political education: An ability to “evaluate critically the perspectives, practices, and products in one’s own and other cultures” (Byram, 1997, p.53, as cited in Barebzi, 2021, p. 2).

According to Byram (1997), developing intercultural competence necessitates not only language competency, as mentioned in communicative competence, but also highlights a skill set of intercultural exploration, comprehension, interpretation, and mediation that is equally vital. It necessitates paying attention to and respecting target and learners' languages and cultures, as well as the dynamic system of beliefs, values, views, and conventions that frames each culture (Byram, 1997; Corbett, 2003; Knutson, 2006; Zhou, 2011). According to Byram, students who possess intercultural competency can serve as mediators between the target and their own cultures since they are familiar with both the target language and the local customs and can explain them to persons from both the target and their own cultures.

With a purpose of providing a broad definition of ICC, Deardoff (2006) requested a definition of the concept from twenty-three top experts in the USA in that area. The most supported one turned to be “the ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills and attitudes” (p. 13). This definition came out to be still related to the one by Byram (1994) in terms of ICC’s three main components named as Knowledge, Skills and Attitudes which are also a colossal part of the current study.

In the last thirty years, rather than the traditional language teaching methodology which basically focuses on the acquisition of native speaker competence, an ‘intercultural approach’ to language teaching has been being adopted by scholars, instructors and education specialists. This is mainly because the idea of native-like performance is inexact and a mythical generalization (Alptekin, 2002; Byram, 1997; Corbett, 2003; Kramsch, 1998). Alptekin (2002) with his contribution on the area drags the component of ICC by stating that “communicative competence with its standardized native speaker norms fails

to reflect the lingua franca status of English” (p.60). He suggests a new pedagogic method which should take place of communicative competence and which would hold international and intercultural communication in itself.

An intercultural speaker is defined as the person who “has the knowledge of one, or, preferably, more cultures and social identities and has the capacity to discover and relate to new people from other contexts for which they have not been prepared directly” (Byram & Fleming, 1998, p. 9).

In other words, an intercultural speaker is the one who acquired the cultural knowledge of the target culture. Knowledge of the culture isn't adequate as the only aspect of intercultural communicative competence. An intercultural speaker is supposed to act appropriately and flexibly when he/she faces the performances, behaviors and anticipations of members of a foreign culture (Meyer, 1991). An intercultural speaker is ready for the cultural differences and knows how to act wisely even in he/she isn't aware of the differences because it is not possible to learn and teach about every distinct cultural difference.

Cultural Divergence

Cultural divergence is one of the 'antecedents' listed as to be involved in producing the willingness to communicate. The term cultural divergence might be explained through a group of people classified as culturally divergent. Culturally divergent people are a group of people who find themselves in an environment where their own culture or subculture is in a minority position when compared to other people with whom they are supposed to communicate. Adaptation to the major group's communication norms which is actually based on culture is one necessary thing to do in order for that divergent person to be successful in that environment. People who travelled too far especially by moving from one country to another can affirm that such adaptation can be really challenging or even hardly possible to achieve.

The fear of failure and possible negative consequences make culturally divergent people a lot less willing to communicate because they do not know how to communicate effectively in that specific environment. The thing about culturally divergent people is that they may be excellent communicators in one culture but not in another. If an individual regularly lives in a culture different from his or her own then cultural divergence is considered to be firmly linked to a trait-like willingness to communicate. However, if the person firstly communicates in one culture and has to do so in another culture only occasionally, only situational willingness will be affected (McCroskey & Richmond, 1987).

Intercultural Approach to Language Teaching

In intercultural approach to language teaching the learners aren't supposed to be pure imitators of the target culture. They are supposed to keep their own identity while understanding and acting according to the cultural norms of the target culture. Learners are to be motivated by reminding that they are the representatives of their own language, culture and identity first of all and they are not supposed to lose what is already their own (Littlewood, 1981).

Measurement of Intercultural Communicative Competence

Developing an ICC assessment tool has been the interest of many intercultural researchers for years. The ever developed instruments were either self-assessment tools in which individuals are either expected to answer questionnaires and evaluate themselves from their own point of view or in which they are interviewed. One another type of measurement tool developed in intercultural studies involved the observation of individuals.

One observational instrument developed by Koester & Olebe (1989)—The Behavioral Assessment Scale for Intercultural Communication (BASIC)—was based on the seven aspects of ICC identified by Ruben (1976). The seven aspects were: “display of respect, interaction posture, orientation to knowledge, empathy, role behavior, interaction

management and tolerance for ambiguity” (p.236). Basically, the scale was developed in order to measure individuals’ intercultural competence through observation by nonprofessionals. In essence, in a university residence hall context, a US student rates his/her roommate who is an international student through a four-point Likert scale in terms of their intercultural communication effectiveness. Koester & Olebe (1989) state that the scale is prominent in terms of its capability of being used by non-professionals in a range of contexts. Still, they point out that in order to increase the credibility of the scale the actions of those involved should be assessed by multiple different people, including experts to obtain a comparison.

Compared to observational methods of assessing ICC, self-report measurement tools are based on self-perceptions of individuals in imaginary intercultural contexts. One eminent self-report measurement tool for ICC is The Intercultural Sensitivity Inventory (ISCI) by Brawuk & Brislin (1992). The tool is applied to assess people's capability to adapt behavior when switching between cultures. Specifically, the scale aims to describe variations in cross-cultural behavior through a seven-point scale with 46 items. Cultural divergence is explained through the individualistic context in the USA in comparison with the collectivist context in Japan. The scale measures the intercultural effectiveness of business students in relation to imaginary matters related to the work environment in terms of their ‘flexibility’ and ‘open-mindedness’. Cultural effectiveness is explained by Brawuk & Brislin (1992) as:

To be effective in other cultures, people must be interested in other cultures, be sensitive enough to notice cultural differences, and then also be willing to modify their behavior as an indication of respect for people of other cultures. A reasonable term that summarized these qualities of people is intercultural sensitivity, and we suggest that it may be a predictor of effectiveness (p. 416).

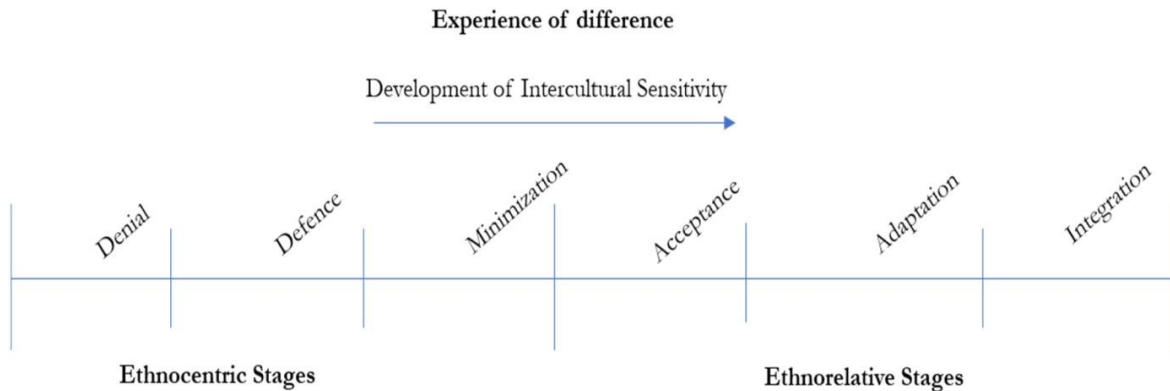
While the ICSI may be modified and customized to meet various goals because it examines hypothetical behavior in several, easily comparable cultures, its potential use is

somewhat constrained in terms of having overtly business-oriented nature and primarily comparing hypothetical conduct in the USA and Japan (Dombi, 2013)

A self-report five-point Likert scale with 50 items— The Intercultural Development Inventory (IDI) (Hammer, Bennett & Wiese, 2003) — was based on The Developmental Model of Intercultural Sensitivity (DMIS) (Bennett, 1986). DMIS is broken down into six levels that increase cultural awareness. The first three stages are ‘ethnocentric,’ which refers to the tendency for a person to view everyone through the perspective of his or her own cultural beliefs and conventions. The next three stages are referred to as ‘ethnorelative,’ and they include understanding and adjusting to various cultural values and practices (Lombardi, 2010). Figure 2 indicates the stages of Intercultural Sensitivity.

Figure 2

The Developmental Model of Intercultural Sensitivity (Bennett, 1986, p. 182)



One ICC scale developed based on Byram’s ICC model (1997) is INCA project (2004), a part of a Leonardo da Vinci Program. INCA Project involves ‘questionnaires,’ ‘role-plays,’ ‘scenarios’ to test the intercultural awareness and understanding of individuals. They named six different dimensions that constitute intercultural competence. The scale and activities specifically target “young engineers and professionals offered postings abroad, or those working in multicultural or multilingual teams in their own

country” (INCA Project Team, 2004, p. 4). The dimensions covered in the project as a part of intercultural competence is demonstrated in Figure 3.

Figure 3

Six Dimensions of Intercultural Competence (INCA Project Team, 2004, p. 33)

Dimensions tested:

1	Tolerance of ambiguity	✓
2	Behavioural flexibility	✓
3	Communicative awareness	✓
4	Knowledge discovery	✓
5	Respect for otherness	✓
6	Empathy	✓

Another scale developed on the basis of Byram’s ICC model (1997) is Assessment of Intercultural Competence (AIC) by Fantini (2007). AIC was based on Knowledge, Attitude, Skills and Awareness component of ICC. As a part of AIC research intercultural competence was described as “a complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from one’s self” (Fantini, 2007, p.9).

The current study utilizes an ICC and PICC scale basically prepared for English major students in Hungary (Dombi, 2013). The ICC scale originally was based on the literature by Byram (1997), Byram & Flemming (1998), Kramsch (1998), Jaeger (2001) and Zaharna (2009). The PICC scale in the study was based on the works of Byram (1997) and McCroskey & McCroskey (1988). The scales were adapted to a Turkish English language instructors context by the researcher of the current study. The items in the scale are succinctly and concisely expressed, simple to understand, contextual rather than broad, and without bias.

Studies Related to Intercultural Communicative Competence

More and more EFL teachers and researchers in foreign language education are realizing they need to put in more effort to help language learners develop their

intercultural communication competence because ICC competence has become a hot topic both within and outside the classroom where English is taught as a Foreign Language. Thus, it is absolutely necessary to assess the current state of intercultural communication skills among all EFL teachers.

Sercu (2006) studied with foreign language teachers to investigate to what extent they meet the qualifications of a 'foreign language and intercultural competence teacher' which was drawn up in the theoretical literature. The participants of the study were foreign language teachers from Belgium, Bulgaria, Greece, Mexico, Poland, Spain and Sweden. The study showed that the current profiles of foreign language and culture teaching do not comply with the expected specifications of 'a foreign language and intercultural competence teacher'. Furthermore, the same pattern is present in teacher perceptions and teaching practices of culture. As a result of her studies, Sercu (2006) stated that "teachers are moving towards becoming Foreign Language & Intercultural Competence teachers, but at present their profile does not meet all the expectations regarding knowledge, skills and attitudes desirable in the 'foreign language and intercultural competence teacher'" (p.67).

Bayyurt (2006) conducted a case study with twelve Turkish teachers of English language on teachers' conception of culture, cultural information in the EFL classroom and the role of non-native educators in presenting cultural education information. Her study showed that Turkish teachers of English see themselves advantageous in terms of introducing an 'international culture' which is composed of English-speaking Anglo-American cultures and students' local culture in the English as a Foreign Language classroom.

Han (2010) studied with 400 foreign language teachers and 63 teacher trainers from different parts of China to see the place of culture in Chinese Foreign Language Education curriculum in terms of intercultural communicative competence, school teachers' perceptions of culture/intercultural teaching and to see if teachers' perceptions

are promising a change in the culture/intercultural teaching in English as a Foreign Language classrooms. The study showed that 'the highly examination-oriented environment, the practical approach of students and the academic qualification/experience of teachers' are some of the current problems of culture/intercultural teaching in the Chinese FLE context. Educational background of English language teachers affected their perceptions of cultural teaching, and the study concluded that English language teachers need to take courses on cultural teaching to develop understanding and confidence.

Hismanoglu (2011) measured the ICC level of 35 ELT students with different linguistic proficiencies ranging from A2 to B2 by putting them in eight different imaginary communicative situations. Generally speaking, they demonstrated a high level of intercultural communicative competence. The study also found out that although there was no significant difference of ICC levels of students with lower linguistic proficiency, pre-service ELT students' levels of ICC got better as their proficiency levels increased. On the other hand, there was a statistically significant relationship between ELT students' ICC level and international experience, and explicit teaching—that is, formal training focused especially on ICC. The students with longer international experience and the ones who got classes related to Cultural Studies had higher levels of ICC.

Zhou (2011) carried out an investigation into levels of ICC of 750 EFL instructors from various universities of Chinese universities. The overall ICC level of English instructors was slightly above the average and the English instructors scored the highest in ICC Attitudes component. What is more, the English instructors teaching to English majors rather than the ones teaching General English to the other majors demonstrated a higher level of ICC. They also scored higher in ICC Attitudes and Skills. Still, both groups scored the highest in Attitudes component and lowest in Knowledge component. The findings of the study revealed that teachers with foreign country experience demonstrated a greater degree in the knowledge dimension of intercultural competency than those

without such experience. Furthermore, the instructors with a Master's and PhD degree exhibited a greater level of ICC including all its subcomponents. Last but not the least, the study emphasized that the level of intercultural communicative competence, especially in knowledge and awareness dimension, of the Chinese English instructors positively correlated with their belief and practices of cultural teaching in EFL education.

The scope of the Mirzaei & Forouzandeh (2013) study with 180 (B.A. and M.A.) students majoring in English Literature, English Translation, and TEFL (Teaching English as a Foreign Language) at three universities in Iran was the relationship between gender, L2 motivation and ICC. The study revealed that the correlation that Iranian English major students' ICC development was influenced by their desire to learn English. On the other hand, gender differences did not significantly affect the ICC values of English major students.

Oz & Saricoban (2014) carried out a study with 89 pre-service English teachers on their ICC with relationship to gender, their achievements and length of stay abroad. In addition to collecting demographic information they used a questionnaire by (Mirzaei & Forouzandeh, 2013) on a five-point Likert scale which tested participants' ICC level on knowledge, skills and attitudes level. The researchers specified Knowledge component to be on the information level while Skill component on the ability level. The last one, Attitudes component, aimed to test respondents' respect and openness to other cultures and ambiguity tolerance. The results showed that the participants generally had a good level of ICC. Especially in Knowledge component the participants showed a better performance than the other two components named as Skills and Attitudes. They explained the reason for this to be possibly because of "lack of ability to communicate across cultures, lack of openness to different cultures and ambiguity tolerance" (p.528). It is underlined that pre-service English teachers should not only have a high level of ICC, but also grow familiar with methods of transferring ICC to their L2 learners in order to promote their L2 learners' ICC. They suggest that teachers, curriculum developers and

educational environments should be tuned in to their students' sociocultural backgrounds and choose appropriate materials and pedagogical approaches for specific contexts of teaching cultural dynamic pinpoints both carefully and sensitively as neglecting their standards and beliefs would be rejecting their experiences (Coleman, 1996; Holliday, 1994; Lazar 2015; McKay 2002; Oz & Saricoban 2014). Moreover, it is stated that ICC level of the participants did not vary across gender groups meaning that male participants were not any different from female participants in terms of their ICC levels. They suggest further research on gender difference in ICC with in different social contexts with bigger number of participants. Lastly, the level of ICC in this study was positively correlated with studying abroad. It is included that second language learning contexts when compared to foreign language contexts present abundant amount of input for learners to show similar performance of native speaker pragmatic behavior.

Sarigoz (2014) in his study with 201 teacher trainees in ELT departments examined how the ELT teacher education program affected just one of the ICC's components—namely, intercultural awareness—in the Knowledge category of pre-service ELT teachers. He discovered that learning a foreign language helped students' intercultural awareness as well as their personal growth and future professional performances. Likewise, the results of the study showed that being exposed to diverse environments and traveling abroad both have a significant impact on how people perceive the value of intercultural awareness.

Alaei & Nosrati (2018) found similar results to Oz & Saricoban (2014) in terms of the level of ICC of EFL teachers. The research took place in Iranian context with 167 EFL teachers through an ICC questionnaire in order to assess their ICC levels through descriptive statistics. In the study, the Iranian EFL teaching context was characterized as being dominant in terms of linguistic teaching in spite of the fact that cultural teaching also gained the attention of language teachers. The researchers put an emphasis on the fact that EFL teachers' own ICC levels serves a gauge for their ICC instruction. The results of

the study showed that the participants had a high ICC level, and highest in the Skills dimension. The lowest score they got was in the Knowledge dimension, and the possible reason presented for this finding was the little amount of interaction with the English-speaking people. The participants in the study were also noted to take the highest rating for acknowledging cultural differences and the lowest rating for confidence in interactions.

In another study conducted by Sevime-Sahin (2020) with 238 undergraduate ELT students in Turkey, the development of ICC was measured through a comparison between first year and fourth year students. It was found out that the whole group no matter what their grade is had a high ICC level. When the two groups were compared, it could be seen that the fourth-year students' ICC was considerably greater than the first-year students' ICC level. This was linked to the fact that the study year is an important factor for the development of ICC. It was concluded that four-year ELT study improved the ICC level of students although there was no explicit ICC teaching. Nonetheless, when the categories of ICC—Knowledge, Skills and Attitudes—were taken into account, it was observed that first-year and fourth year students did not differ much in terms of their levels of Knowledge and Attitudes. It could be seen that there was no development with regard to these ICC components when the non-significant differences were taken into account. This result suggests that promoting those ICC components might not be effective enough in ELT programs. On the other hand, it was observed that the fourth-year students' ICC skills were significantly higher than those of the first-year students. The study interpreted that from their first to their last year of study, ELT undergraduate students believed they had improved in terms of the skills they needed (such as listening, observing, and interpreting) to deal with cultural difficulties in communicative performances. It could be stated that the ELT program contributed to the ICC Skills development of the ELT undergraduate students over the course of their training years.

Lei (2021) worked with 201 Primary English Education major students, namely pre-service English teachers, in their first semester of the fourth year in China. 179 of the

participants were females and 22 of them were males, which is very similar to this study in terms of gender distribution. The participants were evaluated from eight sub-dimensions of ICC; basically “linguistic competence, sociolinguistic competence, discourse competence, strategic competence, skill, knowledge, attitude and awareness”. The Attitudes value of pre-service English teachers got the highest score in the study reaching the point 3.87. On the other hand, pre-service English teachers scored low in linguistic competence, discourse competence and Knowledge 2.95, 2.82 and 2.78 respectively. Overall, the findings could be interpreted as pre-service English teachers having a high positive attitude to different cultures and a considerably strong willingness to communicate interculturally to overcome communication challenges with verbal and non-verbal strategies while lacking linguistic competence and knowledge to facilitate effective intercultural communication. The comprehensive average score of ICC of pre-service English teachers got moderate score. Also, the findings showed that female pre-service teachers got higher score than the male ones.

The study by Hapsari (2021) examined the ICC and Intercultural Sensitivity of 110 senior high school EFL teachers in Indonesia by asking them to assess their attitudes and or opinions towards ICC and Intercultural Sensitivity through a questionnaire. The rationale behind choosing senior high school teachers as the study’s subject was the appropriate time for the teachers to prepare the students’ ICC right before their graduation. ICC level was viewed from four different dimensions, namely Knowledge, Attitudes, Skills and Awareness while Intercultural Sensitivity was observed through intercultural engagement, respect for cultural differences, interaction confidence, intercultural enjoyment and intercultural attentiveness. The research revealed that EFL teachers had a score of 3.97., which was viewed as high ICC in the context of Oz & Saricoban (2014). Among the four dimensions Attitudes got the highest score while all three remaining dimensions were also noted as high. It was explained in the study that the participants got a high score especially in Attitudes level because of Indonesian people’s

feeling of unity in spite of the differences in the society in terms of cultures, ethnics and linguistics. Also, the study found out that there was a significant relationship and a positive correlation between ICC and Intercultural Sensitivity. The study basically defining the Intercultural Sensitivity as being open-minded and appreciating the differences concluded that the higher the level of EFL teachers' ICC, the higher their Intercultural Sensitivity level would be. Both concepts contribute to the effectiveness and appropriateness of interaction with culturally distinct people.

In another study in Indonesian context Hapsari et al. (2022) dived into the ICC levels and its subcomponents of 122 EFL teachers. The study concluded that EFL teachers in Indonesia had moderate level of ICC. Specifying the subcomponents of ICC it was found out that the highest score the participants got was in ICC Attitudes while ICC Knowledge got the lowest.

In a recent study 150 EFL teachers in Iranian public and private school context to measure the difference of ICC levels of collectivist and individualistic EFL teachers, it was found out that teachers with a collectivist personality had a higher mean of ICC (Ghaemi & Sultani, 2023). When the study checked whether there is a difference between males' and females' ICC levels, no significant difference was observed between them.

Willingness to Communicate

The degree people actually talk differs although it is a fundamental component of interpersonal communication and interpersonal relationships to a great extent. Some people are inclined to speak only when they are spoken to or they prefer not to do so even when they are spoken to. Others are inclined to talk almost continually. Certain contexts and receivers are selected more than others by some people as well (McCroskey & Bear, 1985). "This variability in talking behavior is rooted in a personality variable that we call willingness to communicate" (McCroskey & Bear, 1985; McCroskey & Richmond, 1987, p. 129). The concept of Willingness to Communicate stems from native language

communication studies actually. It was first proposed by McCroskey (1992) in order to explain why some people communicate more than others in different contexts. It was described as the person's tendency to start conversations while they're free to do.

Willingness to Communicate is a construct that depends on some situational constraints. The current feelings of the speaker, the other participants in the conversation, time of the conversation, the gains and losses out of the conversation can all have an impact on willingness to communicate. Behaviors of individuals show some consistency in terms of the frequency and amount of talk. This consistency indicated by the literature advocates the presence of willingness to communicate as a variable in human conversation (Chapple & Arensberg, 1940; Goldman-Eisler, 1951; Borgatta & Bales, 1953). Willingness to communicate aspect of communication definitely gives a clear idea why one person will talk and another will not under similar or almost similar situational constraints.

In order to build the basic explanation of willingness to communicate one has to mention the term 'unwillingness to communicate'. The term was introduced as one of the predispositions in communication defined as a "chronic tendency to avoid and/or devalue oral communication" (Burgoon, 1976, p. 62). In order to suggest the presence of such a predisposition Burgoon (1976) made use of research in "anomie and alienation, introversion, self-esteem and communication apprehension" areas.

Two significant individual characteristic variables underlie the WTC construct: communication apprehension (CA) and perceived communicative competence (PCC) (MacIntyre, 1994; McCroskey, 1992). Communication apprehension which is one of the variables examined in this study will be discussed in detail later. Perceived communicative competence refers to one's self assessment on how competent he/she thinks in communicating (McCroskey, 1982).

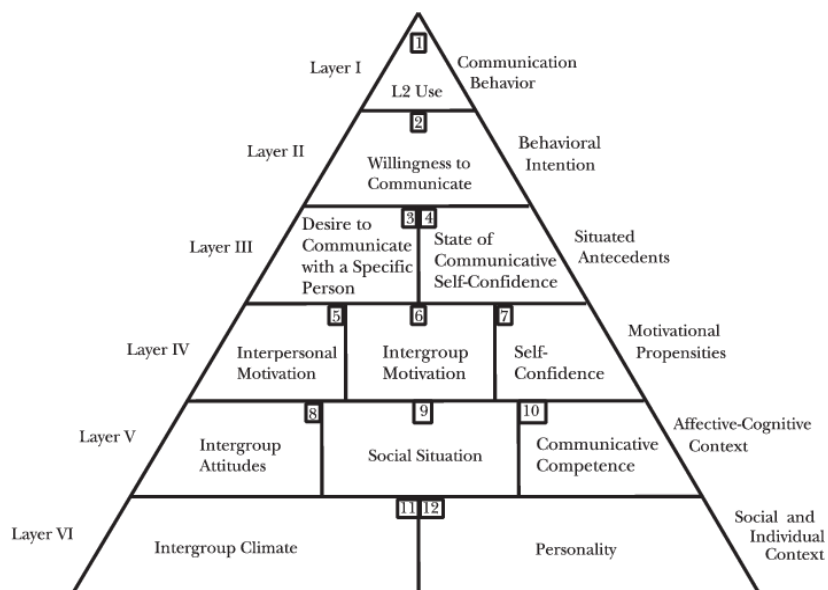
Willingness to Communicate in L2

Recently, SLA scholars have begun to pay greater attention to the reasons why one person prefers to communicate in an L2 more than another person. From a second or foreign language point of view, WTC was defined as the individuals' "readiness to enter into discourse at a particular time with a specific person or persons using a L2" (MacIntyre et al., 1998, p. 547). SLA researchers could gain a better understanding of what makes one student more talkative than the other by focusing on this construct and other communicational and affective factors.

Later MacIntyre, Clément, Dörnyei & Noels (1998) came up with a heuristic model of variables influencing WTC. The model is composed of six layers with 12 variables. There are two primary levels in this model. The first level involves variables of situational factors and the second level involves variables of enduring factors. The first level—namely situational factors—are influenced by the specific setting at a certain time. To put it another way, these variables depend on the specific circumstances in which the individual performs at a given time; and therefore their impact on the learner is only temporary. The first level variables are L2 use, Willingness to Communicate, Desire to communicate with a specific person, and State Communicative Self Confidence. The enduring variables in the second level are motivational variables, affective and cognitive context, and social and personality variables. These variables have more consistent effects on students' willingness to communicate because they are less likely to change over time or in response to different circumstances (MacIntyre et al., 1998). Figure 4 shows the components of MacIntyre et al. (1998)'s model.

Figure 4

Heuristic Model of Variables Influencing WTC (p. 547)



Adopting linguistic and communicative competence as the primary objective of L2 pedagogy, MacIntyre et al. (1998) suggest that “a suitable goal of L2 learning is to increase Willingness to Communicate” (p.558). They claim that “the ultimate goal of the learning process should be to engender in language students the willingness to seek out communication opportunities and the willingness to actually communicate in them” (p.547) and they address L2 communication behaviors in their fullest sense, which include engaging in conversations, reading newspapers, and watching television. This model asserts that a large number of factors and variables, resulting from both internal and external factors have the potential to affect WTC in a second language.

As communication apprehension and perceived communication competence are strongly related to willingness to communicate both in L1 (McCroskey & Richmond, 1990) and L2 (Yashima, et al., 2004; MacIntyre et al., 2003; MacIntyre & Charos, 1996); which factor anticipates one’s tendency to communicate in the best way is still not directly clear. While a variety of circumstances such as the learning environment or the linguistic and non-linguistic experiences of the learners might have an effect on the link between WTC and its forerunners, it may also differ across cultures (Barraclough et al., 1988; McCroskey

et al., 1990). Despite the fact that “communication is a universal human trait” (Nagy, 2009, p. 53), its norm can vary from culture to culture. Studies have revealed that some cultural groups are more inclined to speak than others in their mother tongue. Barraclough et al., (1988) discovered that college students in the US were more likely to engage in conversations than students of a similar age in Australia. Similarly, in another study it was found out that American students were found to be more willing to communicate than their counterparts (McCroskey et al., 1990).

The question of whether the WTC variable is more like a state-like or a trait-like has been studied for a long while. A person’s present emotional state at a certain time and place relates to state-like WTC while a person’s emotional disposition relates to trait-like WTC. State-like WTC is likely to vary over time and from situation to situation while trait-like WTC is largely constant under a variety of conditions. McCroskey & Richmond (1990) assert that speaking one's mother tongue is more like a solid personality attribute that does not alter over time. Despite the fact that people's predisposition for communicating is heavily situation-dependent, McCroskey & Richmond (1990) note that people generally exhibit persistent WTC tendencies. Researchers in the communication area in L1 and L2 have distinct perspectives on how WTC is conceptualized. Whilst L2 competency may vary from zero to advanced, “...L2 use carries a number of intergroup issues, with social and political implications, that are usually irrelevant to L1 use” (MacIntyre et al., 1998, p. 546). That is to say, by stating that L2 WTC is a “situation-based variable representing an intention to communicate at a specific time to a specific person’ (p. 559), they mean that it is state-like highly influenced by the context.

Measurement of Willingness to Communicate

The Willingness to Communicate Scale (McCroskey & Baer, 1985) is composed of “four communication contexts—public speaking, talking in meetings, talking in small

groups, and talking in dyads; and three types of receivers—strangers, acquaintances, and friends” (McCroskey & Richmond, 1987, p.138).

A person’s willingness to communicate in one context and with one type of receiver is highly relevant to his or her willingness to communicate in other contexts with other types of receivers. However, this does not mean that individuals’ willingness to communicate level is equal in all contexts and with all receiver types. Generally, an individual is noted to be less willing to communicate as the number of receivers increases and the relationship of the individual with the receiver(s) is more distant.

In terms of types of receivers, the mean percentage of the time that participants would be willing to communicate was 85.5 for friends, 75.0 for acquaintances and 41.3 for strangers. From a contextual angle, the difference of mean percentages was not that dramatic. The percentage of time that individuals would be willing to communicate for dyad was 79.5, 73.4 for group, 60.0 for meeting and 56.1 for public.

Examining the reliability and validity of Willingness to Communicate scale McCroskey & Richmond (1987) suggest that the one who to measure the validity of it in actual communication behavior is to make sure that subjects actually choose to communicate or not by their free will. Their work on reliability and validity of the scale establishes the willingness to communicate as a personality construct. All this explains why Person A is more willing to communicate in small groups than in a context of public speaking. Still, they ask the question why people differ in this ‘predispositional orientation’ and make a list of the variables that lead to this kind of variance. This was for explaining why Person A is more willing to communicate than Person B in one context is assumed to be more willing to communicate in other contexts too. It is believed that these antecedents possibly develop at the same time with the willingness to communicate disposition. They still avoid establishing these antecedents as the certain causes of variability in the willingness to communicate because they believe that some other casual elements might also be involved. The variables they consider are introversion, anomie

and alienation, self-esteem, communication skill level and most importantly cultural divergence and communication apprehension which will be discussed and researched on this study.

The researcher in the present study employs the rearranged and abridged form of McCroskey's WTC scale (1992), primarily adapted by Dombi (2013) in the context of English Department university students in Hungary. The necessary adaptations were meticulously done by the researcher in order to be able to use the scale with professionals of English language teaching in Turkey.

Studies Related to Willingness to Communicate

Nagy (2005) investigated WTC levels of 137 undergraduate students majoring in English in Hungary in correlation with Communication Apprehension, Perceived Communicative Competence and Motivation. About the level of their WTC, the study declared that the majority of the participants in the study had average WTC with 60%. 20% of the participants scored high WTC while another 20% had a low WTC score. As anticipated, a strong correlation between L2 CA and L2 PCC and L2 WTC was discovered. English majors were less likely to use the language when they were more nervous about speaking it. On the other hand, the more confidently they viewed their language abilities, the more willing to communicate they were in English. In the study, participants' willingness to use English and their English language proficiency were only moderately correlated. The researcher suggested that focusing more on lowering CA first and then increasing PCC would be the best strategy to promote these students' L2 WTC as they gain L2 competency. The findings also implied that only the integrative/affective motivation of learners was related to their willingness to speak English. Therefore, it was concluded that in order to facilitate more successful intercultural communication between English majors and English speakers, it would be beneficial to increase learners' intercultural understanding and pragmatic awareness. Additionally, it was anticipated that

this would lead to learners having more positive attitudes towards both native and non-native English speakers.

Nagy & Nikolov (2007) examined the WTC perceptions of 64 English majors studying at the Department of Applied linguistics in Hungary in relation to other factors in a qualitative study. The majority of the students were either in their second or third year of their studies. The results of the qualitative study that asked the students about the situations in which they felt most willing or unwilling to communicate showed that a variety of contextual circumstances, most significantly whether they are in a classroom or in an informal setting outside of the walls of the classroom, had an impact on students' willingness to communicate in English. The formal environment seemed to put greater pressure on them, and they were anxious about making mistakes. In fact, half of the respondents said they were least likely to speak in English in lectures, particularly in university seminars. Additionally, the conversation's topic was frequently brought up by students as a justification for their unwillingness to communicate especially in formal environments when they did not have enough knowledge or opinion about it, when they were not interested in it and when they did not understand it.

Atay & Kurt (2009) carried out a study with pre-service EFL teachers at a state university with a purpose of identifying the factors influencing learners' WTC. The findings indicated strong positive correlation between pre-service EFL teachers' Perceived Communicative Competence and Willingness to Communicate. What is more, international attitude was found to be significantly predicting WTC in English, suggesting that the more the students had positive attitudes towards the international group of people the more they were enthusiastic about engaging in L2 communication. Additionally, the qualitative data they gathered showed that the WTC of learners was influenced by the topic, background information, the teachers and the peers.

Ghonsooly et al. (2013) analyzed the Willingness to Communicate levels of 243 undergraduate students majoring in English language in Iran in relation to communication

confidence and classroom environment. The participants in the study showed moderate willingness to communicate. Iranian English majors were least willing to do a role-play in front of the class while they were most willing to ask the teacher to repeat anything they had just heard in English because they did not understand it. Additionally, correlational analyses revealed a positive relationship between the classroom climate and WTC in English. It suggested that students were more inclined to use English in the classroom when teachers supported them, the work was exciting and demanding, and the students assisted one another.

Reem et al. (2013) investigated 313 Malaysian pre-service English teacher English major students' Willingness to Communicate in English as a second language. The findings of the study revealed that language learning strategies and WTC had a significant indirect relationship. Specifically, motivation and self-perceived communication competence of pre-service English language teachers were directly influenced by language learning strategies. Motivation influenced their WTC in an indirect way through self-perceived communication competence and communication apprehension. Additionally, a significant path was discovered from Communication Apprehension to self-perceived communication competence. The most important finding that could be related to the present study was that self-perceived communication competence and Communication Apprehension were revealed as having a direct influence on WTC. The study concluded that students with high L2 competence and less apprehension have a tendency to be more willing to communicate in L2. Finally and importantly, the study suggests that apart from all the variables mentioned in the study, for further discussion, other crucial variables that might have an effect on L2 learning and WTC of students such as personality or self-esteem should be focused on. Because of Malaysian multicultural and multilingual perspective, it was asserted that future studies must concentrate on the effect of race and gender on English majors' WTC in L2.

Oz (2014) surveyed the WTC levels of 168 pre-service EFL teachers enrolled at a major state university in Turkey in relation to personality traits. The study's conclusions showed that students majoring in English as a second language had a satisfactory level of L2 WTC, the majority of the participants had moderate level of WTC. Results from descriptive statistics showed that while 14% of participants had low L2 WTC and 20% had high L2 WTC, 66% had a moderate level of L2 WTC. Interestingly, when speaking with strangers, 44% of the participants reported having a high level of L2 WTC, 6.5% had a low level WTC, and 49.5% had a moderate level WTC. Three personality traits—extraversion, agreeableness, and conscientiousness—were also found to be positively correlated with L2 WTC, according to the findings. Age and gender, two additional individual difference factors, did not significantly influence willingness or unwillingness to communicate. The study put forward that students that are engaged in social contact and are open to exploring new ideas and emotions are likely to be willing to engage in conversation with others and that conversely it could be presumed that students who are reserved, sober, task-oriented, traditional with limited interests, and uncooperative are less likely to engage in L2 conversation with their friends, professors, and acquaintances.

Sener (2014) conducted a study with 274 English Language Teaching Department students at Çanakkale OnSekiz Mart University in Turkey. The study entailed students from prep class, first and second year. It was aimed to investigate the relationship between L2 WTC, motivation, linguistic self-confidence, attitudes towards the international community and personality. The level of pre-service EFL instructors' WTC was discovered to range between moderate and high. Interestingly, no item on the scale got a low score of WTC. It was discovered that WTC and SPCC had a positive significant correlation while there was a medium-level negative correlation between anxiety and in-class WTC. Most importantly, it was determined that self-confidence was the most important predictor of students' WTC level. It was also found that the students' interest in other countries was medium, but not particularly strong. Students were discovered to have very good attitudes

towards different cultures. Furthermore, when context types were taken into account, the students preferred to communicate in small groups as opposed to giving presentations or engaging in conversations in large groups. Finally, the findings from the qualitative data suggested that teachers should consider affective factors and encourage their students to use anxiety lowering techniques by cultivating positive attitudes, fostering a welcoming environment, and planning speaking activities and tasks that will boost students' self-confidence. There was a somewhat moderate but positive correlation between students' personalities and their WTC in English. The study suggested that as these factors become more prevalent, individuals' WTC in English is likely to rise as well and other variables must be increased in order to improve students' WTC in English.

Asmalı et al. (2015) did a comparative study with students from the department of English Language and Literature both in Turkey and Romania with an equal number of participants, which is 65, about their Willingness to Communicate levels and the factors affecting it. The study demonstrated that compared to Turkish learners, Romanian learners had a higher level of WTC. The WTC levels of Turkish English majors were quite low while their Romanian counterparts had a high level of WTC. However, the CA of the two groups was the same. WTC and Self Perceived Communicative Competence levels among students were positively associated while there was a negative correlation between WTC and Communication Apprehension levels which will be also be covered in the literature review part of the present study. Participants preferred speaking with groups of friends to other circumstances like speaking in a meeting.

Oz et al. (2015) worked on Willingness to Communicate levels of 134 students at an EFL teacher education department at a state university in Turkey in relation to communicative and affective factors. The results of the study showed that 21.6% of participants had high WTC while 61.2% showed average WTC. 13.4% of individuals had high communicative competence, and 18.7% had high communication apprehension scores. The outcomes of structural equation modeling (SEM) also showed that

communication competence and communication apprehension were the key predictors of WTC, whereas motivational factors only had a minor indirect effect.

Bursalı & Oz (2017) led a study with 56 students at a pre-service EFL teacher education program at a private university in Turkey focusing on their WTC and ideal L2 self. The study showed that the ideal L2 self of EFL students and L2 WTC in the classroom had a significant relationship. The descriptive statistics of the study displayed that 32.1% of the individuals had high WTC inside the classroom levels, 30.4% had moderate scores, and 37.4% had low scores. Due to the fact that the participants are majoring in an English language teaching program, these results were viewed as inadequate. Also, the WTC levels of students were lower when compared to the previous studies of the researchers (Oz, 2016; Oz et al., 2015). This was somehow linked to the fact that this study was carried out in a private university. Consequently, the researchers propose that private institutions ought to be aware of these findings and instructors at private institutions might try to increase their students' awareness of the WTC as it is closely related to ideal L2 self. Lastly, the findings showed that there was no statistically significant gender difference in terms of WTC although males scored higher.

Sak (2020) surveyed Willingness to Communicate levels of 90 pre-service EFL teachers studying at a foundation university in Turkey in and outside the class in relation to ideal L2 self quantitatively. The study involved students from 1st year to 3rd year. The participants were given situations inside and outside the class and were asked to grade how willing they would feel in these situations. By using one standard deviation below and above the mean, the researcher identified levels as high, low and moderate scores. The findings disclosed that 28% of the participants reported high perception of L2 WTC outside the classroom and 24% had high level of L2 WTC inside the classroom. Examining the results further revealed that 60% of the participants had a moderate willingness to communicate inside the classroom, which was somewhat 6% more than their willingness to communicate outside the classroom. Only a small percentage, 17%, exhibited lower

levels of L2 WTC. The study deduced that participants were more likely to communicate outside of class. The little 5% difference between high WTC scores for inside and outside of class WTC was linked to the effect of anxiety and making mistakes. The study also indicated a close relationship between the ideal L2 self and WTC, suggesting that teachers may benefit from emphasizing the creation of L2-related visions in their students, which might serve as a catalyst for encouraging motivation and progressively guiding students to improve their L2 communication abilities.

In the study of Sinnett Jr. & Alishah (2021) with 282 English Language Teaching students in Turkey measuring their WTC levels, it was found out that the participants had low WTC. There was no significant difference between the levels of WTC of male and female students. However, the overall WTC of male students was higher than female students' WTC. As the number of the dialogists decreased, the participants were more willing to speak. Simply put, while talking in English, participants prefer dyadic contexts over larger ones. Also, they preferred to communicate more with familiar interlocutors, namely with friends and acquaintances rather than strangers.

Communication Apprehension

Communication Apprehension, one of the most known and studied communication traits, first defined by McCroskey (1977) as "an individual's level of fear or anxiety with either real or anticipated communication with another person or persons" (p.78). The concept is also known as oral communication anxiety. McCroskey & Beatty (1986) kept CA from general anxiety separate by providing the definition for the latter as "the predisposition to experience anxiety in a broad range of situations, such as taking tests, being exposed to snakes" (p. 284). The concept is regarded as a 'specific-trait' because CA focuses solely on communication-related circumstances.

Types of Communication Apprehension

CA is conceptualized in four different ways by McCroskey and Beatty (1986). These four concepts are: trait-like, generalized context, person-group, and situational. First of all, trait-like is defined as “a relatively enduring, personality-type orientation toward oral communication across a wide variety of contexts” (p.281) whereas generalized-context is specified as “a relatively enduring, personality-type orientation toward communication in a given type of communication context” (p.282). In other words, the generalized-context perspective does not see a connection between communication apprehension in one communication context and apprehension in another communication context whereas the trait-like perspective of CA considers that as related. Person-group CA was reported as “a relatively enduring orientation toward communication with a given person or group of people. It is not viewed as personality based, but rather as a response to situational constraints generated by the other person or group” (p.282). The last CA perspective—situational CA— was characterized as “a transitory orientation toward communication with a given person or group of people” (p. 283). This one is considered as the most state-like of the types of CA.

Four dimensions of communication are mentioned in the study of CA: interpersonal or dyad communication, small group communication, meetings and public speaking (Daly & McCroskey 1984, p.16). For years the effects of CA on people have been studied by several researchers. It was noted that high CA was associated with undesirable results in terms of interactions with others, at work and in the classroom (Daly & Stafford, 1984; McCroskey, 1977; Richmond, 1984).

Effects of Communication Apprehension

The effects of CA are conceptualized as internal impact and external impacts of CA. Due to the fact that CA is experienced internally, an individual's report of that experience is the only factor that may be used as a valid indicator of CA. Therefore, the

only potentially reliable measures of CA are self-reports of individuals, whether obtained through careful interviews or paper-and-pencil measurements, attained in situations where the subject has nothing to gain or lose by lying. Measures of physiological activation and behavioral observations are intrinsically poor methods for evaluating CA because they can, at best, only provide indirect evidence of it. Hence, self-report measures must be used to validate physiological and behavioral instruments designed to measure CA, rather than the other way around. According to the evidence currently available, the validity of these physiological measurements and behavioral observation techniques is low to moderately low (McCroskey, 1984).

When it comes to external impacts of CA, it was emphasized that people with all types of CA experience the same universal effect, which is a feeling of discomfort (McCroskey, 1984; McCroskey & Beatty, 1986; McCroskey & Richmond, 1990). However, depending on the levels of CA there are still some externally observable behaviors that are more or less likely to occur. Communication avoidance, communication withdrawal and communication disruption are the three typical of them.

When faced with an uncomfortable situation in which they predict will make them feel uncomfortable, people may choose to face it and make the most of it or avoid it, and so they avoid the discomfort. Some people refer to this as the "fight or flight" (p.35) decision. According to research in the field of CA, the latter option should generally be expected. People can avoid having to deal with high CA by choosing jobs with low communication responsibilities, choosing housing arrangements that minimize incidental contact with other people, selecting seats in meetings or classrooms that are less obvious, and avoiding social situations (McCroskey, 1984).

It's not always possible to avoid conversation. A person may also unexpectedly find themselves in a circumstance that produces a high amount of CA. Withdrawal from communication is the normal behavioral characteristic under such situations. This withdrawal may be absolute or partial silence limited to speech what is absolutely

necessary. This response might be reflected by very short speech in a public speaking situation. It may be displayed by speaking only when necessary in a meeting, class, or small group discussion. It could be represented in a dyadic interaction by giving merely affirmative or consensual responses without starting a conversation (McCroskey, 1984).

The third typical behavioral pattern that is closely related to high CA presented by McCroskey (1984) is communication disruption. The individual might exhibit verbal stutters or strange nonverbal actions. Poor communication decisions are also very likely, which is occasionally reflected in the phenomenon of "I wish I had (had not) said..." after the event (p.35). It is crucial to remember that these actions might be caused by both excessive CA and insufficient skills in communication. Therefore, it is not always appropriate to infer CA from observations of such behavior.

As stated by McCroskey (1984), it is really hard to detect high communication apprehension through only observation because collapses in communication might be related to many other factors. That is why self-report measures are emphasized to be the first in assessing the level of CA. Accordingly, it is pointed out that "the only effect of CA that is predicted to be universal across both individuals and types of CA is an internally experienced feeling of discomfort" (p. 33).

Causes of Communication Apprehension

The causes of CA differ according to the types of CA. For most researchers, trait-like CA, for example, is caused by 'heredity and environment'. That is to say, individuals are either born with it or they learn it. It is crucial that we understand the evidence of social biologists does not support the claim that genetics is the only cause of sociability, and not the only cause of CA either, but rather suggests that heredity may be one of the contributing causes. It appears that some personality predispositions or tendencies are present in children from birth. Nobody has yet argued that these predispositions or tendencies are unchangeable though, not even the most fervent social scientists.

Therefore, the environment a child grows up in will have an effect on the tendencies and predispositions they carry into adulthood. Children will, however, respond to the same environmental conditions differently because they are born with various predispositions and tendencies. Reinforcement and observation in the environment might be listed as the other two causes of trait-like CA. Meaning that if the child is encouraged to communicate more, the child will have a tendency to communicate more and if the child is not encouraged the child will communicate less. Children try to imitate the communication style of others in their environment by observing it. They keep acting in the same way if their efforts are rewarded. They change behavior if they are not reinforced (McCroskey & Richmond, 1987; McCroskey, 1984; Beatty et al., 1998; McCroskey & Beatty, 2000).

The causes of situational CA are listed by Buss (1980) as novelty, formality, subordinate status, conspicuousness, unfamiliarity, dissimilarity, and degree of attention from others (as cited in McCroskey, 1984, p. 25). It is stated that the opposite of these elements would often be assumed to result in a decrease in CA in the situation.

In the novel situation the individual is in a position that he/she is unclear about how to act in the unfamiliar scenario, which makes them feel more uncertain. Going to an interview might be novel for someone who has never had one, and they could not know how to act, making them more apprehensive. Giving a speech, for instance, is generally not something that people do every day (or, every year for many); rather, it is a novel experience. Approaching such a circumstance would probably cause CA to increase significantly. There is typically very little room for variation in formal contexts, which are often connected with strongly mandated suitable behavior. Because the boundaries of acceptable behavior are more stringent, CA increases in formal settings. A similar situation takes place when people are in interaction and when they are in subordinate position. In these circumstances, the individual with higher rank determines what appropriate behavior is. This is especially crucial in evaluative circumstances, which are frequent in interactions between superiors and subordinates. Being conspicuous in one's surroundings can

probably do more to raise CA than anything else. One of the best examples of being conspicuous is speaking in public. The same goes for speaking out during a meeting or in a class. Similar to this, meeting new people or being the new person in a social situation can make someone feel conspicuous. People tend to experience more CA the more conspicuous they feel. Although not everyone responds to unfamiliarity in the same way, many people find speaking with people they know to be far more comfortable than speaking with strangers. In general, the level of CA diminishes with increasing familiarity. Similarity has a similar effect in a certain way. Most people find it simpler to communicate with people who are like them than with those who are very different from them. However, there are significant exceptions to this rule. Because they are more worried about their peers' opinions than they are about those of people who are significantly different from them, some people find it to be the most uncomfortable to communicate with their peers. Most people feel most at ease while receiving a moderate amount of attention from others. Our CA level is likely to increase suddenly and dramatically when others ignore us completely or just stare at us while we are speaking. Additionally, we may feel extremely uncomfortable if individuals repeatedly pry into our personal emotions and ideas (McCroskey, 1984).

Going beyond the reasons of situational CA listed by Buss (1980), Daly and Hailey (1980) proposed two more basic reasons: degree of reason and prior history (as cited in McCroskey, 1984, p. 26). We often feel more anxious while we are being evaluated. For instance, a student delivering a presentation for a grade in a public speaking class could feel more nervous than the same student would if the presentation was for a meeting in the dorm for the same people. Of course, different people react to evaluations in different ways. The intended meaning of prior history is that a person is more likely to be fearful of failure again if they have already failed, which causes them to become more apprehensive. Success, on the other side, promotes success and confidence, which reduces apprehension.

One of the key elements influencing a person's high or low CA is their demographic characteristics. (Beatty et al., 1998). Title, job differences, and educational background were found to be significantly influencing CA levels as well (Degner, 2010; Kasemkosin, 2012). Cultural differences are also presented as one the causes of CA by many researchers (Pribyl et al., 1998; Gibson & Zhong, 2005; Anyadubalu, 2010; Croucher, 2013; Taylor et al. 2013). Also, the level of Communication Apprehension of an individual is possibly the number one in predicting the same individual's level of Willingness to Communicate. High level of Communication Apprehension lowers the individual's chances of being highly willing to communicate. In fact, current research indirectly suggests that people with high levels of fear or anxiety about speaking have a tendency of avoidance and withdrawal from communication. CA has a direct effect on a person's willingness to communicate. CA is actually believed to be the most dominant former construct of willingness to communicate (McCroskey & Richmond, 1987).

Measurement of Communication Apprehension

To assess the level of trait-like CA (Richmond & McCroskey, 1998), the Personal Report of Communication Apprehension-24 (PRCA-24) was used. This test was created to assess people's general level of oral communication apprehension when speaking with others. Moreover, it is stated by many researchers that the measurement has a high degree of validity and reliability (Pribyl et al., 1998; Francis & Miller, 2008; Frantz et al., 2014). This tool employs self-measurement to assess the degree of apprehension using a 5-point Likert scale. The instrument has 24 questions that are divided into four different situations: Group discussions, meetings, dyads, and public speaking. Of the four scenarios, public speaking has the potential to elicit the greatest anxiety in both L1 and L2. The overall CA scores ranged from 24 to 120; scores over 80 indicated extremely high CA; scores between 51 and 79 demonstrated moderate CA; and scores below 50 indicated low CA (Richmond & McCroskey, 1998).

In the relevant study the researcher employs the adjusted and simplified version of McCroskey's Communication Apprehension Scale (1982). The adjusted version was initially used by Dombi (2013). The new scale was also adapted to be used in Turkey with English language teaching professionals.

Studies Related to Communication Apprehension

Nagy (2006) inquired the relationship between WTC, CA, PCC, language proficiency in EFL, frequency of communication, language learning motivation in a study with 227 English major students at the at the University of Pécs in Hungarian context. The results of the study indicated that communication apprehension did not account for any variation in participants' Willingness to Communicate. Willingness to Communicate of the participants was exclusively influenced by their perception of linguistic abilities. However, although Communication Apprehension did not have a direct effect on Willingness to Communicate, it had a direct connection with how the participants saw themselves as good communicators, namely with Perceived Communication Competence. It was implied that the more apprehension the individuals had about striking up a conversation in the second language, the less favorable opinion they would have about their communication skills. Still, the findings demonstrated that Communication Apprehension had a direct impact on how frequently people spoke outside of the classroom. This suggested that students would use English less frequently while interacting with English speakers the more apprehensive they were. In other words, even if learners had a high level of Willingness to Communicate, they could still choose not to start a discussion in English if they had very high levels of Communication Apprehension.

Shi-Yong & Ali (2015) carried out a study in order to compare the level of CA between English majors and non-English majors at Guangzhou University in Chinese context. The study included 311 English majors, 84 Humanities majors and 66 Sciences majors. The researchers aimed to view whether English learning experiences had an

effect on the participants' level of CA. The quantitative findings revealed that the majority of the participants in the study, regardless of their majors, had average level CA. Rather than teaching approaches, course materials, learning motivation or interest, the researchers link this to the cultural factors as Chinese students are afraid of speaking English inside and outside the class. In the study, it was mentioned that Chinese people were reluctant to strike up a conversation with strangers, which was noted as a high contextual feature of Chinese culture. It was emphasized that talkative people were disliked in traditional Chinese culture for a variety of reasons. All these and the fear of making mistakes reflected upon Chinese people's unwillingness to speak English.

Kavanoz (2017) in her study worked with 114 pre-service English language teachers studying at a state university in Turkey. The researcher examined the CA levels of the participants towards their instructors in relation to gender, the year of study, academic achievement and the impact of their lecturers. The study did not detect any significant difference in participants' CA based on the gender. Similarly, no significant relationship between students from various year levels was revealed by the analysis. In this context, the length of the students' interactions with instructors did not appear to affect their Communication Apprehension. Likewise, no relationship was found between the CA and academic achievement of the students. The participants' level suggested a moderate level of Communication Apprehension in relation to the perceived threat regarding the lecturer's behavior. Participants stated the tendency to avoid the teachers when they were experiencing a lot of Communication Apprehension. The researcher proposed that teachers should foster an egalitarian environment in the classroom and increase students' affect for the subject matter because high CA generated distance and conveyed hierarchy.

Abu Taha & Abu Rezeq (2018) in their study were primarily concerned with determining the causes English major students in Palestine to be apprehensive. 64 English language majors of fourth year students at Al-Quds Open University in Palestine made up the study's population. The study's key findings showed that Oral

Communication Apprehension was moderate among senior English majors and that there was no statistically significant difference in Oral Communication Apprehension in terms of gender. The most common reason for student apprehension in oral communication in English was "I like to get involved in group discussions" (p.53). 65.2% of the students believed that participating in group discussions was the primary cause of their fear and apprehension. The items "Certain parts of my body feel very tense and rigid while giving speech" and "I am tense and nervous while participating in group discussions" were the second and third in causing the highest level of Communication Apprehension in students (p. 54).

Hardi (2018a) conducted a study with 29 English Department students in an Indonesian university context. The study revealed that the majority of the students had average communication apprehension. In another study with the same participants the researcher examined the consequences students with Communication Apprehension experience Hardi (2018b). It was observed that when high Communication Apprehension was involved students experienced internal discomfort, avoidance of communication and communication disruption especially during presentations.

Molnar & Crnjak (2018) focused on the topic of Communication Apprehension by working with 43 graduate and 54 undergraduate Croatian English Language and Literature students and 5 instructors working in the same department. The study specifically examined whether Communication Apprehension levels between students differed. Additionally, it also investigated whether there was a connection between various Communication Apprehension factors. The results of the study showed that opposite the expected the year of study or being graduate or undergraduate student did not affect the level of CA in Croatian, English Language and Literature Department context. Furthermore, it was observed that the lower the academic achievement grade of the students was at high school the higher CA they scored. Simply put, there was a significant connection between the level of CA and background academic achievement. The

qualitative responses from the instructors in the study also revealed that the presence of other students and peer evaluations were one of the main causes of CA in their classes and the students with high CA either chose a remote seat or seats in a small group where they won't be forced to communicate with each other.

Adella (2021) investigated Communication Apprehension level of 47 third semester students at English Language Education Study Program in Indonesia in a thesis. The study concluded that Communication Apprehension affected the oral performance of students by 51 percent. The majority of the participants in the study scored average Communication Apprehension while low apprehensive students outnumbered highly comprehensive students. It was also revealed that the requirement for students to participate in open discussions made them afraid of speaking in groups especially in cases when they have to answer questions. Making mistakes and situation of being evaluated were the biggest sources of apprehension. The students felt more relaxed in interpersonal communication contexts.

Akkus (2021) in her MA thesis investigated the level of CA of 315 first year English Language Teaching department students from 12 different universities in Turkey. It was accounted that the majority of the participants in the study had moderate level CA. While only four of the students were reported to have high level ICC, none of the participants in the study had low level ICC. It was also found out that there was no significant effect of CA on foreign language anxiety of the participants and their oral communication strategies either.

Sinnett Jr. & Alishah (2021) carried out a study with 282 English Language Teaching department students in Turkey. When the study looked into the effect of gender on ELT students' gender, it detected no significant difference although female students were recorded to have numerically higher CA. The female students reported a higher CA especially in the public speaking context. Expressions such as "When I am in front of the classroom to give an English presentation, I feel so anxious that my knees start shaking"

or “When I am giving presentations I never feel confident. I think the main reason is my insufficient English ability, which causes me to be scared of making mistakes” (p.27) were noted by female students. This explained why females showed lower Perceived Communicative Competence and higher CA. Still, as the difference in either of the constructs was not statistically significant, the researchers highlighted the necessity for instructors to include more communication activities and discourse strategies in their sessions.

Conclusion

In addition to providing a theoretical framework for the goal and research questions, this chapter reviewed the theoretical basis of research and literature on the study's variables. The methodology used to collect and analyze data is described in the chapter that follows.

Chapter 3

Methodology

Introduction

This chapter provides information about the methodology of the current study. First, an overall explanation of the research design and procedures are presented. Next, information about setting and participants, data collection and instruments is given. Finally, data collection procedures and data analysis procedures are covered.

Type of Research

Survey methodology was adopted for the current study. Check & Schutt (2012) defines survey design as "the collection of information from a sample of individuals through their responses to questions" (p.160). It is possible for survey research design to use quantitative research techniques as well as qualitative research techniques. Quantitative research technique can make use of questionnaires while qualitative research technique can utilize open-ended questions. In survey research design both techniques may be used, which is named as mixed method. Since a description and exploration of human behavior is handled surveys are often used in social and psychological research (Singleton & Straits, 2009). Specifically this study was conducted with a quantitative research technique whereby a self-report questionnaire was used to gather data about Intercultural Communicative Competence, Communication Apprehension and Willingness to Communicate Levels of English Language Instructors and their socio-demographic features. To that end, a questionnaire which was adapted from a PhD Dissertation by Dombi (2013) was used. To analyze the data obtained Statistical Package for the Social Sciences (SPSS) 23 was used.

Procedures

The original questionnaire to be used in this study was prepared in order to survey English major students' ICC with a relation to some affective variables and individual differences for PhD Dissertation by Dombi (2013). The affective variables covered in the original form were Willingness to Communicate (WTC), Communication Apprehension (CA) and Motivation. The individual differences covered in the dissertation were intercultural contact (ICO), perceived communication competence (PCC) and perceived L2 competence (PL2).

In the current study the affective variables to be covered were chosen to be only Willingness to Communicate and Communication Apprehension of English Language Instructors. Therefore, only the items related to Intercultural Communicative Competence (ICC) (Attitudes, Knowledge and Skills), Perceived Intercultural Communicative Competence (PICC), Willingness to Communicate (WTC) and Communication Apprehension (CA) constructs were adopted and a new scale was created. Perceived Intercultural Communicative Competence (PICC) was a term and scale specifically used in this study in order to support the findings related to ICC levels on English language instructors. While in the ICC scale the participants were evaluated from ICC Knowledge, ICC Attitudes and ICC Skills point of view, in PICC scale the participants were evaluated from a more communicative point of view. In ICC scale, the participants evaluated themselves by answering some questions, in PICC scale the participants imagined themselves in intercultural communication contexts and decided how competent they would feel in these contexts.

The questionnaire was originally used in Hungarian context and with English major students. Therefore, some of the items were revised in terms of wording to be used in the context of Turkey and with English language instructors. Simply put, some cultural and occupational adaptations were applied to the original questionnaire. What is more, during

the adaptation process four levels of communication, namely interpersonal or dyad communication, small group communication, meetings and public speaking, proposed by various studies in the literature and three types of receivers, specifically strangers, acquaintances, and friends, were carefully taken into account (Buss, 1980; Daly & Hailey, 1980; McCroskey & Richmond, 1987; Daly & McCroskey, 1984).

Also, in the first two sections of the questionnaire, Dombi (2013) in her PhD Dissertation originally asked the participants to state their level of willingness to communicate in percentages and feelings of competencies in percentages. However, in order to make the data analysis more practical with the suggestion of the researcher's advisor these two parts were turned into five point Likert scale. After the necessary adaptations in terms of the constructs to be studied, types of options for the questions and the wording were made, the new scale was created.

The universities that participants are affiliated to were chosen based on convenience sampling procedure.

As for testing the reliability of the new scale, the data was collected from 34 English Instructors. The questionnaire was employed to 34 participants to test the reliability of each part. 29 of the instructors were from Gazi University while 5 of them from Hacettepe University with a portion of 27 females 7 males. Table 1 shows the Cronbach's Alpha values of each scale in the overall questionnaire.

Table 1*Results of Reliability Analysis (Pilot Study 34 Participants)*

Scale	Number of Items	Cronbach's Alpha
Willingness to Communicate (WTC)	9	0.919
Perceived Intercultural Communicative Competence (PICC)	9	0.895
Communication Apprehension (CA)	18	0.947
ICC Attitudes (ICCA)	9	0.570
ICC Knowledge (ICCK)	7	0.328
ICC Skills (ICCS)	7	0.586

Based on the reliability test, the Alpha levels of each scale were as follows: Willingness to Communicate (WTC) (Alpha=.91), Perceived Intercultural Communicative Competence (PICC) (Alpha=.89), Communication Apprehension (CA) (Alpha=.94), ICC Attitudes (ICCA) (Alpha=.57), ICC Knowledge (ICCK) (Alpha=.32) and ICC Skills (ICCS) (Alpha=.58). Even though the values for ICCA, ICCK and ICCS were <0.7 in the current study, according to Dilorio (2005), 0.7 should not be the only standard used to assess reliability, whereby the shorter scale, with the lower alpha value, actually demonstrates higher interrelatedness among items. The discussion about Alpha levels below was as follows:

There is discussion among researchers regarding the appropriate cut-off points for reliability. Hinton (2004) has suggested four cut-off points for reliability, which include excellent reliability (0.90 and above), high reliability (0.70-0.90), moderate reliability (0.50- 0.70) and low reliability (0.50 and below). However, Cronbach's Alpha values are fairly sensitive to the number of items in the scale. In short scales, it is regular to get low Cronbach's values. In this case, it may be better to report the mean inter-item correlation for the items. Briggs & Cheek (1986) recommend an optimal range for the inter-item correlation of .2 to .4. (Pallant, 2007, as cited in Alshamaileh, 2013, p. 124).

In order to decide on keeping the items in the related scales and see how they behave in the main study with more participants, the data of the main study were analyzed. Table 2 demonstrates the Alpha values of each scale in the main study.

Table 2

Results of Reliability Analysis (Main Study 108 Participants)

Scale	Number of Items	Cronbach's Alpha
Willingness to Communicate (WTC)	9	0.900
Perceived Intercultural Competence (PICC)	9	0.903
Communication Apprehension (CA)	18	0.944
ICC Attitudes (ICCA)	9	0.724
ICC Knowledge (ICCK)	7	0.735
ICC Skills (ICCS)	7	0.713

ICC Attitudes, ICC Knowledge and ICC Skills which make the shorter scale part of the questionnaire got a Cronbach's Alpha Value of 0.724, 0.735 and 0.713 respectively which is accepted as high-reliability rate. Dörnyei (2003, 2007) also stated that in SLA studies internal consistency should approach 0.7 Alpha values to be considered reliable.

Still, since this part is composed of shorter scales the mean inter-item correlation was examined as Pallant (2007) suggested. The mean inter-item correlation got out from the 108 participants in the main study actually supported the Briggs and Cheek (1986) recommendation of optimal range which is supposed to be .2 to .4. The mean inter-item correlation for attitudes happens to be 0.251 for ICC Attitudes, 0.283 for ICC Knowledge and 0.272 for ICC Skills.

Research Population, Participants and Setting

The participants are English instructors from different universities in Turkey. 43 from Gazi University, 32 from Hacettepe University, 12 from 19 Mayıs University, 7 from Atatürk University, 6 from Gaziantep University, 4 from Uşak University, 3 from Kırıkkale University and 1 from Harran University. 85 of the participants are females while 23 of them are males. The 108 instructors in the study work at the School of Foreign Languages

of various state universities in Turkey and teach English at diverse levels and courses. The universities that participants are affiliated to were chosen based on convenience sampling procedure. Table 3 demonstrates the institutions and the distribution of the number of participants.

Table 3

Institutions and the Distribution of Number of Participants (Total N=108)

Institutions	Number of Participats
Gazi University	43
Hacettepe University	32
19 Mayıs University	12
Ataturk University	7
Gaziantep University	6
Usak University	4
Kırıkkale University	3
Harran University	1

When it comes to the demographic profiles of the participants in the study, the age, gender, years of teaching, educational background of them vary, which improved the validity of the analyses and the way the results were interpreted. The time they spent in a foreign country also differs. Table 4 shows the demographic information about English language instructors who participated in the study on a voluntary basis and through a convenience sampling method. Their being from different demographic backgrounds made the study possible to work on the differences about the ICC, PICC, WTC and CA constructs among the participants. What is more, this was really important as many studies in the literature checked whether the demographic differences affected the levels of ICC, PICC, CA and WTC significantly, and the current study was also able to do a similar analysis and compare the results with the studies in the literature. Table 4 shows the demographic information about English language instructors in the study.

Table 4*Demographic Information about English Language Instructors (N=108)*

Gender		Years of Teaching					
(M=1.22, SD=.41)		(M=3.0,SD=1.4)					
Female	Male	1-5	6-10	11-15	16-20	21-25	26 and over
84	24	11	42	20	17	7	11
Age		Educational Background					
(M=3.09, SD=.93=)		BA		MA/MS		PhD	
21-25	26-30	31-35	36 and over	40	55	13	
4	30	26	48				

The time spent in a foreign country was also another aspect of the demographic features worked on in the study. The participants were asked whether they spent some time in an English-speaking country and time in an English-speaking context in a foreign country. Based on the answers of the participants, four different groups were formed out of the participants who stated they spent time in an English-speaking country or in an English-speaking context. 20 of the participants stated no time spent in either of the contexts mentioned above. 38 of them stated to 1-8 weeks of stay in at least one of the contexts. 27 of the participants stated to spend 3-11 months while 23 of them stated to spend 1-5 years in at least one of the contexts.

Data Collection

After getting the approval of Ethics Commission of Hacettepe University, the managers of the related universities were informed about the study and their permission for applying the questionnaires were also taken. For any kind of questions from the respondents, the researcher provided her contact information.

Instruments

The new instrument with its final version still is composed of four different sections:

Section I consists of nine items to which participants needed to answer on a five point Likert scale (5=Always; 4=Often; 3=Sometimes; 2=Seldom; 1=Never). These items basically are about Willingness to Communicate (WTC) of the participants. The participants were given imaginary situations and were asked how often they would be willing to talk in English in these imaginary situations. These items consist of the shortened and reorganized version of McCroskey's WTC scale (1992). The related item numbers are given in Table 5.

Table 5

Willingness to Communicate (WTC) Scale

Willingness to Communicate (WTC)	Item numbers
Section I	1-9

Section II includes nine items. These items are on Perceived Intercultural Communicative Competence (PICC). The items on PICC were developed based on McCroskey & McCroskey (1988) and Byram (1997). In this part the participants are asked how competent they believe they are in English in some imaginary situations in an English speaking environment on a five point Likert scale (5=Completely Competent; 4=Competent; 3=Undecided; 2=Incompetent; 1=Completely Incompetent). Table 6 indicates the item numbers in Section II.

Table 6

Perceived Intercultural Communicative Competence (PICC) Scale

Perceived Intercultural Communicative Competence (PICC)	Item numbers
Section II	1-9

Section III is composed of 18 items on Communication Apprehension (CA). The participants are asked to answer this part on a five point Likert scale (5=Strongly Agree; 4=Agree; 3=Neutral; 2=Disagree; 1=Strongly Disagree). The items consist of shortened and reorganized version of McCroskey's Communication Apprehension Scale (1982). Table 7 demonstrates the number of the items in Section III.

Table 7

Communication Apprehension (CA) Scale

Communication Apprehension	Item numbers
Section III	1-18

Section IV also consists of 23 items on Intercultural Communicative Competence (ICC): nine on attitudes, seven on knowledge and seven on skills. Participants are expected to answer this part on a five-point Likert scale (5=Absolutely true; 4=Somewhat true; 3=In between; 2=Somewhat false; 1=Absolutely not true). Dombi (2013) developed these items by reviewing the related literature on ICC (Byram, 1997; Byram & Flemming, 1998; Kramsch, 1998; Jaeger, 2001; Zaharna, 2009). Table 8 exhibits the number of the items in Section IV.

Table 8

Intercultural Communicative Competence (ICC) Scale (Knowledge, Attitudes, Skills)

Intercultural Communicative Competence (ICC) Item Numbers	
Section IV	
ICC Attitudes	1, 4,10,12,13,16,17,20,23
ICC Knowledge	7, 9,11,15,19, 21, 22
ICC Skills	2, 3, 5, 6, 8,14,18

Overall, some necessary adaptations were made in the Section I, Section II and Section IV of the questionnaire as the new scale was going to be used in Turkish context and with English language instructors, not with English major students.

Data Analysis

The statistical analysis of the current study is conducted by applying SPSS 23. Reliability analysis for each of the four scales in the study was done with a smaller population before they were applied to the bigger sample. For the first, second, third and fourth research questions descriptive statistics was used. For the fifth and sixth research question correlation analysis was employed. In order to conduct a correlation analysis for research questions 5 and 6 normality tests were also applied. For the correlation analysis Spearman's Rho, Independent Samples T-Test, One-way ANOVA, Mann-Whitney U Test, Kruskal Wallis were employed based on the normality of the data coming from each scale.

Conclusion

This chapter provided the study's methodology. Correspondingly, type of research, procedures, research population, participants and setting, data collection, data collection, instruments and data analysis were presented. The findings drawn from these components and the related comments and discussion are presented in the following chapter.

Chapter 4

Findings, Comments and Discussion

Introduction

The aim of the current study was to investigate English language instructors' Intercultural Communicative Competence (ICC) and Perceived Communicative Competence (PICC). Intercultural Communicative Competence (ICC) was also examined from three different aspects, namely attitudes, knowledge and skills. The other variable to be explored was Communication Apprehension (CA). In addition, the study worked on the Willingness to Communicate (WTC) levels of English language instructors. Finally, it is evaluated whether individual differences variables such as age, gender, years of teaching, educational background, time spent in a foreign country influence the level of the variables mentioned above. Therefore, the following research and sub-research questions were dealt with:

Main research question: What are the levels of Intercultural Communicative Competence (ICC), Communication Apprehension (CA) and Willingness to Communicate (WTC) of English language instructors?

Sub-research questions:

- 1) What are the participants' levels of ICC in terms of Attitudes, Knowledge and Skills?
- 2) What are the participants' levels of Perceived Intercultural Communicative Competence (PICC)?
- 3) What are the participants' levels of CA (affective profiles)?
- 4) What are the participants' levels of WTC?
- 5) How do demographic features of the participants influence their levels of ICC, PICC, CA, and WTC?

6) Is there a significant correlation among the participants' ICC, PICC, CA, and WTC levels?

The goal of this chapter is to provide the results of the data analyses on the research questions above.

The data of the study were collected from 108 English Language Instructors working at the School of Foreign Languages of various state universities in Turkey. Quantitative data analyses were conducted through descriptive statistics, Spearman's Rho Correlation Test, Independent Samples T-test and Mann Whitney U Test, One-way ANOVA and Kruskal Wallis H test.

Appropriate quantitative data analyses methods and procedures were used to analyze the data collected from the group of instructors. Accordingly, for the analysis of the quantitative data SPSS 23 was used.

With the aim of identifying the levels of ICC, PICC, CA and WTC first a four-part valid and reliable scale was conducted to a group of English language instructors. The scale which is composed of four different parts was originally created by Dombi (2013). First, in order to analyze the group of instructors' ICC, PICC, CA and WTC levels descriptive statistics were applied. Following the descriptive statistics and normality tests Spearman Correlation Coefficient was used to find out the correlation among the levels of Intercultural Communicative Competence (ICC), ICC Attitudes (ICCA), ICC Knowledge (ICCK), ICC Skills (ICCS) and Perceived Intercultural Communicative Competence (PICC). Next, to analyze the correlation among the groups' ICC, PICC, WTC and CA levels Spearman Correlation Coefficient was conducted. Finally, the correlation between all the variables covered in the study and the demographic individual differences such as age, gender, years of teaching, educational background and time spent in a foreign country was examined through parametric tests Independent Samples-t Test and one-way ANOVA and non-parametric tests Mann Whitney U and Kruskal Wallis H. The interpretation of the results of quantitative data analyses and tables were made.

Findings

In this part, the results of the analyses of the quantitative data are presented starting from descriptive statistics to correlation analysis. Before moving on from descriptive statistics to correlation analysis tests of normality of the data for each scale in the study was presented.

Findings on Participants' Levels of Intercultural Communicative Competence (ICC)

The main research question focuses on participants' levels of Intercultural Communication. To address this research question, a scale of 23 items on Intercultural Communicative Competence (ICC) was used. The scale includes items that focus on the three main components of Intercultural Communication. The scale makes Part IV of the whole study's questionnaire and is composed of items nine of which are on Attitudes, seven of which on Knowledge and seven of which on Skills. The scale was originally developed by Dombi (2013) based on the related literature on ICC (Byram, 1997; Byram & Flemming, 1998; Kramsch, 1998; Jaeger, 2001; Zaharna, 2009). The researcher of the current study made the necessary adaptations in the ICC scale since the questionnaire was being used in Turkish context with English language teaching professionals. Therefore, some cultural, social and occupational adaptations were made to the items. In the first place, in order to determine ICC levels of English language instructors and answer one of the main research questions descriptive statistics was used. What is more, the study also examined the levels of different dimensions of ICC: Attitudes, Knowledge and Skills relying on descriptive statistics. Through the use of Statistical Packages of Social Sciences (SPSS) version 23, the statistical analyses were conducted.

Data related to English Instructors' levels of ICC were collected by conducting the Intercultural Communicative Competence (ICC) Scale that includes three sub-scales: Knowledge (ICCK), Attitudes (ICCA) and Skills (ICCS). Table 9 shows the descriptive statistics of ICC levels of English language instructors.

Table 9*Performance Scores on ICC scale on a 5-point Likert scale*

ICC	Mean	Min	Max	SD
	3.9	2.8	4.7	.41

As the table suggests the average participant scored 3.9 on the ICC scale ($SD=.41$).

To find out more about the participants levels of ICC, based on cores one standard deviation below and above the mean of the ICC scale categories of low, average and high ICC were established. In this study, the value 4.33 and over is considered as High Intercultural Communicative Competence, 3.52-4.32 as Average Intercultural Communicative Competence and 3.51 and below as Low Communicative Competence. Table 10 shows the distribution of participants on the ICC scale.

Table 10*Distribution of Participants on the ICC Scale*

	Frequency	Percent
Low ICC	20	18.5
Average ICC	73	67.6
High ICC	15	13.9
Total	108	100.

It can be stated that the majority of the participants in this study has average ICC with a number of 73 out 108 and a percentage of 67.6. 18.5 percent of the sample can be classified as low ICC with 20 participants, whereas almost 14 percent—15 participants—scored above the average level, indicating high ICC.

As to the three sub-scales of ICC which are Attitudes, Knowledge and Skills, they showed approximately similar results with ICC scale. Table 11 shows performance scores on ICC sub-scales on a 5-point Likert scale.

Table 11*Performance Scores on ICC Sub-scales on a 5-point Likert Scale*

	Min	Max	Mean	SD
ICC	2.87	4.74	3.92	.41
ICCA	2.56	4.67	3.91	.44
ICCK	2.57	5.00	3.78	.57
ICCS	2.86	5.00	4.08	.47

As indicated by the table the average participant scored 3.91 on ICC Attitudes, 3.78 on ICC Knowledge and 4.08 on ICC Skills. The participants scored the highest points on ICC Skills.

As for the items specific to ICC sub-scales, ICC Attitudes, Knowledge and Skills, there were some differences in the mean values of the items. Table 12 shows the mean values of each item in the ICC Attitudes scale.

Table 12*Mean Values of ICC Attitudes Scale on Items Basis*

ICC Attitudes Scale	M	SD
1. I do not like teaching American/British culture.	4.04	1.05
4. I am interested in different cultures: music, art, and history.	4.54	.58
10. I am very interested in the way people use gestures and body language.	3.46	1.16
12. I would like to know more about many other cultures.	4.34	.77
13. I must know my own culture well to understand other cultures.	4.24	.79
16. I often feel I do not know enough about my own culture.	3.72	1.04
17. I enjoy learning more about British and American culture.	3.99	.93
20. I wish I knew more about different cultures music, art and history.	3.90	1.03
23. I feel uncomfortable in the company of foreigners.	3.31	1.08

As the Table 12 suggests the maximum level (4.54) of ICC Attitudes dimension was item 4. Meanwhile, the minimum level (3.31) of this dimension was item 23.

When it comes to analysis of each item on the ICC Knowledge scale, there were some differences between the items as well. Table 13 demonstrates the mean values of each item in the ICC Knowledge scale.

Table 13

Mean Values of ICC Knowledge Scale on Items Basis

ICC Knowledge Scale	M	SD
7. I know many differences between the way British/American and Turkish people behave in social situations, in a pub, for example.	3.95	1.04
9. I find it challenging to communicate with strangers in English.	3.85	1.07
11. I know how to communicate with strangers in Turkish.	4.02	.94
15. I know nothing about the differences between the way American/British and Turkish people behave at their workplaces.	4.28	.97
19. Using formal language in Turkish is very easy.	4.44	.76
21. I know a lot of facts about life in Great Britain.	3.91	1.11
22. I know a lot of facts about life in the USA.	3.17	1.08

As table 13 indicates, the maximum level (4.44) of ICC knowledge dimension was item 19. Meanwhile, the minimum level (3.17) of this dimension was item 22.

Likewise, items of ICC Skills dimension had some differences in their mean values. Table 14 indicates that item 14 in ICC Skills dimension got the maximum level (4.53) while item 6 got the minimum level (1.95). However, as item number 14 is a reverse item, it could be commented just the opposite way as an item indicating strongest skill.

Table 14*Mean Values of ICC Skills Scale on Items Basis*

ICC Skills Scale	M	SD
2. When I have to speak English on the phone I easily become anxious.	4.36	.75
3. I often notice differences between the way Turks and British/American people do things.	4.24	.78
5. I can read people's gestures and body language easily.	4.16	.90
6. I often notice the differences between the way Turkish and American/British people behave.	1.95	1.06
8. I think I am often able to express myself in English.	4.14	.87
14. I am often misunderstood in Turkish.	4.53	.66
18. I often worry that what I say in English is not appropriate.	3.72	1.20

Findings on Participants' Levels of Perceived ICC (PICC)

The second measure on the participants' ICC included in the instrument was PICC, which the participants were asked to respond by answering questionnaire items on a 5-point Likert scale. PICC scale makes the Part II of the whole questionnaire in the study. It is composed of nine items. The PICC scale items were created based on Byram (1997). The researcher of the current study modified the items based on some cultural, societal, and professional differences. The statistical analyses were carried out utilizing the Statistical Packages of Social Sciences (SPSS) version 23. First, descriptive statistics were employed to present participants' levels of PICC and to respond to one of the sub-research questions. Table 15 shows the distribution of participants on the PICC scale.

Table 15*Performance Scores on PICC scale on a 5-point Likert Scale*

PICC	Mean	Min	Max	SD
	4.4	3.1	5.0	.47

As shown on the table, the average participant scored 4.4 on the PICC scale ($SD=0.47$). The PICC categories were created identically to the ICC categories. The categories were formed as low, average and high ICC by calculating one standard deviation below and above the mean of the PICC scale. In the present study, the value 4.89 and over is considered as High Perceived Intercultural Communicative Competence, 3.96-4.88 as Average Perceived Intercultural Communicative Competence and 3.95 and below as Low Perceived Communicative Competence. Table 16 shows the distribution of participants on the PICC scale.

Table 16*Distribution of Participants on the PICC Scale*

	Frequency	Percent
Low PICC	29	26.9
Average PICC	64	59.2
High PICC	15	13.9
Total	108	100.0

As the table demonstrates, the majority of participants fit within the average category with a percentage of 59.2 and with a number of 64 participants out of 108 while almost 27 percent can be categorized as having low PICC, and almost 14 percent as having high PICC.

As regards to the mean values of each item in PICC scale, it came out that there were no remarkable differences between the mean values of the items. Still, the maximum level (4.62) of PICC scale was item 3 while the minimum levels (4.23) of this dimension were items 1 and 8. Basically, the PICC scale asked the participants to indicate how

competent they believe they are in the presented statements. Table 17 presents the mean values of each item in PICC scale.

Table 17

Mean Values of PICC Scale on Items Basis

PICC Scale	M	SD
1. Ask English speaking friends about general attitudes towards immigrants and minorities in their country.	4.23	.66
2. Discuss with a group of English-speaking acquaintances the similarities between social networking in their country and in Turkey.	4.40	.69
3. Ask English speaking friends about public holidays in their country.	4.62	.52
4. Discuss with an English-speaking colleague the differences between teaching/professional life there and in Turkey.	4.54	.51
5. Explain in English to an English-speaking acquaintance why 29 th October is a public holiday in Turkey.	4.49	.57
6. Discuss with an English-speaking friend the differences between attitudes towards people from different cultures in Turkey and in other European countries.	4.41	.65
7. Talk in English about the way Turks celebrate their religious holidays in a small group of English-speaking strangers.	4.37	.66
8. Discuss with a group of English-speaking acquaintances the similarities between Turkish movies and movies in their country.	4.23	.73
9. Discuss with an English-speaking friend the differences between family values in their country and in Turkey.	4.46	.61

Findings on Participants' Levels of Communication Apprehension (CA)

The second component that the main research question focused on is Communication Apprehension (CA) levels of the participants. To refer to this research question, a scale of 18 items on Communication Apprehension (CA) was used. The scale makes the Part III of the whole questionnaire in the study and is composed 18 of items. A shortened and rearranged version of McCroskey's Communication Apprehension Scale makes up the items. (1982). Through the use of Statistical Packages of Social Sciences

(SPSS) version 23, the statistical analyses were conducted. Descriptive statistics was employed to display participants' levels of Communication Apprehension (CA) and to respond to one of the primary research questions. Table 18 shows the descriptive statistics of CA levels of English language instructors.

Table 18

Performance Scores on CA scale on a 5-point Likert scale

CA	Mean	Min	Max	SD
	2.2	1.0	4.0	.70

As noted in the table the average participant scored 2.2 on the CA scale ($SD=0.70$). Likewise, CA categories were set as low, average and high by computing one standard deviation below and above the mean of CA scale. In the current study, the value 2.95 and over is considered as High Communication Apprehension, 1.56-2.94 as Average Communication Apprehension and 1.55 and below as Low Communication Apprehension. Table 19 shows the distribution of participants on the CA scale.

Table 19

Distribution of Participants on the CA Scale

	Frequency	Percent
Low CA	19	17.6
Average CA	69	63.9
High CA	20	18.5
Total	108	100.0

As can be seen in the table, the majority of participants fit in the average category with a percentage of almost 64 and with a number of 69 participants out of 108 while almost 18 percent can be categorized as having low CA, and almost 19 percent as having high CA.

It was discovered that there were no significant differences in the mean values of the items on the CA scale. Nevertheless, item 3 had the highest CA scale level (2.59),

while items 1 and 8 had the lowest mean values (2.00). The mean values for each item on the CA scale are shown in Table 20. As item number 1 is a reverse item, it could be observed that item number 1 and 8 just support each other and show that English language instructors are not too tense and nervous when they have to speak English.

Table 20

Mean Values of CA Scale on Items Basis

CA Scale	M	SD
1. I am usually very calm and relaxed in conversations when I have to speak English.	2.00	.76
2. I dislike participating in group discussions in English.	2.30	1.04
3. Certain parts of my body feel very tense and rigid while giving a presentation in English.	2.59	1.19
4. I tend to feel very nervous in a conversation in English with a new acquaintance.	2.25	1.00
5. I am tense and nervous while participating in group discussions in English.	2.27	1.02
6. While giving a presentation in English, I get so nervous I forget facts I know.	2.24	1.04
7. Engaging in a group discussion in English with new people makes me tense and nervous.	2.31	.94
8. I am usually very tense and nervous in conversations when I have to speak in English.	2.00	.90
9. I am calm and relaxed while participating in group discussions in English.	2.32	1.03
10. I face the prospect of giving a presentation in English with confidence.	2.28	.98
11. I have no fear of speaking up in English conversations.	2.18	.93
12. I like to get involved in group discussions in English.	2.31	.89
13. I have no fear of giving a presentation in English.	2.27	1.08
14. My thoughts become confused and jumbled when I am giving a presentation in English.	2.25	1.05
15. I am afraid to speak up in English in conversations.	2.04	.95
16. I tend to feel very relaxed in an English conversation with someone I've just met.	2.31	.98
17. Generally, I am comfortable while participating in group discussions in English.	2.20	.89
18. I feel relaxed while giving a presentation English.	2.41	1.04

Findings on Participants' Levels of Willingness to Communicate (WTC)

The third point that the primary research question concentrated on is the participants' levels of Willingness to Communicate (WTC). Willingness to Communicate (WTC) scale was utilized to relate to this research question. The scale, which is made up of 9 items, is Part I of the entire questionnaire used in the study. These items are composed of the shortened and reorganized version of McCroskey's WTC scale (1992). Some necessary adaptations were made to the items by the researcher of this study because the questionnaire was applied to English language teachers in Turkey. To answer one of the main research questions and to demonstrate participants' levels of Willingness to Communicate (WTC), descriptive statistics was used. Table 21 shows the descriptive statistics of WTC levels of English language teachers.

Table 21

Performance Scores on WTC scale on a 5-point Likert Scale

WTC	Mean	Min	Max	SD
	4.1	1.22	5.00	.71

As indicated in the table, the average participant got 4.1 on WTC on a 5-point Likert scale. ($SD=.71$). In order to categorize the participants as having high, average and low WTC, the same method used in the other scales was used. One standard deviation below and above the mean defined the level of WTC of English language teachers in the study. According to the current study, a score of 4.87 and over indicates high Willingness to Communicate, a score of 3.42-4.86 indicates average Willingness to Communicate, and a score of 3.41 and lower indicates low Willingness to Communicate. Table 22 shows the distribution of participants on the WTC scale.

Table 22*Distribution of Participants on the WTC Scale*

	Frequency	Percent
Low WTC	16	14.9
Average WTC	68	62.9
High WTC	24	22.2
Total	108	100.0

As noted in the table, the majority of participants—68 out of 108—fit into the average category, with a percentage of almost 63; only about 16% and about 24% of participants, respectively, can be classified as having low WTC and high WTC.

As for the mean values of each item in WTC scale, there were some small differences between the items. In the related scale, the participants were asked how often they would be willing to communicate in the given situations. Table 23 illustrates that item 2 in WTC scale got the maximum level (4.41) while item 8 got the minimum level (3.69).

Table 23*Mean Values of WTC Scale on Items Basis*

WTC Scale	M	SD
1. Give a presentation in English to a group of English-speaking strangers in school.	4.09	.95
2. Talk in English in a group of English-speaking friends in a gym.	4.41	.77
3. Give a presentation in English to a group of English-speaking colleagues at school.	3.96	1.04
4. Talk in English with an English-speaking acquaintance while waiting for the bus.	4.25	.92
5. Talk in English in a group of English-speaking strangers at a birthday party.	4.13	.97
6. Talk in English with an English-speaking colleague before a lesson.	4.32	.79
7. Talk in English in a group of English-speaking acquaintances at a barbecue.	4.28	.89
8. Give a presentation in English to a group of English-speaking professionals of other disciplines.	3.69	1.13
9. Talk in English with an English-speaking stranger on a train.	3.92	1.09

Tests of Normality

In order to evaluate whether the whole set of data had normal distribution or not a number of analyses were performed for each four scales in the questionnaire itself. First of all, skewness and kurtosis values of each scale were checked. Table 24 demonstrates the skewness and kurtosis values of ICC, PICC, CA and WTC scales.

Table 24

Skewness and Kurtosis Values of ICC, PICC, CA and WTC scales

	z-value Skewness	z-value Kurtosis
ICC	-3.26	-.83
PICC	-1.92	-1.41
CA	0.60	-.92
WTC	-3.54	2.70

Since the present study is composed of 108 participants, it is considered to have a medium-sized sample. Kim (2013) states that “for medium-sized samples ($50 < n < 300$), reject the null hypothesis at absolute z-value over 3.29, which corresponds with an alpha level 0.05, and conclude the distribution of the sample is non-normal” (p.53). In order for a data to be considered normally distributed the z-value scores are expected to be between -3.29 and +3.29. Returning to Table 24, all three scales in the study showed normal distribution except WTC scale. As a result, in order to ensure the normality of the related data one further test was applied.

The other two tests for testing normality of the data are Shapiro-Wilk and Kolmogorov–Smirnov. While the Kolmogorov–Smirnov test is employed for $n \geq 50$, the Shapiro-Wilk test is more appropriate for small sample sizes (< 50 samples), however it can also handle larger sample sizes (Mishra et al., 2019). Considering this information, both Shapiro-Wilk and Kolmogorov–Smirnov tests were employed to the related data. Table 25 presents the Tests of Normality for ICC, PICC, CA and WTC scales.

Table 25*Tests of Normality (ICC, PICC, CA and WTC scales)*

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
ICC	.043	108	.200	.986	108	.335
PICC	.128	108	.000	.925	108	.000
CA	.072	108	.200	.981	108	.116
WTC	.111	108	.002	.925	108	.000

For both normality tests mentioned above, null hypothesis states that data drawn is normally distributed. The null hypothesis is accepted and the data are referred to as normally distributed when $p > .05$ (Mishra et al., 2019). For ICC and CA scales, for both tests $p > 0.05$ and accepts null hypothesis. However, $p < .05$ for PICC and WTC scales demonstrates non-normal distribution. Therefore, in this study parametric tests were used when only data from ICC and CA scales are involved while non-parametric tests were used when data from PICC and WTC scales are involved. As the data from PICC and WTC scales showed non-normal distribution, for any correlational analysis involving these two scales (PICC and WTC) nonparametric tests were conducted.

Findings on the Correlation among ICC, ICC Attitudes, ICC Knowledge, ICC Skills and Perceived ICC

In order to examine the relationship between ICC, ICC Attitudes, ICC Knowledge, ICC Skills and Perceived ICC of the participants, several analyses were carried out. In the first place, normality tests were performed on the data collected from English language instructors to ascertain if the variables had normal distribution. The analyses showed that ICC data collected from English language instructors had normal distribution as stated in the tests of normality part. However, as the data from PICC scale had non-normal distribution and as they are involved in this analysis, in order to check the relationship

between ICC, ICC sub-scales and PICC a non-parametric test-Spearman's Rho was used.

With respect to output of Spearman's Rho test for the relationship between ICC, ICC sub-scales (Attitudes, Knowledge, Skills) and Perceived ICC, it was found that there was a significant correlation between all the variables. (Sig.2-tailed) $p < .05$ indicates significant relationship. Correlation values range between -1 and +1. While (-) values indicate negative correlation, (+) values indicate positive correlation.

The test revealed that there was a strong positive relationship between the levels ICC and ICC attitudes; $r(108) = .80, p = .000$. When it comes to the other sub-scale of ICC, the relationship between ICC and ICC Knowledge is positively and significantly correlated; $r(108) = .87, p = .000$. Likewise, ICC and ICC Skills had a strong positive relationship; $r(108) = .79, p = .000$.

Similarly, ICC and all the sub-scales of ICC had a significant positive correlation with PICC. The output of Spearman's Rho indicated the significant positive correlation between ICC and PICC; $r(108) = .54, p = .000$. The strong positive relationship between ICC Attitudes and PICC, ICC Knowledge and PICC and ICC Skills and PICC formulated as $r(108) = .38, p = .000$, $r(108) = .50, p = .000$ and $r(108) = .50, p = .000$ respectively.

The correlation among the components of ICC was also significant and positive. The results of the Spearman's Rho revealed that there was a strong positive correlation between ICC Attitudes and Knowledge $r(108) = .52, p = .43$, ICC Attitudes and Skills $r(108) = .50, p = .000$ and ICC Knowledge and Skills $r(108) = .66, p = .000$.

In the related study, Perceived ICC was a scale put in the questionnaire in order to support the reliable measurement ICC levels of the participants. Overall, the study showed that all the sub-scales of ICC and Perceived ICC supported the increase in the level of ICC. As the level of all these sub-scales increased the level of ICC also increased in the participants.

Findings on the Correlation among ICC, Perceived ICC, CA and WTC

As stated in the tests of normality part, the data of PICC and WTC showed non-normal distribution. To analyze the correlation among all four main variables together in the study a non-parametric test Spearman's Rho was used again in the related stage since non-normally distributed PICC and WTC scales were involved in.

With regard to output of Spearman's Rho test for the relationship between ICC, Perceived ICC, CA and WTC, it was found that there was a significant correlation between all the variables mentioned.

Spearman's Rho test disclosed that there was a strong negative relationship between the levels ICC and CA; $r(108) = -.51, p = .000$. On the other hand, the relationship between ICC and WTC was positively and strongly correlated; $r(108) = .38, p = .000$.

The scale which was used to support the reliable results about the ICC levels of participants—PICC—had similar results with ICC. The relationship between PICC and CA is strongly and negatively correlated; $r(108) = -.48, p = .000$ while there is a significant and positive correlation between PICC and WTC $r(108) = .47, p = .000$

All in all, the data revealed that as the level of WTC is an effective factor in increasing the levels of ICC and PICC. As the level of Willingness to Communicate increases, the level of Intercultural Communicative Competence and Perceived Intercultural Communicative Competence increase. Accordingly, the study presented that Communication Apprehension is a crucial element in the whole phenomenon of Intercultural Communicative Competence. The finding is an indicator that as the Communication Apprehension decreases the level of Intercultural Communicative Competence increases.

Findings on the Relationship between Demographic Features of the Participants and their ICC, PICC, CA and WTC Levels

To assess any potential differences brought on by demographic features variables from the questionnaire were taken into account. The demographic features that took place in the questionnaire were age, gender, years of teaching, educational background and time spent in a foreign country. The relationship with all the variables in the study and the demographic factors were analyzed based on the normality of the data coming from the variables in the study.

Age. The four different age groups previously mentioned in the methodology part (See Table 4) in the study are the participants with ages between 21-25 ($N=4$), 26-30 ($N=30$), 31-35 ($N=26$) and 36 and over ($N=48$).

Since the data from the main variable in the study—ICC—had normal distribution, the relationship between age and ICC was analyzed by using a parametric test. The normality of the data of ICC scale was confirmed both by the value of Skewness -3.26 ($SE=.23$) and Kurtosis $-.83$ ($SE=.46$) and Kolmogorov-Smirnov test $p=.20$, $p>0.05$. The parametric test used in this part of the study was One-way ANOVA. Table 26 shows the mean values of ICC levels of participants with different age groups.

Table 26

Descriptive Statistics of Different Age Groups for ICC Level

Age Groups	N	M	SD
21-25	4	3.8	.21
26-30	30	3.9	.42
31-35	26	3.9	.37
36 and over	48	3.9	.44

Based on the results of One-way ANOVA test, age didn't show a significant effect on the participants' level of ICC with $p>0.05$; [$F(3, 104) = .34$, $p=.795$, $\eta^2=.0$]. It was found

out that there was no significant difference between the four different age groups in terms of the level of ICC.

Another variable on which the effect of age was observed was PICC. Checking the normality of the data from PICC scale Skewness -1.92 (SE=.23) and Kurtosis -1.41 (SE=.46), it showed normal distribution. However, confirming it with a second test showed that the data is actually non-normally distributed; Kolmogorov-Smirnov test $p=.00$, $p<.05$. Therefore, in order to analyze the effect of age on PICC a non-parametric test Kruskal Wallis was used.

The Kruskal Wallis showed that there was no statistically significant difference in the PICC levels $\chi^2(3) = 1.76$, $p = .62$ with mean ranks of 40.7 for age group 21-25, 59.0 for age group 26-30, 55.7 for age group 31-35 and 52.1 for age group 36 and over.

The third relationship the study covered was the one between CA and age. Skewness .60 (SE=.23) and Kurtosis -.92 (SE=.46) analysis showed that data from CA scale showed normal distribution, and Kolmogorov-Smirnov test $p=.20$, $p>.05$ confirmed the normality of the data as well. Thus, at the related stage of the study the parametric test One-Way ANOVA was used.

As reported by One-way ANOVA test, age didn't show a significant effect on the participants' level of CA with $p>0.05$; [$F(3, 104) = .63$, $p=.591$, $\eta^2=.01$]. It was found out that there was no significant difference between the four different age groups in terms of the level of CA.

Lastly, the relationship between age and WTC was examined in the study. Skewness -3.54 (SE=.23) and Kurtosis 2.70 (SE=.46) analysis of WTC scale data indicated that the scale had non-normal distribution; Kolmogorov-Smirnov test $p=.002$, $p<.05$ also verified the non-normality of the WTC scale data. Thus, when examining the relationship between age and WTC, the non-parametric test Kruskal Wallis was used.

Kruskal Wallis test pointed out that no significant difference was observed among four different age groups and their levels of WTC $\chi^2(3) = 3.08$, $p = .37$ with mean ranks of 50.1 for age group 21-25, 61.8 for age group 26-30, 56.0 for age group 31-35 and 49.4 for age group 36 and over.

Overall, the data showed that age was not an effective factor in determining English language instructors' levels of ICC, PICC, CA and WTC.

Gender. Another demographic factor that was evaluated within the scope of the study was gender of English language instructors. The distribution of gender of the participants in the study was demonstrated (See Table 4) in the methodology part. On the whole, 84 of the English language instructors participated in the study were females while 24 of them were males.

As mentioned in the study before (See Tests of Normality, Age), the data from ICC scale showed normal distribution. Hence, so as to assess the degree of the relationship between gender and ICC, Independent Samples t-test, which is a parametric test, was used. The output of Independent Samples t-test carried out on English instructors demonstrated that there was no significant difference between the mean values of the two groups; ($M=3.95$, $SD=.40$) for females and ($M=3.84$, $SD=.44$) for males; $t(106) = 1.1$, $p=.24$, $d=0.2$ with a small effect size.

When it comes to the relationship between gender and PICC, it showed similar results with the relationship between age and ICC. As explained in the study before (See Tests of Normality, Age), PICC scale data distributed non-normally. Accordingly, a non-parametric test-Mann-Whitney U Test was used. The output of Mann-Whitney U Test signified that there was no statistically significant difference between the two groups (female; $Mdn=4.44$ and male; $Mdn=4.44$) considering their PICC ($U=940$, $p=.61$, $r=.0$)

The effect of the gender of English language instructors on their CA levels was also examined in the present study. As mentioned before in the study (See Tests of

Normality, Age), the data of CA scale was normally distributed. Accordingly, with the purpose of analyzing the relationship between gender and CA the parametric test Independent Samples t-test was used. As reported by Independent Samples t-test, the mean CA values of the two groups showed no significant difference ($M=2.31$, $SD=.69$) for females and ($M=2.04$, $SD=.73$) for males; $t(106) = 1.66$, $p=.59$, $d=.0$.

Finally, the study checked whether there is a relationship between gender and WTC levels of English language instructors. As pointed out previously (See Tests of Normality, Age) in the study the data of WTC scale showed non-normal distribution. For that reason, aiming to check the relationship between gender and WTC levels of the participants the non-parametric Mann-Whitney U Test was utilized. The findings of Mann-Whitney U Test indicated that gender did not have a significant effect on the WTC levels of English language instructors (female; $Mdn=4.11$ and male; $Mdn=4.16$) ($U=1005$, $p=.98$, $r=.0$)

All in all, the other demographic factor—gender—did not have a significant effect on the levels of the any dependent variables in the study. It was not an effective factor in identifying the ICC, PICC, CA and WTC levels of English language instructors.

Years of Teaching. The next demographic factor worked on within the scope of this study was years of teaching. The years of teaching of English language instructors took part in this study was demonstrated (See Table 4) in the methodology part. Basically, the years of teaching of English language instructors were divided into six different categories. The years of teaching of participants were as follows: 1-5 years of teaching experience ($N=11$), 6-10 ($N=42$), 16-20 ($N=17$), 21-25 ($N=7$) and 26 and over years of teaching experience ($N=11$).

A parametric test One-Way ANOVA was used in order to point out the effect of years of teaching on the ICC levels of English language instructors as the data of ICC scale was normally distributed (See Tests of Normality, Age). The output of One-Way ANOVA test reported that years of teaching did not significantly affect the ICC levels of

English language instructors. There was no statistically significant difference between the groups with $p > 0.05$; [$F(5, 102) = 1.30, p = .268, \eta^2 = .06$].

In this part of the research, the relationship between years of teaching and levels of PICC was also explored. The results were similar to the relationship between ICC and years of teaching. The non-parametric test Kruskal Wallis was used in this part of the study as the data from PICC scale showed non-normal distribution (See Tests of Normality, Age). The non-parametric test Kruskal Wallis Test revealed that there was no significant relationship between years of teaching and English language instructors' levels of PICC. There was no significant difference between the groups $\chi^2(5) = 3.69, p = .59$ with mean ranks of 51.6 for 1-5 years group, 56.0 for 6-10 years group, 63.5 for 11-15 years group, 51.3 for 16-20 years group, 49.1 for 21-25 years group and 43.3 for 26 and over group.

In the same vein, relationship between CA levels of the participants and their years of teaching was also examined in the study. As the data from CA scale was normally distributed (See Tests of Normality, Age), the parametric test One-Way ANOVA was used at this stage of the study in order to test the relationship between the levels of English language instructors' CA levels and their years of teaching. Similar to the results of the relationship between the years of teaching and ICC and PICC, the study revealed that there was no significant relationship between the years of teaching and CA levels of the English language instructors. There was no significant difference between the groups with $p > 0.05$; [$F(5, 102) = .75, p = .582, \eta^2 = .03$].

The effect of years of teaching was also observed from the point of view of WTC. As stated before in the study the data of WTC scale showed non-normal distribution (See Tests of Normality, Age). In order to evaluate the effect of years of teaching on WTC levels a non-parametric test Kruskal Wallis was used. The results coming from the related independent variable showed no difference on WTC levels as on ICC, PICC and CA levels. The test revealed that there was no significant statistical difference between the

groups with $\chi^2(5) = 4.21$, $p = .51$ with mean ranks of 55.9 for 1-5 years group, 60.2 for 6-10 years group, 52.6 for 11-15 years group, 43.7 for 16-20 years group, 59.2 for 21-25 years group and 47.7 for 26 and over group. Years of experience showed no considerable effect on WTC levels of English language teachers.

All in all, it came out that years of teaching did not make a significant difference on ICC, PICC, CA and WTC levels of English language instructors.

Educational Background. The study's parameters included evaluating the educational background of English language instructors as another demographic factor. In the methodology section, it was shown how the study's participants' educational background were distributed (See Table 4). Overall, 40 of the English language teachers who took part in the study had BA degree only while 55 of them had either an MA or MS degree and 14 of them had PhD degree. The relationship between educational background and ICC, PICC, CA and WTC levels of English language instructors was also examined in the present study based on the normality of the data coming from the mentioned scales.

In this study, the probability that educational background would have an effect on ICC levels was examined. The data of ICC scale came out to be normally distributed (See Tests of Normality, Age) as stated before in the study. For this reason and since there were three groups of degree, in order to measure the relationship between educational background and ICC a parametric test One-Way ANOVA was used. The test showed that there was no statistically difference among the groups with $p > 0.05$; [$F(2, 105) = .12$, $p = .879$, $\eta^2 = .0$]. There was no significant effect of educational background on the ICC levels of participants.

Correspondingly, the effect of educational background on English language instructors' PICC was assessed in this study. Normality of the data from PICC scale which was mentioned previously in the study (See Tests of Normality, Age). Since the data from PICC scale was non-normally distributed, at this stage of the study a non-parametric test

Kruskal Wallis was used. The test indicated that there was no significant difference among the groups in terms of their levels of PICC $\chi^2 (2) = 1.29, p = .52$ with mean ranks of 50.2 for BA only group, 57.5 for MA/MS group, 54.6 for PhD group. The results pointed out that there was no significant relationship between educational background and PICC levels of English language instructors.

The possibility of the effect of educational background on the participants' levels of CA was checked in the study. As mentioned in the study before (See Tests of Normality, Age), the data from CA showed normal distribution. The study thereby used a parametric test One-Way ANOVA to test the related relationship. One-Way ANOVA observed no significant difference among the educational background groups with $p > 0.05$; [$F (2, 105) = 1.57, p = .211, \eta^2 = .02$]. The study pointed out that there was no significant relationship between educational background and CA levels of English language instructors.

The effect of educational background on WTC levels of English language instructors was also analyzed in the study. As noted in the study before (See Tests of Normality, Age), data of WTC scale showed non-normal distribution. Accordingly, in order to scrutinize the relationship between educational background and WTC levels a non-parametric test Kruskal Wallis Test was employed. Similar to the results of ICC, PICC and CA educational background had no significant effect on WTC levels of English language instructors in the study. The test disclosed that the difference of WTC levels among different educational backgrounds was not statistically significant with PICC $\chi^2 (2) = 1.73, p = .42$ with mean ranks of 52.8 for BA only group, 57.7 for MA/MS group, 45.8 for PhD group. The results pointed out that there was no significant relationship between educational background and WTC levels of English language instructors.

Overall, it was discovered that the ICC, PICC, CA, and WTC levels of English language instructors were not significantly affected by their educational backgrounds.

The Amount of Time Spent in a Foreign Country. There were four different groups in terms of spending time in a foreign country were mentioned previously in the

methodology part: Participants who stated to spend no time in a foreign country ($N=20$), participants who stated to spend 1-8 weeks in a foreign country ($N=38$), participants who stated to spend 3-11 months in a foreign country ($N=27$) and participants who stated to spend 1-5 years in a foreign country ($N=23$).

As the data from the ICC scale had normal distribution, the analysis of the relationship between the time spent in a foreign country and ICC was done through a parametric test. The parametric test used in this part of the study was One-Way ANOVA. Table 27 shows the mean values of ICC levels of participants with different amounts of stay in a foreign country.

Table 27

The Amount of Time Spent in a Foreign Country Groups for ICC Level

Time spent in a foreign country	N	M	SD
None	20	3.80	.29
1-8 weeks	38	3.81	.42
3-11 months	27	4.01	.40
1-5 years	23	4.11	.43

The results of One-way ANOVA test revealed that, the time spent in a foreign country did not show a significant effect on the participants' level of ICC with $p>0.05$; [$F(3, 104) = 3.65$, $p = .15$, $\eta^2 = .0$]. It was found out that there was no significant difference between different amounts of time spent in a foreign country groups in terms of the level of ICC. However, it was observed that the mean values of ICC levels got higher as the time spent in a foreign country increased.

PICC was the next variable on which the effect of the amount of time spent in an English-speaking foreign context was examined. Because the data from PICC scale showed non-normal distribution, a non-parametric test—The Kruskal Wallis—was used in this part of the analysis.

The Kruskal Wallis test indicated that there was no statistically significant difference in the PICC levels $\chi^2 (3) = 2.27, p = .51$ with mean ranks of 47.5 for none group, 52.2 for 1-8 weeks group, 59.0 for 3-11 months group and 58.9 1-5 years group. Although no significant difference was observed, it could be stated that the mean ranks of the 3-11 months and 1-5 years were almost equal and they got the highest mean rank. What is more, the mean ranks increased as the time spent in a foreign country increased.

Thirdly, the study covered the relationship between CA and the amount of time spent in a foreign country. Since the data from CA showed normal distribution, at this stage of the study the parametric test One-Way ANOVA was used.

The findings revealed by One-Way ANOVA test indicated no statistically significant effect of the time spent in a foreign country on the levels of CA with $p > 0.05$; [$F (3, 104) = 1.28, p = .283, \eta^2 = .0$]. However, the mean values of CA got lower as the year of stay in a foreign country increased. Table 28 shows the mean values of CA levels of participants with different amounts of stay in a foreign country.

Table 28

The Amount of Time Spent in a Foreign Country Groups for CA Level

Time spend in a foreign country	N	M	SD
None	20	2.4	.53
1-8 weeks	38	2.3	.78
3-11 months	27	2.2	.76
1-5 years	23	2.0	.62

Lastly, the study examined the relationship between the amount of time spent in a foreign country and WTC. The data of WTC scale showed non-normal distribution. Hence, a non-parametric test Kruskal Wallis was used at this point of the study.

It was pointed out by the Kruskal Wallis test that there was no significant difference between different groups of people who spent different amounts of time in an English-speaking country or in a context where they used English in a foreign country in terms of

their WTC levels $\chi^2(3) = 1.09$, $p = .78$ with mean ranks of 55.2 for none group, 50.5 for 1-8 weeks group, 58.3 for 3-11 months group and 55.9 1-5 years group.

On the whole, the data of the time spent in an English speaking context in a foreign country in this study was not noted as an effective factor in identifying the levels of ICC, PICC, CA and WTC. Nevertheless, the findings to be noted for the current study were that mean values of ICC levels increased as the amount of time spent in a foreign country increased, the mean ranks of PICC increased as the amount of time spent in a foreign country increased and the mean values of CA decreased as the amount of time spent in a foreign country increased.

Comments and Discussion

This part provides findings of the study with a discussion and related comments that takes the literature on the variables—ICC, PICC, CA and WTC—into account.

Comments and Discussion on English Language Instructors' Levels of Intercultural Communicative Competence (ICC)

Analysis of the data pertaining to the ICC scale disclosed the majority of the participants in the study, which makes almost 68 percent, had average level of ICC. 14 percent of the participants scored higher than the average. Nevertheless, a less auspicious result of the study was that almost 19 percent of the English instructors participated in the study could be characterized as low ICC by scoring below the average mean. The overall mean value of the ICC scale was 3.9 out of 5.0. Although the majority of the participants were in the range of average ICC, the overall mean value is still in a good level. However, as the number of English language instructors with low ICC exceeded the number of English language instructors with high ICC, this could be highlighted as an alarming figure thinking that they are currently the active transmitters of L2 culture. Because in the context of teaching languages language teachers do play a crucial role in helping their students grow their ICC, foreign language teachers need to

maintain a confident level of their own ICC (Hapsari et al., 2022; Oz & Saricoban, 2014; Sercu et al., 2005). Therefore, in Turkish context English language instructors with a high level ICC could be aimed rather than an average one.

The study's findings concur with several other studies focusing on the level of ICC in the literature with similar settings and participants. However, in the literature it is only possible to find studies with English or ELT majors still studying at a university. This study is unique in terms of studying with English language instructors. To name some of them, Dombi (2013) in her quantitative part of her study with 102 first-year English majors studying at University of Pécs, Hungary found out that the majority of the participants had average ICC with still a good mean value which was 3.5. The study of Lei (2021) showed some similar results in terms of the majority of Primary English Education major students' scoring average level ICC. Hapsari et al. (2022) as well found out that EFL teachers in Indonesian context had moderate level of ICC.

On the contrary, a number of studies in the literature with the similar participants in a similar context found that the in-service teachers EFL teachers had high level of ICC (Alaei & Nosrati, 2018; Hapsari, 2021). In a similar vein, there are some studies which display the finding that pre-service English teachers as well counted to have high ICC (Hismanoglu, 2011; Oz & Saricoban, 2014; Sevimeel-Sahin, 2020). The Chinese EFL instructors in Zhou (2011) study scored slightly above average. However, what was common about the aforementioned studies was that they used a different construct to measure the ICC level of the participants and accepted the score interval of 3.5-5.0 as high ICC. However, similar to Dombi (2013) the current study created an interval of high ICC by calculating one standard deviation above the mean.

As for the components of ICC, in the current study English instructors had the highest level in ICC Skills with a mean value of 4.08 while ICC Knowledge component was the lowest although having a satisfactory level of mean ($M=3.78$). The studies with analogues participants showed some correspondence as well as variances. To mention

some of them, Alaei & Nosrati (2018) in their study with EFL teachers found out that the highest level subcomponent was ICC Skills while ICC Knowledge got the lowest score. In a similar vein, Sevimmel-Sahin (2020) when compared the data from first-year and fourth-year ELT students, it was concluded that fourth-year ELT students got higher scores in Skills than the freshmen in the same department. Although there were no big differences in mean levels of ICC subcomponents Skills got the highest score in a similar study with English majors (Dombi, 2013). Sevimmel-Sahin (2020) linked the fact that seniors in an ELT program got higher scores in Skills to be an indicator for the development from their first to their last year of study. The participants built confidence in terms of the abilities required (such as listening, watching, and interpreting) to deal with cultural difficulties in communicative performances. The overall conclusion was that the ELT program contributed to the ICC development of the ELT undergraduate students over the course of their training years. Accordingly, the participants in the current study are already a graduate of an either an ELT or English department which may have contributed to their development of ICC Skills dimension. It could be inferred that English instructors, as they started teaching EFL actively, might have gained confidence in their ability to interpret a content from a different culture, to explain it and relate it to the content from their own cultures as well as in the capacity to learn about a culture and its practices and to apply knowledge, attitudes, and skills in the context of real-time communication and interaction. Their classroom practices and the materials they used might have contributed to this progress in ICC Skills component.

Contrariwise, there are a number of studies in the literature in which both in-service and pre-service English teachers scored the highest in ICC Attitudes component and lowest in Knowledge (Hapsari, 2021; Hapsari et al., 2022; Lei, 2021; Zhou, 2011). In some of these studies, the fact that the participants got highest in ICC Attitudes was attributed to the backgrounds of the EFL teachers. For instance, it was proposed that in Indonesian context, despite the society's diversity in terms of cultures, ethnicities,

languages, and faiths, Indonesians had coexisted peacefully for the most part. Consequently, the people have fostered the capacity for empathy and openness toward others. In addition, it was proposed that the fact that teachers had little direct contact with anglophones may have contributed to their low knowledge scores. In terms of Turkish context, the fact that Attitudes level was lower than Skills may be linked to the fact that Turkey is not as diverse as a country such as Indonesia in terms of ethnicities, languages or faiths. Therefore, being open and compassionate towards other cultures may not be as enriched. Similarly, the reason for the Knowledge component to be the lowest in Turkish context in current study would be that be it ELT students or ELT instructors it is not always easy to interact with native speakers of English or people from another culture who speak English in real-life communication context. The development of an individual's intercultural communication competence is thought to be strongly influenced by intercultural experience. As a result, the lack of cultural knowledge and understanding of how interactions take place with one's own culture and interlocutors might result in a weak level of knowledge component that builds intercultural communicative competence.

Quite an interesting finding came from Oz & Saricoban (2014) in their study with pre-service English teachers. The highest subcomponent was ICC knowledge —different from all the studies aforesaid—while ICC Skills and Attitudes were lower in an equal rate. The researchers of the study presented “the lack of ability to communicate across cultures, lack of openness to different cultures, and ambiguity tolerance” (p.528) as the possible contributing factors for this finding.

Examining the items that got the minimum and maximum scores in some of the ICC components might present an insight for the findings of the current study. As for an example, English instructors in the study scored the highest in item “I am interested in different cultures: music, art, and history” in ICC Attitudes component. As attaining intercultural communicative competence requires not only an understanding for L2 culture but any culture other than one's own, teaching intercultural communicative competence

may be shaped by using music, art and history of different cultures in an interesting way. English language instructors got the lowest score in item “I know a lot of facts about life in the USA” in ICC Knowledge as opposed to the item “life in Great Britain” might be an indicator that English language instructors feel closer to British culture rather than American.

Comments and Discussion on English Language Instructors’ Levels of Perceived Intercultural Communicative Competence (PICC)

Perceived Intercultural Communicative Competence was a term used specifically in this study to refer to the requirement for diverse data from many sources in order to obtain a more accurate and trustworthy picture of the participants' degree of Intercultural Communicative Competence. Along with the scales on Attitudes, Knowledge, and Skills from the ICC, this construct was also used. In the current study, individuals who completed the PICC scale were asked to imagine a specific circumstance in an intercultural context and rate their perceived level of competence in it. Due to the fact that the scale's items were based on the McCroskey & McCroskey (1988) and Byram (1997) Self-Perceived Communicative Competence scale, the scale was named Perceived Intercultural Communicative Competence.

The PICC scale in the current study was used to confirm the ICC levels of the participants anew. The findings on the PICC scale were very similar to the ones in ICC scale, which supported the conclusion that English language instructors had average level of Intercultural Communicative Competence. Almost 60 percent of the participants in the study demonstrated an average level in PICC scale. 27 percent of them fell under the average while a 14 percent scored over the average. The percentage for the English instructors under the average, namely the ones who scored within the category of low PICC, was higher in this scale than in the one in ICC scale, namely the low ICC ones. However, in both scales the participants with low levels outnumbered the ones with high

levels. The findings of the study showed similarities with Dombi (2013) in terms of the majority of the participants' getting average score in PICC scale. Likewise, the number of people who fell within the category of low PICC was greater than the number of people who fell within the category of low ICC. Based on the findings of both studies, the finding mentioned above may be because in ICC scale English instructors were asked to evaluate themselves in terms of Attitudes, Knowledge and Skills by deciding how true they believe the statements are for them. However, in the PICC scale the participants were asked to imagine themselves in real-life dyad, small group, meetings and public speaking contexts communicating with strangers, acquaintances, friends from another culture, which might have triggered the communication apprehension in them. As the English language instructors in the study got an average level of PICC, the aim in Turkish EFL context could be to carry this to a high level. This is because English teachers should possess a high degree of ICC in order to develop students' ICC. The ICC of the instructors can direct them in planning, facilitating, and taking part in classroom activities (Hapsari et al., 2022; Oz & Saricoban, 2014; Sercu, 2006).

Examining the scale on an item basis may give some more data to remark. The item "Ask English speaking friends about public holidays in their country" got the highest score in the current study while "Ask English speaking friends about general attitudes towards immigrants and minorities in their country" got the lowest score. The former might be because in Turkish culture public holidays are a source of pride and motivation for people to be announced to anyone in the world. As stated by Buss (1980), novelty of the topic is one of the causes of situational CA that raise the amount of CA in individuals. At this point, it could be stated that public holidays in Turkish context are not a novel topic for many people. What is more, the former finding is also supported by McCroskey & Richmond (1987) study in which they state people to be more willing to communicate as the number of receivers fall and the relationship between them gets closer, which is 'friends' in this item. As highlighted by McCroskey & Bear (1985) certain contexts and

receivers are selected more than others by some people. At this stage, 'friends' is a context where there is less formality, no subordinate status, less unfamiliarity and dissimilarity, all of which were listed as the factors that would reduce the level of situational CA by Buss (1980). This also brings us the issue of the relationship between ICC, PICC, CA and WTC specifically studied in this study and which will be discussed in forthcoming sections. The latter finding might be for the reason that talking about minority issues in Turkish culture has always been a sensitive topic which people prefer not to point out even with the people from their own culture. Similarly, this might also bring us to the relationship between ICC and WTC because in a few studies in the literature it was revealed that if the individuals were not interested in the topic they are supposed to talk about, they prefer not to and as a consequence they show less willing to communicate (Atay & Kurt, 2009; Ghonsooly et al., 2013; Nagy & Nikolov, 2007).

Comments and Discussion on English Language Instructors' Levels of Communication Apprehension (CA)

Data on the level of CA among English Language Instructors showed that they have an average level of CA. Nearly 64 percent of the population is represented by this finding. The less promising result was that the number of instructors with high level of CA, almost 19 percent, outnumbered the number of instructors with low CA, almost 18 percent. However, as the participants of the current study were English language instructors, 19 percent of the participants' scoring high CA could be a finding to be discussed.

The current study was in compliance with various studies in the literature conducted with English majors in various EFL contexts such as Indonesia, Palestine, Croatia, Turkey, China and Hungary (Abu Taha & Abu Rezeq, 2018; Adella, 2021; Dombi, 2013; Hardi, 2018a; Kavanoz, 2017; Molnar & Crnjak, 2018; Shi-Yong & Ali, 2015). The participants in the aforementioned studies had average CA.

It was asserted that individuals who had a moderate level of oral communication apprehension tended to find the provided communication practice enjoyable. Simply put, it indicates that even though the individuals are apprehensive, they are still able to complete the assigned communication task although they experience some nervousness, especially in presentations as an example (Hardi, 2018a; McCroskey, 1977). Accordingly, it could be concluded that English language instructors in the current study can tackle the imaginary situations given in the questionnaire only with some anxiety at the beginning especially with bigger number of and more distant receivers.

Some of the English language instructors' still scoring high CA could be explained through some studies in the literature. Many researchers have identified cultural differences as one of the reasons of CA (Anyadubalu, 2010; Croucher, 2013; Gibson & Zhong, 2005; Pribyl et al., 1998; Taylor et al. 2013). Shi-Yong & Ali (2015) asserts the idea that Chinese people are reluctant to strike up conversations with strangers, which is a high contextual characteristic of Chinese culture. Talkative people are frowned upon in traditional Chinese culture, and this may somehow be similar to the Turkish culture. This may be supported by the assertion in the literature that the norms of communication may differ from culture to culture and some cultural groups may be more willing to speak than others (Barraclough et al., 1988; McCroskey et al., 1990; Nagy, 2009). In some parts of the Turkey people are also raised with a similar understanding to Chinese culture and this might have affected the results of the current study as we have participants from any backgrounds or ages. What is more, being evaluated, the presence and perceptions of others and making mistakes in an L2 is another finding presented by some studies in the literature that would increase the level of communication apprehension (Adella, 2021; Buss, 1980; Daly & Hailey, 1980; Horwitz, 1986; McCroskey, 1984; Molnar & Crnjak, 2018; Sinnett Jr. & Alishah, 2021). It could be interpreted that some English language instructors while communicating in L2 could not overcome the feeling that they are being evaluated and they are prone to making some mistakes in the language they teach.

Concerning the items with the maximum and minimum scores in the CA scale present some eloquent findings. The item "Certain parts of my body feel very tense and rigid while giving a presentation in English" triggered the highest amount of communication apprehension in English instructors. The same item was put forward as the second most CA causing item in English major students in Palestine (Abu Taha & Abu Rezeq, 2018). That is the case put forward by many communication researchers in the literature and in studies with English majors and their CA (Buss, 1980; Daly & Hailey, 1980; Daly & McCroskey, 1984; Hardi, 2018a; Hardi, 2018b; McCroskey, 1977; McCroskey, 1984; McCroskey & Richmond, 1987; Sener, 2014; Sinnett Jr. & Alishah, 2021). In brief, these studies support the idea that the level of Communication Apprehension increases as the context of the communication gets more novel for the speaker. Giving a presentation is a novel situation that speakers do not experience every day, and not to mention giving a presentation in an L2. Buss (1980) gives novelty as one of the causes of situational CA. The current finding of the study confirms this list. The other reasons in the list might be related to the high amount of CA while giving a presentation are formality, conspicuousness and degree of attention from others. Presentations are given in a formal environment; people feel the most conspicuous while giving a presentation and people take the most amount of attention while giving a presentation. This might all explain the high level of CA that was activated in the participants of the current study. What is more, English language instructors by the item "Certain parts of my body feel very tense and rigid" reveal one of the external impacts of CA presented by many researchers, which is a feeling of discomfort (Hardi, 2018b; McCroskey, 1984; McCroskey & Beatty, 1986; McCroskey & Richmond, 1990). The items that got the lowest scores in the scale were, "I am usually very calm and relaxed in conversations when I have to speak English" and "I am usually very tense and nervous in conversations when I have to speak in English". As the former item was a reverse item, the lowest score means that the participants are actually pretty calm and relaxed in conversations when they have to speak English. The lowest score in the latter item also

supports the idea that English language instructors are not very tense and nervous while they are speaking English. That would be an explanation that the majority of the participants in the study have only moderate CA.

Comments and Discussion on English Language Instructors' Levels of Willingness to Communicate (WTC)

The data regarding the English Language instructors' levels of WTC exhibited that English language instructors in Turkey have a moderate level WTC. This finding makes almost the 63 percent of the population. While 24 percent of the population showed a high level of WTC, a 16 percent of them still showed a low level of WTC levels although the participants were made of English language instructors.

The study's findings are in line with many studies in the literature which worked with similar participants in EFL contexts and in which the majority of the participants showed a moderate level of WTC (Dombi, 2013; Ghonsooly, 2013; Nagy, 2005; Oz, 2014; Oz et al., 2015; Sak, 2020; Sener, 2014). What is special about the current study is that the studies with similar participants are mostly conducted with pre-service English teachers still studying at a university. However, the participants in the study were English language instructors who actively teach at a university. English teachers are the ones to emphasize the value of WTC as a crucial component of learning. As they are the ones to mentor students and to encourage them to speak in English in the classroom, the 16 percent of low level WTC English language instructors could be taken into consideration. And also, how they will move from average WTC to high WTC could be given a thought.

Contrarily, there were some studies in the literature in which the majority of ELT majors got a low level of WTC (Asmalı, 2015; Bursali & Oz, 2017; Sinnett Jr. & Alishah, 2021). Bursali & Oz (2017) highlight that in EFL settings like Turkey students do not interact directly with the target community, but English is taught in schools, colleges, and other educational settings. This could also be linked to the participants in the study with

average WTC rather than high. They might not have the necessary confidence and motivation in them as interacting with a native speaker or someone from another culture is not an everyday phenomenon in Turkey. This finding could also be supported by Asmalı (2015) study in which Turkish and Romanian students were compared in terms of WTC levels and Turkish ELT students got lower than Romanian ELT students. In Romanian context, the chances would be higher to interact with someone from a different culture as it has a long multicultural tradition.

With reference to the items with the highest and lowest scores in the WTC scale, it was observed that the participants showed the highest willingness to communicate for the item "Talk in English in a group of English speaking friends in a gym" while for the item "Give a presentation in English to a group of English speaking professionals of other disciplines" English language instructors exhibited the lowest willingness to communicate. This finding verified the levels of communication contexts and types of receivers presented by communication researchers in the literature (Buss, 1980; Daly & Hailey, 1980; Daly & McCroskey, 1984; McCroskey & Richmond, 1987). According to that, people preferred more to speak when the number of the receivers dropped and when the type of the receiver got closer. In this vein, English instructors preferred to speak with friends in interpersonal and informal contexts. What is more, in many studies in the literature ELT students showed more willingness to speak when the topic they are to talk about is within their interest and when the work they face is exciting (Atay & Kurt, 2009; Ghonsooly et al., 2013; Nagy & Nikolov, 2007). Consequently, a small talk in a gym context with a friend would be more interesting and exciting for an L2 user. As regards the items the participants show the lowest amount of willingness to communicate, it also confirms the idea of levels of communication and types of receivers presented by communication researchers. English language instructors did not prefer to give a presentation to a group of professionals in an imaginary context as the number of receivers got the highest and the level of communication got the most formal and distant. The topic they were supposed

to talk about was not as exciting either as it was part of a formal presentation. This finding corroborated with several studies that scrutinize the WTC of pre-service EFL teachers (Asmali, 2015; Nagy, 2007; Sinnett Jr. & Alishah, 2021). They found out that formal settings put greater pressure in L2 users and they preferred to communicate with groups of friends rather than speaking in a meeting and with more familiar and less number of interlocutors even though they were English Language Teaching majors.

Comments and Discussion on the Correlation among ICC, ICC Attitudes, ICC Knowledge, ICC Skills and Perceived ICC

Examining whether there was a relationship among ICC, ICC Attitudes, ICC Knowledge, ICC Skills and Perceived ICC of English language instructors was one of the research interests of the current study. In the study, Perceived ICC scale was included in the questionnaire to support the reliable assessment of participants' ICC levels. After the test of normality was conducted, it was found out that Perceived ICC scale had non-normal distribution all the other constructs mentioned above showed normal distribution. Therefore, so as to test the relationship among ICC, ICC Attitudes, ICC Knowledge, ICC Skills and Perceived ICC a non-parametric test Spearman's Rho was applied. ICC, ICC sub-scales (Attitudes, Knowledge, and Skills), and Perceived ICC were all found to have a strong positive correlation according to the results of the Spearman's Rho test.

Despite the small amount of research in the relationship among ICC and its components of English language instructors or pre-service English teachers, it could be stated that a few studies to be mentioned are in accordance with the finding of the current study. To name one of them, Oz & Saricoban (2014) in their study with 89 pre-service English teachers in Turkish context discovered that there were positive intensive significant correlations among the components of ICC and overall ICC. Also, all the components of ICC, Attitudes, Knowledge and Skills were positively and strongly correlated among each other. In another study with 102 English major students in

Hungarian context revealed that there was a strong correlation between ICC and PICC scale (Dombi, 2013). What is more, the ICC scale had strong positive correlation with PICC, ICC Knowledge and Skills. The study's data, however, revealed that there was no significant relationship between ICC Knowledge and ICC Attitudes and between ICC Skills and ICC Attitudes. Simply put, a participant with high ICC scores also got high scores in ICC Knowledge, ICC Skills and Perceived ICC Scale in which they were supposed to imagine themselves in communicative situations in an intercultural environment. Therefore, Dombi (2013) concluded that it is expected the more motivated people are to participate in intercultural interactions, the more likely it is that they will develop Knowledge and Skills in another culture, which supports their ICC.

As in the current study all the constructs mentioned above were positively correlated, it's critical to emphasize that all three ICC components—Knowledge, Attitudes, and Skills—significantly correlated with Intercultural Communicative Competence. Therefore, development of all dimensions should be supported. Basically, when people from diverse language and cultural backgrounds interact socially, they bring their knowledge of their own and other people's cultural environments. Creating and keeping successful cultural relationships strongly depend on the Attitudes. Additionally, intercultural communication processes, specifically, the Skills to interpret and establish connections between elements of different cultures as well as the Skills to discover and interact with others have an impact on both Knowledge and Attitudes (Byram 1997; Kramsch 2013; Oz & Saricoban, 2014). They all together build the overall ICC of individuals.

Comments and Discussion on the Relationship among ICC, Perceived ICC, CA and WTC

The current study also scrutinized the relationship among all the constructs mentioned in the study, namely ICC, PICC, CA and WTC. As mentioned previously, the data obtained from PICC and WTC scale demonstrated non-normal distribution.

Therefore, in order to examine the correlation among all four constructs a nonparametric test Spearman's Rho was employed. The results of the Spearman's Rho test for the correlation between ICC, Perceived ICC, CA, and WTC revealed a strong correlation between all of the variables stated. As expected by the researcher, Spearman's Rho revealed a significant negative correlation between the levels of ICC and CA. The correlation between ICC and WTC, on the other hand, was significantly and positively correlated. The scale which was employed to support the reliable results about the ICC levels of participants in the current study—PICC—generated results similar to ICC. The correlation between PICC and CA was significantly and negatively correlated whereas the relationship between PICC and WTC was significantly and positively correlated. PICC scale in these terms proved to be supporting the ICC levels of English language instructors.

As to the relationship between Communication Apprehension and Willingness to Communicate, it is already clearly stated in the literature that one of the variables that underlie the WTC construct is CA (MacIntyre, 1994; McCroskey, 1992). Going further, McCroskey & Richmond (1987) state that WTC is directly affected by CA and CA is indeed the foremost preceding component of WTC. The degree of a person's communication apprehension is also potentially the best indicator of that person's level of willingness to communicate. A high level of communication apprehension reduces a person's likelihood of being highly willing to communicate. In fact, current literature indirectly implies that those with high levels of apprehension or fear of speaking have an inclination for withdrawing from or avoiding conversation. This core information about the relationship between WTC and CA explains the strong negative correlation between CA and WTC obtained through the scrutiny of the overall data.

Many studies with English language teachers or English majors in the literature reveal strong negative correlation between CA and WTC, and they propose pedagogical suggestions related to that correlation. For instance, Nagy (2005) discovered that the less

comfortable English majors felt about speaking English, the less likely they were to do so. The researcher concluded that lowering the level of CA would be the best strategy to increase learners' WTC levels in L2 as they improve their proficiency as well. In another study Nagy (2006) revealed an indirect effect of CA on WTC. Simply put, it was stated that CA directly affected English majors' Self-perceived Communicative Competence and their WTC was directly affected by the latter. English majors in Hungarian context, as they perceived themselves as good communicators, tended to be more willing to use English. Their perceptions of L2 use was highly affected their level of anxiety to strike up conversations. In another study Nagy & Nikolov (2007) uncovered that the apprehension caused by a formal environment, the apprehension caused by bigger number of interlocutors or the apprehension of making mistakes fully affected English majors' willingness to communicate. Many other studies in Malaysian, Turkish, Romanian pre-service English language teacher contexts supported the negative strong correlation between CA and WTC, and highlighted CA as the key predictor of WTC in L2 (Asmalı et al., 2015; Oz et al., 2015; Reem et al., 2013; Sener, 2014).

The number of interlocutors in communication contexts and the level of distance of receivers mentioned in Willingness to Communicate Scale (McCroskey & Richmond, 1987) also strongly determine the level of Communication Apprehension in individuals. Commonly, as the number of receivers in the communication context increases and the distance in the types of receivers gets closer, the willingness to communicate in individuals increases. Correspondingly, the communication apprehension in them decreases. There are studies in the literature that correspond with these assertions. Abu Taha & Abu Rezeq (2018), for example, in their study with fourth year English major students in Palestinian context stated that the item "I like to get involved in group discussions" generated the highest amount of CA in them, hence the lowest amount of WTC. Similarly, Sener (2014) presented 'group discussions' as a cause of high CA and low WTC in ELT students as well. University seminars were one another example for such

kind of contexts (Nagy & Nikolov, 2007). Likewise, in the current study and many studies in the literature 'giving a presentation' caused a high level of CA accompanying with and indirectly implying a low WTC (Buss, 1980; Daly & Hailey, 1980; Daly & McCroskey, 1984; Hardi, 2018a; Hardi, 2018b; McCroskey, 1977; McCroskey, 1984; McCroskey & Richmond, 1987; Sener, 2014; Sinnett Jr. & Alishah, 2021). Correspondingly, Ghonsooly et al. (2013) found out that English majors in Iranian context were least willing to involve in role-play activities as they engender apprehension in students. Last but not the least, dyadic contexts over larger ones and friends and acquaintances over strangers were preferred more in Turkish ELT students context while speaking English, hence leading to more WTC and less CA.

As for the relationship among CA, WTC and ICC, the current study is unique in terms of working on ICC, CA and WTC constructs together with in-service English teachers in Turkish context. As mentioned before, while CA was negatively and significantly correlated with ICC and PICC constructs, WTC was positively and strongly correlated with ICC and PICC constructs in the current study. Overall, it could be concluded that as the willingness to communicate levels of English language instructors' increase, their ICC (Attitudes, Knowledge, and Skills) level and tendency to engage in intercultural encounters increase (PICC). Accordingly, higher CA levels of English language instructors hinder their ICC (Attitudes, Knowledge, and Skills) and competence in intercultural experiences.

The study's findings are similar to Dombi (2013) in which the relationship between ICC, CA and WTC including some other constructs in Hungarian context was examined. In the study, among all the affective variables studied, CA had the strongest negative correlation with ICC. Additionally, it was discovered that ICC and Willingness to Communicate in English correlated strongly. The parallel findings with the current study prove that apprehension is most likely to have an impact on performance in cross-cultural settings. Also, it was supported that the more ready students were for intercultural

communication, the more probable it was that they would succeed in such interactions. Individuals' Communication Apprehension about speaking in English hinders them from engaging in significant cross-cultural interactions, which in turn has a negative impact on their WTC and ICC levels.

Many studies have also cited cultural differences as one of the reasons of CA and not to mention indirectly WTC (Anyadubalu, 2010; Croucher, 2013; Gibson & Zhong, 2005; Pribyl et al., 1998; Taylor et al. 2013). Having said that, Shi-Yong & Ali (2015) emphasize the relationship among CA, WTC and ICC by stating that learning a foreign language involves more than just learning the language; it also involves acculturation, where students must learn to adapt to the communication styles of people from different cultures while simultaneously unlearning any potential communication barriers imposed by their own culture. They assert that the unwillingness to communicate in English as a foreign or second language in Chinese culture may be alleviated by reducing communication apprehension and making mistakes. The similar problem of apprehension in communicating in English could also be eased through lowering the level of apprehension in students and growing willingness to communicate in them.

McCroskey & Richmond (1987) already listed cultural divergence as one of the causes of variability in the willingness to communicate of L2 users. Culturally divergent people, as they are afraid of failure and negative consequences in L2 communication, are a lot less likely to be willing to communicate. This argument once again supports the strong negative correlation between ICC and CA, CA and WTC and the strong positive correlation between ICC and WTC in Turkish context as well.

The relationship between the three constructs once again could be explained through one of the causes of CA asserted by Buss (1980). Subordinate status happens when an individual communicates with someone with a higher rank. In this context, the proper behavior is determined by the person with the higher rank. People with high Communication Apprehension may take a native speaker as the person with higher rank

and therefore be less willing to communicate. In the literature, it is stated that CA is a construct that create distance and hierarchy (Kavanoz, 2017).

There are studies in the ELT literature that promote the intercultural awareness in order to grow higher WTC and lower CA in L2 use. Nagy (2005), for instance, in his study of WTC of English majors in relationship to CA, determined that it would be beneficial to boost students' pragmatic awareness and intercultural knowledge in order to promote more effective intercultural conversation between English majors and English speakers.

In studies related to EFL contexts, a low level of CA and hence high WTC in English use was asserted as the result of positive attitudes towards British and American community and cultures (Kiziltepe, 2000, as cited in Sinnett Jr. & Alishah, 2021). This explains the multi-faceted nature of ICC. Through developing better attitudes towards different cultures may increase the level of WTC in individuals and lower their apprehension in L2. This leads to a higher amount of intercultural contact and experience leading to a growth in Knowledge and Skills in another culture and language. Correspondingly, the more enthusiastic individuals are to participate in cross-cultural communications, the more possibly they will grow positive attitudes towards others, which in turn will help nurture their ICC.

Comments and Discussion on the Relationship between Demographic Features of the Participants and their ICC, PICC, CA and WTC Levels

The current study proceeded further to investigate whether individual differences, specifically demographic features, have an effect on the ICC, PICC, CA and WTC of English language instructors, and lead to any variances between the groups. Quantitative data was used with the purpose of examining the individual differences in terms of age, gender, years of teaching, educational background and time spent in a foreign country. While measuring the effect of aforementioned factors on ICC and CA parametric tests Independent Samples T-test and One-way ANOVA were applied. Conversely, for the same

purpose Kruskal Wallis and Mann Whitney U tests were conducted as the data from PICC and WTC showed non-normal distribution.

With reference to the findings about the effect of demographic features—age, gender, years of teaching, educational background, the amount of time spent in a foreign country—on the ICC level of English language instructors, no statistically significant relationship was found. However, there were some minor differences among the groups that worth pointing out.

In the literature, it is genuinely hard to find any studies that work on the effect of age on ICC levels of pre-service or in-service English language teachers. Firstly, the current study found no statistically significant difference among different age groups of English language instructors in terms of their levels of ICC. It could be noted that attaining ICC is a lifelong process and depends on the endeavor of individuals that it could be achieved any time. Brawuk & Brislin (1992) state that age has little bearing on intercultural sensitivity, which has significant pedagogical implications. People do not naturally grow interculturally sensitive as they age, at least not by living in their own society. This serves as a reminder of the value of intercultural education.

When it comes to the effect of gender on ICC levels of English language instructors, there are several studies in the literature that have similar findings to the current study. Including the current study, the studies with either in-service or pre-service English teachers found out that there is no significant effect of gender on ICC levels (Ghaemi & Sultani, 2023; Lei, 2021; Mirzaei & Forouzandeh, 2013; Oz & Saricoban, 2014). In addition, there was just a minor difference between the level of ICC in females and males in Lei (2021) and the current study. The females scored slightly higher. This result might be explained through some findings in the literature that women show stronger interest in target language cultures and speakers as well as having greater interaction with them (Dörnyei & Clément, 2001; Mori & Gobel, 2006; Sinnett Jr. & Alishah, 2021).

As for the years of teaching, the current study did not find any statistically significant difference between the ICC levels of various groups, either.

Although the literature provides some studies related to educational background of either pre-service or in-service English language teachers, there was no statistically significant difference among different educational backgrounds in the current study. For instance, Sevimeel-Sahin (2020) and Lei (2021) in their studies with ELT students found a statistically significant difference between the overall ICC levels of first and fourth year students. In another study with EFL teachers, Zhou (2011) stated that the ones with Masters or PhD degrees scored higher in their overall ICC.

Last but not the least, the amount of time spent in a foreign country showed no statistically significant effect on the ICC level of English language instructors. However, it is crucial to emphasize that as the amount of time increased the mean values of ICC levels increased as well. In studies with similar participants the importance of exposure to diverse environments was stressed. In those studies with pre-service or in-service English teacher contexts, it was revealed that the ones with a longer period abroad had higher levels of ICC (Hismanoglu, 2011; Oz & Saricoban, 2014; Zhou, 2011). It is thought that an individual's multicultural experience makes a significant contribution to the development of intercultural communication competence (Hapsari et al., 2022). It could be concluded that ICC is related to international experience and being exposed to culturally diverse environments. Simply put, they both promote individuals' ICC. What is more, although there isn't enough solid data to support this estimate, several studies in the literature indicate that it takes a minimum of two to three years to acquire intercultural sensitivity (Bennett, 1986; Brawuk & Brislin, 1992). Only 23—about one-fifth—of the participants in the study has 1-5 years of foreign country experience, and they have the highest mean levels of ICC. The effect could also be studied with a bigger number of participants who have at least three years of experience. It is also crucial to highlight that individuals' amount of intercultural interactions and their living conditions need to be taken into

consideration during their stays in a foreign country as the higher amount of foreign country experience may not always mean higher amount of intercultural interaction.

PICC was a notion adopted specifically in this study to address the requirement for various data from multiple sources in order to obtain a more solid and reliable picture of the participants' Intercultural Communicative Competence. In addition to the ICC subcomponent scales (on Attitudes, Knowledge, and Skills), this concept was used in a separate scale. In the current study, the PICC scale asks participants to imagine a circumstance and indicate how competent they believe they are in the presented intercultural situations. While in the ICC scale participants were asked to evaluate themselves for intercultural mastery, in PICC scale participants were asked to visualize themselves in intercultural encounters. PICC scale was used for a confirmatory purpose to measure the ICC of English language instructors as getting data about ICC levels of individuals through observation is highly costly and time-consuming. Therefore, in the literature there are not any studies available specifically working on the related concept in relation to demographic features.

With respect to the findings on the effect of demographic factors on Perceived ICC levels of English instructors, none of the demographic factors showed a statistically significant correlation with PICC levels. This finding verified the results got out of the data from ICC scale. What is more, as in the ICC scale, although there was not a significant correlation between PICC and amount of time spent abroad, the mean rank values of PICC increased as the amount of time spent abroad increased, too. This finding corroborate with the argument that longer stays are more effective in improving students' intercultural sensitivity (Bennett, 1986) once again as mentioned in the ICC and the amount of time spent abroad part.

It was asserted that one of the key reasons for high and low CA in individuals is their demographic features (Beatty et al., 1998). Referring to the findings on the effect of demographic factors on English language instructors levels of CA, the current study

identified that there was no statistically significant relationship of aforementioned demographic factors on the CA levels of English language instructors. Still, some findings in this construct of the study worth noting.

The study was unique in terms of working on the effect of age and years of teaching on the CA levels of EFL teachers. However, there was no statistically significant difference from the point of these two individual differences.

As for the effect of gender on the level of CA of English language instructors, the study concurred with a number of studies in the literature. Including the current study, in some other studies in the literature there was no significant difference between males' and females' CA statistically (Abu Taha & Abu Rezeq, 2018; Afghari & Sadeghi, 2012; Kavanoz, 2017; Sinnett Jr. & Alishah, 2021). However, in the current study and in Sinnett Jr. & Alishah (2021) females were recorded to have numerically higher CA than males. McCroskey et al. (1982) in their study with 106 secondary school teachers also found females especially in public speaking contexts showed higher CA. This may be an issue to be scrutinized with a larger population.

Title, job, and educational background were found to have important influences on CA level by Degner (2010) and Kasemkosin (2012) (as cited in Booncherd & Rimkeeratikul, 2017). Similar to other demographic factors, however, educational background did not have a significant effect on the CA levels of English language teachers in the current study. The findings of some studies with pre-service EFL teachers were in line with the current study. For example, Kavanoz (2017) found no statistically significant difference in terms of CA levels among different grades of ELT students. Similarly, Molnar & Crnjak (2018) did not detect a significant difference statistically on the CA levels of undergraduate and graduate English major students. In the same study, the year of study did not demonstrate an effect on communication apprehension. It was concluded that the assumption apprehension decreases by experience was refuted. This outcome supported the finding on the relationship between of years of teaching and CA in the current study.

Finally, yet importantly, the study is exemplary in terms of measuring the effect of time spent abroad on the CA levels of English language instructors. The study did not find any statistically significant difference among the groups. However, the finding that the mean values of level of CA declined as the amount of time spent abroad increased was noteworthy. This might need some further study for sure, in a study design which makes sure the participants involved in communicative intercultural encounters with people from other cultures during their stays abroad.

On the subject of Willingness to Communicate, the study found no significant relationship between WTC and the demographic features aforesaid. As there are some similar studies in the literature, there are certain things to explain that are remarkable.

The study is unique in terms of measuring the level of WTC of English language instructors with respect to different age groups. Oz (2014) in his study to examine WTC of pre-service English teachers in relation to personality traits, found no statistically significant difference among different age groups' WTC levels. The current study had a similar finding.

The next demographic factor the current study examined was gender. As stated before, the difference between male and female English language instructors was only negligible. The finding was consistent with many studies done with English majors (Afghari & Sadeghi, 2012; Bursali & Oz, 2017; Oz, 2014; Sinnott Jr. & Alishah, 2021). On the contrary, Gholami (2015), for example, in her study with TEFL, English Literature and Translations majors in Iranian context found significant differences between the WTC levels of males and females. The study also found that male English majors had higher WTC than their female counterparts. The researcher combined this finding to the other construct in her study, namely emotional intelligence. As the level of emotional intelligence in male participants was higher as well, the researcher concluded that males' higher emotional intelligence increase their willingness to initiate communication when given the choice. Despite finding no statistically significant differences, Bursali & Oz (2017) and

Sinnett Jr. & Alishah (2021) noted males to have higher WTC levels. The construct from a gender point of view may be studied with a greater number of participants and with equal number of males and females.

The last three constructs the current study examined the effect of were years of teaching, educational background and time spent abroad. No significant correlations were found these among these demographic groups and WTC levels of English language instructors. The literature is missing studies related to these individual differences. The literature with English language majors support the idea that as the contact with target culture gets more frequent either in real-life contexts or in classroom, the willingness to communicate levels of students increase (Nagy, 2009). It was also asserted in the literature that doctoral students as they grow their experience with the language and culture, come out to be less apprehensive and more willing to talk in English (Dombi et al., 2010, as cited in Dombi, 2013). Therefore, these constructs might deserve a further study.

Overall, demographic features did not show any significant correlation with the constructs in the study. Some minor but remarkable differences were explained in this part. We are to examine the literature with pre-service or in-service English teachers to talk about some factors that might lead to change in the main constructs of the current study. First of all, the reasons asserted by the studies related to the growth of ICC and PICC constructs are motivation to learn English (Mirzaei & Forouzandeh, 2013); the amount of time spent in a foreign country and exposure to the diverse cultures and languages (Mirzaei & Forouzandeh, 2013; Oz & Saricoban, 2014; Zhou, 2011); some personality traits such as being collectivist (Ghaemi & Sultani, 2023). Secondly, the causes declared by some studies in relation to the increase in CA are Self-perceived Communicative Competence (Nagy, 2006); L1 culture (Shi-Yong & Ali, 2015); number of receivers and formality in the communication context (Abu Taha & Abu Rezeq, 2018; Sinnett Jr. & Alishah, 2021); presence of others and peer evaluations (Adella, 2021;

Molnar & Crnjak, 2018). Lastly, the motives that affect the level of WTC either negatively or positively presented by the studies in the literature of ELT/English are Communication Apprehension (Asmalı et al., 2015; Nagy, 2005; Oz et al., 2015; Reem et al., 2013; Sener, 2014); Self-perceived Communicative Competence (Asmalı et al., 2015; Atay & Kurt, 2009; Nagy, 2005; Reem et al., 2013; Sener, 2014); ideal L2-self (Bursalı & Oz ,2017; Sak, 2020); intercultural understanding and pragmatic awareness (Atay & Kurt, 2009; Nagy, 2005; Sener, 2014); personality traits (Oz, 2014); topic of interaction (Atay & Kurt, 2009; Nagy & Nikolov, 2007); welcoming environment and support (Ghonsooly et al., 2013; Sener, 2014); motivation (Reem et al., 2013); degree of attention, number of receivers and evaluation (Atay & Kurt, 2009; Ghonsooly et al., 2013; Nagy & Nikolov, 2007; Sener, 2014).

Conclusion

In-depth analyses of the data gathered from the questionnaire have been presented in this chapter. The discussion of these findings and related comments in light of the literature review on the study's components were also covered in this chapter. Any implications that may follow, limitations, suggestions and the conclusion will all be covered in the following chapter.

Chapter 5

Conclusion and Suggestions

Introduction

This chapter provides pedagogical implications based upon the findings, limitations of the study and suggestions for further studies and the conclusion.

Pedagogical Implications

The current study aimed to investigate the Intercultural Communicative Competence (ICC), Communication Apprehension (CA) and Willingness to Communicate (WTC) levels of English language instructors in relation to one another and demographic differences. In the first place, the findings disclosed that the majority of English language instructors had an average level of ICC. The number of English language instructors with low ICC was more than the ones with high ICC. This might be a critical point for English language instructors. English language instructors play a vital part in encouraging students' ICC in the English language. Specifically, the literature suggests that teachers' perceptions of the importance of cultural instruction frequently align with the way they actually teach. When it comes to the cultural issues they address and the teaching strategies they use, teachers who believe that cultural teaching is valuable and significant for its own sake tend to support students' development of intercultural competence more than those who hold the opposite view. Since the teachers' own ICC is a measure of their practices in intercultural communicative competence teaching in classroom, they are expected to have high ICC. English language instructors should not only have a high level of ICC but also become aware of strategies for promoting ICC to their L2 learners in order to enhance their ICC. An English language instructor will feel more ready to teach ICC to students if they have a higher level of ICC. Currently, it is stated in the literature that although not fully achieved foreign language teachers are moving towards being 'intercultural competence teachers'. According to research, Turkish English teachers

perceive themselves as advantageous in terms of conveying an 'international culture' to their L2 students. Still, since the ICC of teachers plays a crucial role in the field of teaching, the ELT departments at Turkish universities should place a specific emphasis on building the ICC of pre-service English teachers in order to achieve the ICC teaching aim of teaching English. Also, the pre-service English teachers should be aware of the value of ICC in their instruction and work to enhance it through various means. Explicit teaching by offering not only elective but also must courses related to the improvement of ICC would be one of the ways for improving the ICC levels of pre-service English language teachers. Concerning ELT majors, the classes provided at universities should concentrate on not culture teaching only but ICC teaching. As pre-service English teachers improve their levels of ICC, they show higher eagerness and interest to communicate socially with people from diverse backgrounds or people who speak different languages. As a result, they create more learning opportunities for themselves. When it comes to the actual teaching practices, since teachers' motivation to promote students' ICC is thought to be strongly associated with their familiarity with the cultures of the target languages they teach, teachers' ICC levels will help them create, promote, and convey culture related instructional activities. Simply put, EFL teachers' higher level of ICC may reflect on their cultural teaching beliefs and practices. What is more, as according to the findings of the current study ICC Attitudes, ICC Knowledge and ICC Skills are strongly correlated with each other and with overall ICC, ICC teaching in ELT departments and in EFL teaching should never be limited to knowledge of the target culture. ICC teaching should involve developing positive attitudes towards not only the community of the target language but also towards any community with a possible international encounter in the world so that the students would acquire the necessary skills to relate to them. An intercultural approach to foreign language teaching should also involve understanding other cultures in line with students' own culture. Finally, but importantly, although no significant difference but since the mean levels of ICC increased as the time spent in a foreign context increased in the current study, ELT departments should increase pre-service English

language teachers' international experience through increasing the number of international exchange programs. However, as not every student could reach the mentioned opportunities above, promoting ICC would still be carried out in classroom context. As the literature suggests, the classroom setting is equally ideal for giving students opportunity to grasp frameworks through which culturally distant groups control their activities. Study abroad programs are not the only way to get cultural knowledge, positive attitudes and the necessary skills for meaningful intercultural encounters. However, when deciding what culture to teach and how much of it, the textbooks relied on in the classroom might not provide the sufficient amount of resources in terms of intercultural teaching. Therefore, researchers with specialization in cultural studies and intercultural communication should work with language teacher trainers to develop teacher training and professional development programs that engage teachers in intensive learning about some major cultural issues and skills in home, target and world cultures. This will help language teachers to be able to create their own culture teaching materials or activities, to identify and interpret cultural issues that emerge in teaching materials, to build their confidence in dealing with challenging or unusual situations, and to improve their ability to communicate across cultural groups.

As for the findings related to CA of English language instructors, the current study revealed that English language instructors had average CA. Another critical point among the findings of the current study was that the number of English instructors with high CA was higher than the ones with low CA. What is more, English language instructors in Turkey showed the highest CA while they are giving presentations in English. The pedagogical implication about this finding would be that teacher trainers at Turkish universities should be conscious of debilitating effects of communication apprehension on students even if they are ELT majors. In addition, teacher trainers should be mindful of the possible increase they themselves might cause in the communication apprehension levels of ELT students, and they should act in ways that do not stimulate the avoidance of

communication in ELT students. Teacher trainers should foster an environment that encourages equality in the classroom and increases students' interest in the subject matter since high CA generates distance and conveys supremacy. Teacher educators may eliminate psychological barriers, build empathy with potential teachers, and promote a fun learning atmosphere by connecting with them more effectively. The efficacy of teaching and learning will undoubtedly be affected by creating a safe, encouraging atmosphere. Additionally, although no statistically significant difference, the mean values of CA in English language instructors got lower as the amount of time they spent abroad got longer. This finding again highlights the importance of study abroad programs especially for the students of language teaching.

With reference to the findings connected to WTC levels of English language instructors, the current study disclosed that English language instructors in Turkey had average WTC. A more propitious result was that the number of English language instructors with high WTC was more than the number of English language instructors with low WTC. As the literature suggests, CA is one of the biggest factors that lead to a change in WTC levels of individuals. Therefore, it could be asserted that either in language teaching or language teacher training contexts, the number one thing to generate more willingness to communicate in L2 would be to lower the level of communication apprehension in students. It might be argued that creating a very encouraging learning atmosphere in the language or teacher training classroom can encourage language learners to speak up more in their classes. In order for students to feel safe, language teachers or teacher trainers should provide a relaxing and supportive environment in which students may support one another while working on demanding and intriguing activities. Also, students can be taught some basic relaxation methods to help them cope with their apprehension.

In relation to the relationship among ICC, CA and WTC, the study concluded that they were highly correlated. As anticipated by the researcher, ICC-CA and WTC-CA had

negative strong correlations while ICC-WTC had positive significant correlations. The PICC scale which was used to measure the levels of ICC from a more communicative point of view showed the same results with ICC regarding the correlation with CA and WTC, which was as expected and supported the output from ICC scale once again. As the findings of the current study suggested, ICC of individuals was highly affected by their level of communication apprehension and willingness to communicate. Thus, it would be vital to alleviate learners', either EFL or ELT students', fear while speaking English because it might have a detrimental effect on their growth, undermine their performance, and prevent them from communicating with people in English. Alleviating students' apprehension in the classroom context can be accomplished by fostering a calm and welcoming environment that is without of competition and destructive evaluation. The other way around is also true. Curriculum developers, teacher trainers or EFL teachers, if they construct their classes to build ICC Attitudes, ICC Knowledge and ICC Skills, students' Willingness to Communicate with another person from another culture will also increase. As students build confidence in this, they will subdue their apprehension and will be able to cope with challenges of international encounters.

Overall, as the participants in the study are English language instructors, the pedagogical implications presented here might meet the needs of not only language teacher training departments but also curriculum development programs, professional development programs, language teaching institutions and language teachers themselves.

Limitations of the Study

The current study has some minor limitations. First of all, it is assumed that the participants responded candidly to the quantitative measurement scale. The study accepted the quantitative measure to determine the levels of English language instructors' ICC, CA and WTC. Considering that assessing the aforementioned constructs through

observations is very time-consuming and costly, the study relied on only quantitative data. As McCroskey (1984) also states self-report measures through interviews or questionnaires in which the respondents has nothing to gain or lose through not stating their true feelings are more valid, the study preferred using a questionnaire. What is more, techniques such as observations for the related constructs are believed to be poor and to have low or moderately low validity.

Secondly, in order to measure the level of ICC, CA and WTC of English language instructors in Turkey, instructors from 8 different universities were reached through convenience sampling method. The data in the study includes only a limited number of universities. What is more, as the number of female English language instructors in Turkish universities is more than the number of male English language instructors in participating universities, the number of female and male participants in the study is not equal.

Suggestions for Further Studies

After the thorough scan of the literature related to the related construct of the current study, it is recognized that in order for individuals to exhibit their true abilities for communicating in intercultural contexts, they need to have a positive self-perceived linguistic image of themselves. In other words, in order for individuals for individuals to show high WTC and low CA in intercultural contexts, they need to be sure about their linguistic abilities. Therefore, a further study can include Self-perceived Communication Competence (SPCC) of English language instructors in addition to three other constructs examined in this study. What is more, as according to the literature L2 use is mostly related to situational WTC and CA and they could be developed, in another study, the WTC and CA levels of English language instructors could be examined in relation to some personality traits such as self-esteem or introversion.

Secondly, a developmental study in which English language instructors get explicit formal training about ICC through some professional development programs could also be conducted. As the demographic features in the study revealed some factors such as age or years of teaching did not tell much about the level of ICC, CA or WTC, it could be stated that it is a life-long process and people can strive to work on them at any part of their lives. Besides ICC training, a welcoming and relaxed environment could be provided to English language instructors in which they can develop higher WTC and better skills to cope with their apprehension while communicating as a part of the training program. Two different methods could be used in a developmental study with English language instructors. They could take pre and post tests before and after they get formal training. Similarly, there could be one control group which does not get formal training and an experimental group which takes formal training of ICC in which WTC is promoted. For such kind of a study, first of all a thorough ICC class should be designed by thinking carefully how achieving a good level of ICC with necessary knowledge, attitudes and skills would be possible.

Conclusion

The current study questions the Intercultural Communicative Competence (ICC), Communication Apprehension (CA) and Willingness to Communicate (WTC) levels of English language teachers in Turkey. The study also examines whether there is a relationship between the aforementioned constructs. The related constructs all together is not studied before in ELT Turkish context before. What is more, similar studies are usually conducted with ELT or English major students. The study is unique in terms of working with English language instructors who actively teach at various universities in Turkey. As in current language classes an intercultural approach rather than only a grammar-based or communicative one, a process-oriented performance-based assessment system rather than highly exam-oriented assessment system is supposed to be adopted, the present condition of English language instructors as the key role-models for ICC, WTC and CA for

tertiary level educations was examined within the scope of this study. What is more, the study deals with the question whether there is a relationship between demographic factors and the aforesaid constructs. A comprehensive analysis was done considering the relationship of the preceding constructs with age, gender, years of teaching, educational background and time spent in a foreign country.

Taking the research purposes into account, the quantitative data collected from 8 different universities in Turkey through convenience sampling method. 84 of the 108 participants were females while 24 of them were males. They were teaching English at various levels at School of Foreign Languages. A valid scale including four different parts were applied to the participants. The first part of the scale included questions related to Willingness to Communicate (WTC) (McCroskey, 1992). The second part of the questionnaire was composed of questions related to Perceived Communicative Competence (PICC) (McCroskey & McCroskey, 1988; Byram, 1997). The third part was measuring Communication Apprehension (CA) (McCroskey, 1982). The final part of the questionnaire included questions about ICC in relation to ICC Attitudes, ICC Knowledge and ICC Skills (Byram, 1997; Byram & Flemming, 1998; Kramsch, 1998; Jaeger, 2001; Zaharna, 2009). Overall, the scale was developed for Hungarian English major students by Dombi (2013) and it included some other constructs. In the current study, only four of the constructs were chosen and some necessary adaptations were conducted as the new scale was going to be used with English language instructors in Turkish context. As the participants were professionals living in Turkey some occupational and cultural adaptations were made. While performing the necessary changes in the scale, the distance of types of receivers and the number of interlocutors in communication contexts were carefully and correspondingly considered. Later, the validity of the new scale with four different parts was measured through the data from 34 English language teachers, 27 females and 7 males, from the two biggest participating universities. Cronbach's Alpha values for each scale were checked. The same procedure was also applied to the data

from bigger population which was composed of 108 participants. The scale used in the study proved to be reliable.

By using SPSS version 23 the quantitative data analyses were led. After descriptive statistics were applied, both parametric and nonparametric tests (Independent Samples T Test, One-Way ANOVA, Mann-Whitney U Test, Kruskal Wallis and Spearman's Rho were used based on the normality of the data obtained from each scale. The analyses disclosed that English language instructors had average level Intercultural Communicative Competence (ICC), Communication Apprehension (CA) and Willingness to Communicate (WTC). The score English language teachers got from Perceived Intercultural Communicative Competence (PICC) scale, which was used in order to support ICC Scale from a more communicative point of view, was in line with the score they got from ICC Scale. English language instructors had average Perceived Intercultural Communicative Competence (PICC). There was a statistically significant positive relationship among ICC, ICC Attitudes, ICC Knowledge, ICC Skills and PICC scales, which was very meaningful for the study's findings. Similarly, there was strong statistical relationship among ICC, PICC, CA and WTC, which was another significant finding of the study. The correlation between ICC-PICC-WTC was positive while correlation between ICC-CA, PICC-CA and WTC-CA was negative, which was as anticipated by the researcher. The demographic factors showed no significant effect on the constructs of the study. However, as the time spent in a foreign country increased, the mean values and mean ranks of ICC and PICC respectively increased while the mean values of CA decreased, which was worth mentioning in the study.

Considering these findings, this study proposes a number of implications that would contribute to development of language teacher education departments, professional development programs, curriculum developers, language teaching institutions and language teachers such as promoting intercultural teaching in classrooms in a welcoming environment by using techniques to lower the level of communication apprehension. The

study also implied that English teachers are supposed to improve their levels of ICC and WTC by also coping with their CA. Therefore, language teaching departments while forming language teachers should adopt a curriculum that aims to raise pre-service English language teachers' ICC levels by cooperating with researchers who have a specialization in cultural studies and intercultural communication. What's more, according to the findings of the study demographic factors did not lead to a change on ICC, CA and WTC levels of English language instructors. It could be assumed that improving all these factors is a life-long process involving individual effort. Although no significant difference, the mean values and mean ranks of ICC and PICC increased as the time spent in a foreign country increased and the mean values of CA decreased as the time spent in a foreign country increased. For this reason, another significant implication would be increasing the number of study abroad programs in language teaching departments and providing visiting abroad opportunities to language teachers as a part of professional development programs. Also, as foreign country experience may not always be possible, the study also implies that the opportunity of intercultural experience should be promoted through some activities inside the classroom and within the native country.

All in all, the study presents various implications for the advantage and meaningful use of language teaching departments, professional development programs, curriculum developers, language teaching institutions and language teachers.

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APPENDIX-A: Main Study Questionnaire (ICC, PICC, CA and WTC Scale)

Q1	Age:	(a) 21-25	(b) 26-3	(c) 31-35	(d) 36 and over			
Q2	Gender:	(a) Male	(b) Female					
Q3	Institution:	.....					
Q6	How many weeks or months or years have you spent in a/an English speaking country?							
1	Country	.....	.....	week(s)	.....	month(s)	...	year(s)
	a) Tourist	b) Study	c) Work	d) Other: (Please specify)				
2	Country	.....	.....	week(s)	.....	month(s)	...	year(s)
	a) Tourist	b) Study	c) Work	d) Other: (Please specify)				
3	Country	.....	.....	week(s)	.....	month(s)	...	year(s)
	a) Tourist	b) Study	c) Work	d) Other: (Please specify)				
Q7	How many weeks or months or years have you spent in a context where you used English? Indicate where and how long you stayed and what you did (tourist, study, work, etc.):							
1	Context	.....	.....	week(s)	.....	month(s)	....	year(s)
	a) Tourist	b) Study	c) Work	d) Other: (Please specify)				
2	Context	.....	.....	week(s)	.....	month(s)	....	year(s)
	a) Tourist	b) Study	c) Work	d) Other: (Please specify)				
3	Context	.....	.....	week(s)	.....	month(s)	....	year(s)
	a) Tourist	b) Study	c) Work	d) Other: (Please specify)				
Q8	What degrees did you obtain after you finished university?							
	(a) M.A./M.B.	(b) PhD.						
Q9	How many years have you been teaching English?							
	(a) 1-5	(b) 6-10	(c) 11-15	(d) 16-20	(e) 21-25	(f) 26 and over		

Dear Colleagues,

I kindly ask you to complete this survey, which is part of my PhD research. This is not a test, so there are no 'right' or 'wrong' answers. I am interested in your personal opinion and experiences. Please give your answers sincerely, as only this will guarantee the success of my investigation.

I. Imagine that you are a visiting scholar in a foreign country. You find yourself in situations in which you have the chance to talk in English to both native and non-native speakers of English. For each of the 9 situations below, indicate how often you would be willing to talk in English.						
		Always	Often	Sometimes	Seldom	Never
		(5)	(4)	(3)	(2)	(1)
1	Give a presentation in English to a group of English-speaking strangers in school.					
2	Talk in English in a group of English-speaking friends in a gym.					
3	Give a presentation in English to a group of English-speaking colleagues at school.					
4	Talk in English with an English-speaking acquaintance while waiting for the bus.					
5	Talk in English in a group of English-speaking strangers at a birthday party.					
6	Talk in English with an English-speaking colleague before a lesson.					
7	Talk in English in a group of English-speaking acquaintances at a barbecue.					
8	Give a presentation in English to a group of English-speaking professionals of other disciplines.					
9	Talk in English with an English-speaking stranger on a train.					

<p>II. Imagine that you are a visiting scholar in a foreign country. You find yourself in situations in which you have the chance to talk in English to both native and non-native speakers of English. Please indicate how competent you believe you are in each of the 18 situations described below.</p>		Completely Competent	Competent	Undecided	Incompetent	Completely Incompetent
		(5)	(4)	(3)	(2)	(1)
1	Ask English speaking friends about general attitudes towards immigrants and minorities in their country.					
2	Discuss with a group of English-speaking acquaintances the similarities between social networking in their country and in Turkey.					
3	Ask English speaking friends about public holidays in their country.					
4	Discuss with an English-speaking colleague the differences between teaching/professional life there and in Turkey.					
5	Explain in English to an English-speaking acquaintance why 29 th October is a public holiday in Turkey.					
6	Discuss with an English-speaking friend the differences between attitudes towards people from different cultures in Turkey and in other European countries.					
7	Talk in English about the way Turks celebrate their religious holidays in a small group of English-speaking strangers.					
8	Discuss with a group of English-speaking acquaintances the similarities between Turkish movies and movies in their country.					
9	Discuss with an English-speaking friend the differences between family values in their country and in Turkey.					

III. Below are 18 statements about how you might feel about communicating in English with others. Please indicate the degree to which each statement applies to you by marking whether you:		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
		(5)	(4)	(3)	(2)	(1)
1	I am usually very calm and relaxed in conversations when I have to speak English.					
2	I dislike participating in group discussions in English.					
3	Certain parts of my body feel very tense and rigid while giving a presentation in English.					
4	I tend to feel very nervous in a conversation in English with a new acquaintance.					
5	I am tense and nervous while participating in group discussions in English.					
6	While giving a presentation in English, I get so nervous I forget facts I know.					
7	Engaging in a group discussion in English with new people makes me tense and nervous.					
8	I am usually very tense and nervous in conversations when I have to speak in English.					
9	I am calm and relaxed while participating in group discussions in English.					
10	I face the prospect of giving a presentation in English with confidence.					
11	I have no fear of speaking up in English conversations.					
12	I like to get involved in group discussions in English.					
13	I have no fear of giving a presentation in English.					
14	My thoughts become confused and jumbled when I am giving a presentation in English.					
15	I am afraid to speak up in English in conversations.					
16	I tend to feel very relaxed in an English conversation with someone I've just met.					
17	Generally, I am comfortable while participating in group discussions in English.					
18	I feel relaxed while giving a presentation English.					

IV. Please read the statements below. Think about how true they are for you.		Absolutely true	Somewhat true	In between	Somewhat false	Absolutely not true
		(5)	(4)	(3)	(2)	(1)
1	I do not like teaching American/British culture.					
2	When I have to speak English on the phone I easily become anxious.					
3	I often notice differences between the way Turks and British/American people do things.					
4	I am interested in different cultures: music, art, and history.					
5	I can read people's gestures and body language easily.					
6	I often notice the differences between the way Turkish and American/British people behave.					
7	I know many differences between the way British/American and Turkish people behave in social situations, in a pub, for example.					
8	I think I am often able to express myself in English.					
9	I find it challenging to communicate with strangers in English.					
10	I am very interested in the way people use gestures and body language.					
11	I know how to communicate with strangers in Turkish.					
12	I would like to know more about many other cultures.					
13	I must know my own culture well to understand other cultures.					
14	I am often misunderstood in Turkish.					
15	I know nothing about the differences between the way American/British and Turkish people behave at their workplaces.					
16	I often feel I do not know enough about my own culture.					
17	I enjoy learning more about British and American culture.					
18	I often worry that what I say in English is not appropriate.					
19	Using formal language in Turkish is very easy.					
20	I wish I knew more about different cultures: music, art and history.					
21	I know a lot of facts about life in Great Britain.					
22	I know a lot of facts about life in the USA.					
23	I feel uncomfortable in the company of foreigners.					

APPENDIX-B: Ethics Committee Approval



T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Sayı : 35853172/ 433-2199

13 Temmuz 2015

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi: 02.07.2015 tarih ve 1248 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı doktora programı öğrencilerinden **Sezer ÜNLÜ**'nün **Doç. Dr. Arif SARIÇOBAN** danışmanlığında yürüttüğü "**Türk İngilizce Öğretmenlerinin Kültürlerarası İletişim Yetisi, Kültürlerarası İletişim Kaygısı ve Kültür/Kültürlerarası Öğretim Konusundaki Algulamaları**" başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun 07 Temmuz 2015 tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi rica ederim.

Prof. Dr. Ömer UĞUR
Rektör a.
Rektör Yardımcısı

Ek: Tutanak

APPENDIX-C: Declaration of Ethical Conduct

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

...../...../.....

Sezer Ünlü

APPENDIX-D: Thesis/Dissertation Originality Report

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of Foreign Language Education

Thesis Title: Intercultural Communicative Competence, Communication Apprehension and Willingness to Communicate Levels of English Language Instructors

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

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Filtering options applied:

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I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name
Lastname: Sezer Ünlü

Student No.: N10143434

Department: Department of Foreign Language Education

Program: English Language Teaching Program

Status: Masters Ph.D. Integrated Ph.D.

ADVISOR APPROVAL

APPROVED
(Prof. Dr. İsmail Hakkı Mirici)

APPENDIX-E: Yayınlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikrî mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- Enstitü/ Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. ⁽¹⁾
- Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren ... ay ertelenmiştir. ⁽²⁾
- Tezimle ilgili gizlilik kararı verilmiştir. ⁽³⁾

..... /..... /.....

Sezer ÜNLÜ

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

- (1) Madde 6. 1. Lisansüstü tezle ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.
- (2) Madde 6. 2. Yeni teknik, materyal ve metodların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.
- (3) Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlerle ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.

Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

* Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.

