



**HACETTEPE ÜNİVERSİTESİ**  
**EĞİTİM BİLİMLERİ ENSTİTÜSÜ**

Department of Foreign Language Education  
English Language Teaching Program

PRE-SERVICE ENGLISH TEACHERS' PERCEIVED LEVELS OF AND  
PERCEPTIONS ON INTERCULTURAL COMMUNICATIVE COMPETENCE

Meltem ŞEN

Master's Thesis

Ankara, (2020)

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

*To the leading edge... Toward being the best...*



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HİZMET ÖNCESİ İNGİLİZCE ÖĞRETMENLERİNİN KÜLTÜRLERARASI  
İLETİŞİM YETİSİ SEVİYELERİ VE ALGILARI

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## **Abstract**

Nowadays, intercultural communicative competence (ICC) gains importance in this globalized world, and ultimately in foreign language education. Teachers' perspectives on intercultural communicative competence are one of the research areas in the field. Hence, this study aimed to investigate pre-service English teachers' intercultural communicative competence level and their perspectives on ICC in English as a Foreign Language (EFL) setting. The participants were 130 pre-service English teachers studying at a major state university in Turkey. Intercultural communicative competence questionnaire (ICCCQ) and semi-structured interviews were applied to find out participants' level of ICC and their perspectives on ICC. The data analysis was carried out through statistical analysis and content analysis. The results showed that participants had high levels of ICC and there was not a statistically significant difference between freshman and senior students' perceived level of ICC. While there was a statistically significant difference in participants' ICC levels with regard to gender, there was not a strong correlation between their ICC levels and academic achievement. Pre-service English teachers' understanding of ICC was limited and they generally defined it based on attitudes. They were aware of the importance of ICC in foreign language education. They perceived the place of ICC in teacher education inadequate and highlighted the necessity of ICC in teacher education. They provided suggestions such as including courses integrating ICC and infusing student-exchange programs to promote ICC in teacher education. Implications were provided for pre-service teachers, teacher trainers, in-service teachers and material designers to develop foreign language learners' ICC.

**Keywords:** intercultural communicative competence, pre-service English teachers' perspectives, foreign language teaching, culture, EFL setting.

## Öz

Bu globalleşmiş dünyada kültürlerarası iletişim yetisi her geçen gün önem kazanmaktadır ve dolayısıyla bu kavramın yabancı dil eğitiminde de önemi artmaktadır. Kültürlerarası iletişim yetisi üzerine öğretmenlerin bakış açısı bu alandaki çalışma konularından biridir. Böylece, bu çalışma yabancı dil olarak İngilizce bağlamında hizmet öncesi İngilizce öğretmenlerinin kültürlerarası iletişim yetisi seviyelerini ve onların kültürlerarası iletişim yetisi üzerine bakış açılarını incelemeyi amaçlamıştır. Katılımcılar Türkiye’de başlıca bir devlet üniversitesinde eğitim alan 130 hizmet öncesi öğretmen olmuştur. Katılımcıların kültürlerarası iletişim yetisi seviyelerini bulmak için kültürlerarası iletişim yetisi anketi ve onların bu konu üzerine bakış açılarını öğrenmek için yarı yapılandırılmış mülakatlar uygulanmıştır. Veri analizi istatistiksel analiz ve içerik analizi ile gerçekleştirilmiştir. Katılımcılar arasında yüksek seviyede kültürlerarası iletişim yetisi bulunmuştur. Birinci sınıf ve son sınıf katılımcıların kültürlerarası iletişim yetisi seviyelerinde istatistiksel olarak önemli bir fark bulunmamıştır. Katılımcıların kültürlerarası iletişim yetilerinde cinsiyete göre istatistiksel olarak bir fark bulunurken akademik başarılarına göre bir fark bulunmamıştır. Hizmet öncesi İngilizce öğretmenlerinin kültürlerarası iletişim yetisi kavramından anladıkları sınırlıdır ve kavramı davranışlara bağlı olarak tanımlamışlardır. Katılımcılar yabancı dil eğitiminde kültürlerarası iletişim yetisinin önemini farkındadır. Hizmet öncesi İngilizce öğretmenleri öğretmen eğitiminde kültürlerarası iletişim yetisinin yerini yetersiz bulmuştur ve öğretmen eğitiminde kültürlerarası iletişim yetisinin gerekliliğini vurgulamışlardır. Katılımcılar öğretmen eğitiminde kültürlerarası iletişim yetisini geliştirmek için kültürlerarası iletişim yetisi ile ilgili dersler ve değişim programları gibi farklı önerilerde bulunmuşlardır. Araştırma sonunda hizmet öncesi öğretmenler, yabancı dil öğretmenleri, öğretmen eğitimcileri ve materyal tasarlayanlara yabancı dil öğrencilerinin kültürlerarası iletişim yetisini geliştirmek için tavsiyelerde bulunulmuştur.

**Anahtar sözcükler:** kültürlerarası iletişim yetisi, hizmet öncesi İngilizce öğretmenlerinin bakış açıları, yabancı dil öğretimi, kültür, yabancı dil olarak İngilizce ortamı.

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## **Symbols and Abbreviations**

**CALL:** Computer Assisted Language Learning

**CEFR:** Common European Framework of Reference for Languages: Learning, teaching, assessment

**EFL:** English as a Foreign Language

**EIL:** English as an International Language

**ELF:** English as a Lingua Franca

**GPA:** Grade Point Average

**ICC:** Intercultural Communicative Competence

**ICCQ:** Intercultural Communicative Competence Questionnaire

**ICT:** Information and Communication Technology

**MALL:** Mobile Assisted Language Learning

**MEB:** Milli Eğitim Bakanlığı

**TPR:** Total Physical Response

**YÖK:** Yükseköğretim Kurulu

## Chapter 1

### Introduction

Foreign language education is a key for language learners to discover other languages and cultures. This discovery enables them not only to know and understand other people but also to improve themselves by broadening their horizons. Developing proficiency in a foreign language and competence in that culture enable individuals to have powerful reflections into their conception of the world (Fantini, 2000).

In this increasingly globalized world, changing societal needs lead people to interact with each other in international settings with different purposes. This means that people communicate with their interlocutors who come from different cultural backgrounds. To have a good communication process, this requires them to be open to the other cultures and to develop an understanding of the others. These new circumstances inevitably influence foreign language education by placing emphasis on intercultural communication and intercultural communicative competence (ICC). According to Gudykunst (2003), intercultural communication refers to face-to-face interaction between people from diverse cultural backgrounds. Additionally, according to Byram (1997), intercultural communication takes place in the following situations:

Between people of different languages and countries where one is a native speaker of the language used;

Between people of different languages and countries where the language used is a lingua franca;

And between people of the same country but different languages, one of whom is a native speaker of the language used. (p. 22)

When it comes to ICC, different scholars highlighted the importance of ICC and a variety of definitions of the term have been suggested (Byram, 1997; Deardorff, 2006; Fantini, 2000; Liddicoat & Scarino, 2013). According to Byram (1997), the term refers to the ability to communicate with people from other countries and cultures. Moreover, Fantini (2000) draws attention to three principle themes in explaining ICC as the ability to enhance and continue relationships, the ability to make contact with others in an effective and appropriate manner with minimal loss in meaning and the ability to be in harmony with others and cooperate with them.

As for Liddicoat and Scarino (2013), it is the ability of accepting differences, valuing both home culture and other cultures, exploring cultures and finding a personal intercultural identity and style. In addition to these definitions, Deardorff (2006) explains the concept as the ability to communicate both appropriately and effectively in intercultural settings by using intercultural knowledge, attitudes and skills. Throughout this paper, the term ICC will refer to Deardorff's (2006) definition.

In this sense, communicative competence model focusing on native speaker norms seems outdated in using and learning an international language in intercultural contexts (Alptekin, 2002; Liddicoat, Papademetre, Scarino, & Kohler, 2003; Piątkowska, 2015). What individuals need is intercultural competence (Byram, 2006). It is pivotal to take into consideration "the implications of the international status of English in terms of appropriate pedagogies and instructional materials that will help learners become successful bilingual and intercultural individuals who are able to function well in both local and international settings" (Alptekin, 2002, p. 63). In this direction, Liddicoat (2008) suggested implications for teachers to develop their learners' perspectives on language and culture by applying intercultural approach in the lessons.

In language education, intercultural approach does not view native speaker competence as the ultimate goal, but instead of that it sees intercultural communicative competence as the aim of language learning and teaching. Intercultural approach aims to guide language learners so that they can see different cultures with a viewpoint of informed understanding (Corbett, 2003). Language improvement and development remain one of the aims in intercultural approach; in addition, this aim is connected to the equally significant goal of intercultural mediation and understanding. Intercultural skills and knowledge become the central stage and they constitute an integral component of the curriculum (Corbett, 2003). With this feature, it brings a different approach to teaching culture when compared to earlier approaches.

To put it simply, the goal of intercultural dimension is to urge individuals to become intercultural speakers or mediators so that they can understand multiple identities and complexity, and avoid stereotyping (Byram, Gribkova, & Starkey, 2002). "Intercultural speakers have competences which enable them to mediate / interpret the values, beliefs and behaviours (the 'cultures') of themselves and of

others and to 'stand on the bridge' or indeed 'be the bridge' between people of different languages and cultures" (Byram, 2006, p.1). For students to gain these competencies, language teachers are of capital importance.

In foreign language education, teachers play a crucial role by presenting and representing the target language and the culture of the target language. At the same time, one of the main goals of foreign language education is to provide learners with an opportunity to develop their communication with other people who have different cultural and personal backgrounds (Kramsch, 2013). This necessitates the teachers to have a full command of the language and to be competent in cultural knowledge. Furthermore, when we take the globalization into consideration, it is not enough for teachers to have only cultural knowledge, instead, they need to have intercultural communicative competence nowadays.

Intercultural dimension necessitates language learners and teachers to respect and pay attention to their native language and culture as well. In intercultural approach, it is significant to perceive culture in a broad way and at the same time it should be viewed at the core of individuals' experiences (Liddicoat & Scarino, 2013). It is important that learning materials integrate features of learners' own culture. Additionally, non-native teachers become especially valuable for their capability to move between target cultures and home culture (Corbett, 2003).

These new circumstances bring about a change in teachers' roles as well. Teachers need to develop not only their learners' knowledge about language and culture but also their awareness, attitudes and skills (Byram et al., 2002). Teachers need to develop students' ICC, which give students an opportunity to communicate with their interlocutors with various cultural backgrounds, a particular individuality and multiple identities (Byram et al., 2002). In ICC, another role of the teacher is to enhance language learners' autonomous learning skills (Aguilar, 2009). Teachers' task is to promote their students' interaction with different cultures in order to relativize their perception of their own behaviors, beliefs, and cultural values as well as to encourage them to investigate the otherness for themselves (Byram, Nichols, & Stevens, 2001). Accordingly, for intercultural dimension, Byram et al., (2002) point out that teachers need skills which create a classroom atmosphere in which students take risks about what they feel and think. Practice and reflection on experience are the best ways to develop these kinds of skills in language learners.

This requires teachers to cope with language learners' beliefs, emotions, values and attitudes. Aguilar (2009) states that teachers need to encourage language learners to have tolerance of ambiguity, develop their understanding of cultural values and help them to enhance collaboration and their ability to empathize with others. Aguilar (2009) calls these teachers intercultural teachers who are able to arouse their learners' curiosity about otherness and difference and enable them to perceive the relation between other cultures and their own culture.

In the light of these developments, an important point which is necessary to be taken into consideration is that English teachers do not take formal education related to intercultural communication and they are not experts in intercultural training (Snow, 2015). At this point, it is important to understand pre-service English teachers' perspectives on ICC to evaluate the current situation of the concept.

### **Statement of the Problem**

The relationship between globalization and English language have become more complex in the last two decades, and everyday communication for most people transforms into intercultural communication due to the fact that people with different backgrounds come together through new technologies and globalization (Sharifian, 2013). Particularly in foreign language education, to establish a good communication between people from various cultural backgrounds, a need for shifting from developing native-like competencies to a more realistic competence have been realized (Sharifian, 2013). With this realization, priority have been given to learner differences, attitudes and emotions, experiences, and recognizing the other (Karabinar & Guler, 2013). Thus, intercultural communicative competence has gained importance in foreign language education.

A large and growing body of literature has investigated ICC from different points. In Turkey, the studies concerning ICC focuses on English language teachers' opinions and classroom activities, pre-service English teachers' ICC levels and language learners' ICC (Atay, Kurt, Çamlıbel, Ersin, & Kaslıoğlu, 2009; Ekmekçi, 2017; Güven, 2015; Karabinar & Guler, 2013; Oz, 2015; Saricoban & Oz, 2014; Yıldız, 2016). In another study, Bektaş-Çetinkaya (2013) examined pre-service English teachers' opinions about self and target cultures and English language.

However, there is still a need to understand pre-service English teachers' perspectives on ICC.

The primary problem of this study is to examine pre-service English teachers' ICC levels and their perspectives on ICC. For the study, pre-service English teachers' ICC levels were ascertained. Freshman and senior students' ICC levels were compared. In addition, gender and academic achievement were taken into consideration. The study focused on both what pre-service teachers think about teaching culture and ICC, and how they would promote their learners' ICC in the future. Their thoughts about the place of ICC in their teacher education were investigated as well. Their suggestions to promote ICC in teacher education were taken into account.

### **Aim and Significance of the Study**

In English as a Foreign Language (EFL) settings as in Turkey, exposure to the target language is limited to learners' language courses which not only give information about the language but also provide the learners with an opportunity to realize how people from other cultures live and what values they have. Since the learners do not have the chance of using English in their daily lives, the input they receive during the lessons shapes their language learning and cultural understanding. Thus, language teachers' role in EFL settings becomes significant in transmitting information about both language and culture. With globalization, the need for communicating with others in international settings requires interculturally competent individuals, which results in the need for developing ICC. Taking into account all of these, teachers' role in the classroom has changed by putting emphasis on developing learners' attitudes, skills and awareness (Byram, et al., 2001; Byram et al., 2002; Aguilar, 2009). Byram et al., (2002) make it clear that:

... the 'best' teacher is neither the native nor the non-native speaker, but the person who can help learners see relationships between their own and other cultures, can help them acquire interest in and curiosity about 'otherness', and an awareness of themselves and their own cultures seen from other people's perspectives. (p.10)

In this respect, the place of ICC in EFL settings from teachers' perspectives is a major area of interest within the field of foreign language education. Therefore, the major aim of the current study is to investigate pre-service English teachers' ICC



levels and their perspectives on ICC. Other objectives of the study are to examine the effect of formal education on pre-service English teachers' ICC and to clarify how prospective teachers would promote their learners' ICC in the future. The study also seeks to shine light on the place of ICC in teacher education from the perspectives of pre-service English teachers.

The study is of significance in that it makes us have knowledge of the status of intercultural communicative competence with regard to pre-service English teachers' perspectives in EFL context. To receive further information about pre-service English teachers' thoughts and beliefs about ICC provides insight into the place of ICC in teacher education as well. Comparing freshman and senior pre-service EFL teachers' ICC levels make us understand whether their teacher education had an effect on them. The research into teachers' perspectives on ICC in Turkey focuses on pre-service English teachers' ICC and English language teachers' views and classroom practices (Atay et al., 2009; Basol & Inozu, 2019; Karabinar & Guler, 2013; Oz, 2015; Saricoban & Oz, 2014). Hence, this study provides an exciting opportunity to advance our knowledge of ICC from the perspectives of pre-service English teachers, and also it contributes to the field by obtaining pre-service teachers' reflections on the demand for the ICC practices in teacher education curricula.

### **Research Questions**

This study aimed to address the following research questions:

1. a. What are the perceived levels of ICC of freshman and senior pre-service EFL teachers?
- b. Is there a statistically significant difference in participants' perceived level of ICC in terms of their year of study?
- c. Is there a statistically significant difference in participants' perceived level of ICC in terms of gender?
- d. Is there a statistically significant relationship between participants' ICC levels and academic achievement?
2. How do pre-service English teachers elucidate culture teaching and ICC?

3. In what ways will pre-service English teachers promote their learners' intercultural competence in the future?
4. What do pre-service English teachers think about the place of ICC in their current professional education?

### **Assumptions**

This study has some assumptions concerning the data collected. First, it is assumed that the participants were honest while answering the questions in this study and their answers reflected the truth both in the questionnaire and in the interviews. Second, it was assumed that pre-service English teachers had information about ICC. Third, the senior students were expected to know how to integrate the methods, techniques and activities to the lesson, which means that the participants had already taken the courses related to approaches and methods in language teaching along with methodology.

### **Limitations**

There are some limitations in this study. First, pre-service English teachers do not take any specific course regarding ICC in their university education. For this reason, their knowledge of ICC might be limited, and this may affect their answers. However, an important point which should be mentioned is that the term ICC was not explained to the participants during data collection process since a key strength of the present study is to reveal the current situation of ICC according to pre-service English teachers. Second, one part of the data was collected through quantitative research design and the number of participants might not be enough to reach statistically significant results. Additionally, the number of female students was higher than the number of male students. Having a balanced number of participants with regard to gender is significant to get reliable research results; however, the number of female students is generally more than male students in English language teaching departments in Turkey. For more generalizable results, the number of female students and the number of male students could be balanced, and the number of participants could be increased. Third, the other part of the data was collected through qualitative research design and interpreted by the researcher and her colleagues. Although the analysis of interviews may remain subjective and

could be interpreted in a different way by others, reliability and validity of qualitative analysis were ensured with the help of multiple raters. Finally, the number of participants for qualitative part of the study might not be enough to actualize saturation.

## **Definitions**

Communicative Competence: Knowing when, where, what, and how to speak with whom (Hymes, 1972)

Culture: “Culture is complex and intricate; it includes content or product (the *what* of culture), process (*how* it is created and transformed), and the agents of culture (*who* is responsible for creating and changing it)” (Nieto, 2010, p. 136, her emphasis).

English as a Lingua Franca: “a 'contact language' between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication” (Firth, 1996, p. 240)

English as a Foreign Language: It explains contexts where individuals have their own native language and they learn English at school as a foreign language (Broughton, Brumfit, Flavell, Hill, & Pincas, 2002).

English as an International Language: It explains contexts where “English is used between speakers coming from different cultural and national backgrounds” (Sharifian, 2009, p. 3). It denotes “a paradigm for thinking, research and practice” and it “does not refer to a particular variety of English” (Sharifian, 2009, p. 2). English is seen as “a language of international, and therefore intercultural, communication” (Sharifian, 2009, p. 2).

Intercultural Communicative Competence: “The ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills, and attitudes” (Deardorff, 2006, pp. 247-248).

## Chapter 2

### Literature Review

#### Definitions of Culture

In the literature, there are various definitions of culture. To illustrate, according to Bowers (1991), “Culture is an inherited wealth in which all share, but it is passed on to us from different sources, and we share it in different parts with different groups to which we belong” (p. 65). He explains culture through metaphors, maxims, memories and myths. He believes, “A shared culture ... is an agglomeration of common knowledge, perceptions, values and tradition, common between members of whichever group is in focus in a particular context” (p. 66). Additionally, Alptekin (1993) explains culture as socially acquired knowledge and it “is organized in culture-specific ways which normally frame our perception of reality such that we largely define the world through the filter of our world view” (p.136).

Nieto (2010) states that “culture is complex and intricate; it includes content or product (the *what* of culture), process (*how* it is created and transformed), and the agents of culture (*who* is responsible for creating and changing it)” (p. 136, her emphasis). She also specifies the interconnected features of culture. These involves being dynamic, multifaceted, dialectical, socially constructed, created and learned. Culture is embedded in context and strongly affected by economic, historical, political and social conditions. In addition, it always evolves since people change culture. As it is understood, these definitions indicate that culture has different dimensions.

#### Culture in Language Teaching and Learning

Kramsch (2013) states that a society gives meaning to the mutual experiences shared in a specific time and place along with the historical background, and this meaning constitutes culture. Culture has a complex nature and it demonstrates diversity among people and groups by also changing in the process of time (Liddicoat, 2008). Culture is a framework where individuals continue to live, interact with each other and choose actions to accomplish the objectives and make sense of the actions (Scarino & Liddicoat, 2009; Liddicoat & Scarino, 2013). Culture has a huge impact on shaping people’s thoughts and their way of life, and this affects

the language as well. Hence, language and culture cannot be separated from each other. When viewed from this aspect, foreign language education involves teaching the target language and the culture of the target language to the learners. In the same direction, Sariçoban and Çalışkan (2011) claim, "There is no doubt that all language teaching contains some explicit reference to the cultural whole from which the particular language is taken" (p. 10).

There are different approaches to culture in language teaching. Firstly, it could be considered as knowledge which is transmitted via language. From this point of view, culture is not seen as a part of language, but it is perceived as an educational purpose which is a discrete concept from language (Kramersch, 2001). Secondly, culture is the center of language teaching when language is considered as social practice. In this perspective, cultural awareness not only provides language proficiency but also it is the result of studying on language (Kramersch, 2001). There are specifically four dimensions becoming apparent in this view namely establishing a sphere of interculturality, teaching culture as an interpersonal process, teaching culture as difference and crossing disciplinary boundaries.

Initially, in establishing a sphere of interculturality, the relation between social structure and linguistic forms needs to be established, so it is not presented directly. In a similar way, individuals need to relate their own culture and the target culture to comprehend the target culture. Secondly, in teaching culture as an interpersonal process, teaching process employs itself as an understanding of the others.

When it comes to the teaching culture as difference, it focuses on the difficulty of answering nation-related questions since societies are becoming multicultural and multiethnic. This view does not reflect that national features are insignificant; however, it demonstrates the need of other specific factors like regional origin, social class and ethnic background while teaching culture.

Finally, crossing disciplinary boundaries implies that it is better if the language teachers extend their cultural knowledge and culture teaching by reading about cross disciplinary fields such as sociology, ethnography and anthropology. These readings are not only about their own society but also about the societies of the target language that the language teachers teach. All in all, these dimensions form a basis of providing better insights into the culture teaching.

Furthermore, Liddicoat and Scarino (2013) state that culture is understood not only as national attributes but also as societal norms in language teaching and learning. Culture as national attributes indicates that culture reflects the characteristics of different national groups. Within this perspective, culture is considered to be limited by borders and created by individuals in a national group. Culture is minimized to recognizable and usually stereotypical knowledge of nations; therefore, this view is more related to where one can find a culture rather than the culture itself. For example, English is spoken in England, the USA, Australia and so on and cultural knowledge is about these countries such as their literature, geography and history. In other words, cultural learning is limited to the specific areas. The learner is not integrated with the culture, but s/he has the information about the country. The link between culture and language is weak; in addition, the use of language is mainly for describing places, people, occasions and institutions. When it comes to culture as societal norms, it sees culture as values and practices that typically describe them. Cultural knowledge includes the knowledge of what people generally do in that culture and comprehension of the values about why people act in a specific way.

Apart from these perspectives, Liddicoat and Scarino (2013) point out that culture as symbolic systems and culture as practices are taken into consideration while comprehending the culture. Culture as symbolic systems focuses on interpretation, which means symbols play a part in meaning-making process. However, culture as practices reflects that culture is formed by behaviors of people and specifically via the ways where language is used. Stating that meaning is merely shared is not enough to conceptualize the culture. Meaning could be disputable, conflicting and fragmented because it is created during communication. Culture is considered to be a situated process which deals with the difficulties in interaction. It is not seen as a coherent entity. Therefore, the people of one specific culture could make different interpretations to the same occasions.

In language learning and teaching, different kinds of understandings of culture should be integrated (Liddicoat & Scarino, 2013). However, Liddicoat and Scarino (2013) also state that this integration is not without its problems for language learning and teaching. Classification of culture as practices and culture as symbolic systems could cause unnatural differentiation between action and meaning.

Therefore, language teachers should pay utmost attention while integrating these understandings of culture to their lessons.

In Turkey, several studies focused on target culture teaching and learning not only from teachers' perspectives but also from students' perspectives (Aydemir & Mede, 2014; Gonen & Saglam, 2012; Kahraman, 2016; Önalın, 2005; Sarıçoban & Çalışkan, 2011; Yeşil & Demiröz, 2017). These studies demonstrated that teachers and students had positive views about integration of culture to the foreign language classes. Similarly, Tuna and Razi's (2016) study inquired into in-service and pre-service English teachers' opinions about culture teaching. The results demonstrated that in-service and pre-service English teachers highlighted the importance of integrating cultural elements into the language classes.

In today's world, it is not enough to know only one's native language. Changing conditions require individuals to know more than one language and this means that they also need to become familiar with different cultures. "Adding a language and culture to an individual's repertoire expands the complexity, generates new possibilities, and creates a need for mediation between languages and cultures and the identities that they frame" (Liddicoat & Scarino, 2013, p. 23). Therefore, it is crystal clear that this inevitably leads to the necessity of developing intercultural communicative competence among learners in foreign language education.

### **Communicative competence**

It is fundamental to mention communicative competence to comprehend the concept of ICC thoroughly. Hymes (1972) put communicative competence forward in reaction to Chomsky's (1965) view of competence. Hymes (1972) stated:

We have then to account for the fact that a normal child acquires knowledge of sentences, not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others. This competence, moreover, is integral with attitudes, values, and motivations concerning language, its features and uses, and integral with competence for, and attitudes toward, the interrelation of language with the other code of communicative conduct. (p. 277-278)

Thus, Hymes's (1972) theory of communicative competence is based on four questions:

1. Whether (and to what degree) something is formally *possible*;
2. Whether (and to what degree) something is *feasible* in virtue of the means of implementation available;
3. Whether (and to what degree) something is *appropriate* (adequate, happy, successful) in relation to a context in which it is used and evaluated;
4. Whether (and to what degree) something is in fact done, actually *performed*, and what its doing entails. (p. 281, his emphasis)

Starting from this point of view, according to Hymes (1972), features of communicative competence include possibility, linguistic knowledge, psycholinguistic factors, appropriateness in a context and feasibility. Hence, Hymes (1972) presented grammatical competence and sociolinguistic competence as a part of communicative competence. Canale and Swain (1980) developed the model by adding strategic competence. In their model, sociolinguistic competence comprised of sociocultural rules of use and rules of discourse. Canale (1983) reviewed the rules of discourse and widened the scope of the model by adding discourse competence.

In line with these developments, communicative competence comprises of grammatical, sociolinguistic, strategic and discourse competence. First of all, grammatical competence contains knowledge of sentence-grammar semantics, syntax, morphology, phonology and vocabulary. Second, sociolinguistic competence is concerned with sociocultural rules of use. It is about appropriate use of language, grammar and communicative functions in a specific sociocultural context based on contextual factors like setting, role of participants, interaction norms and topic. Third, strategic competence includes non-verbal and verbal communication strategies to cope with communication breakdowns because of inadequate competence or performance variables. Paraphrasing, asking for clarification, or finding a way to address a stranger would be some examples of these compensation strategies. Last, discourse competence refers to the mastery of combining grammatical forms and meanings to have a unified written or spoken text in different text types. It is concerned with cohesion and coherence in texts.

### **Intercultural Communicative Competence**

The status of English as an International Language (EIL) has expanded the use of English among non-native speakers and the communicative competence



relying on native speaker norms ignores the prevailing use of English among non-natives (Alptekin, 2002). In other words, “The notion of a generic native speaker has become so diversified that it has lost its meaning.” (Kramsch, 2001, p. 49). Alptekin (2002) states the need for developing intercultural communication skills among individuals. In the same direction, Kramsch (2013) asserts that language learners need to understand their interlocutors’ personal backgrounds, yet, to achieve this, they need to be able to interpret their interlocutors’ experiences through their eyes. Thus, she asserts that language learners become more aware of themselves via their acquaintance with other people. Hence, these clearly show that individuals need to have intercultural communicative competence in today’s world.

Intercultural communicative competence is a widely used concept deriving from communicative competence (Hymes, 1972) and it broadens the scope by including cultural knowledge in one’s own culture and target culture along with critical cultural awareness. There have been different definitions of intercultural competence; however, there has not been an agreed definition of the term (Byram, 1997; Chen, & Starosta, 1996; Fantini, 2000, Sercu, 2004). While defining the intercultural competence, three main points occur as the competence to enhance and continue relationships, the competence to make contact with others in an effective and appropriate manner with minimal loss in meaning and the competence to be in harmony with others and cooperate with them (Fantini, 2000).

Although ICC is one of the widely used terms in intercultural communication, different terms are used to describe what arises out of intercultural interaction and commonly these terms are used interchangeably (Fantini, 2007). To show this diversity, Fantini (2007) listed alternative terms for ICC. Figure 1 represents these terms and it demonstrates that various terms which focus on specific concepts like sensitivity, knowledge and skills are used in different fields.

<b>What's in a Name?</b>	
<b>Transcultural communication</b>	<b>Cultural Sensitivity</b>
<b>Cross-cultural communication</b>	<b>Cultural Competence</b>
<b>Cross-cultural awareness</b>	<b>Communicative Competence</b>
<b>Global competitive intelligence</b>	<b>Intercultural Cooperation</b>
<b>Global Competence</b>	<b>Ethnorelativity</b>
<b>Cross-cultural adaptation</b>	<b>Biculturalism</b>
<b>International Competence</b>	<b>Multiculturalism</b>
<b>International communication</b>	<b>Plurilingualism</b>
<b>Intercultural interaction</b>	<b>Metaphoric Competence</b>
<b>Intercultural sensitivity</b>	
<b>Effective Inter-group Communications</b>	

*Figure 1.* A List of Alternative Terms for ICC (Fantini, 2007, Appendix D)

Deardorff (2006) conducted a study, by using Delphi method, in which data gathered from intercultural scholars to find out an agreed definition and suitable assessment ways of intercultural competence. The findings showed that the best rated definition among the scholars was “the ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills, and attitudes” (Deardorff, 2006, pp. 247-248). When it comes to the components of intercultural competence, understanding the others’ world views was the 100 % agreed component. Therefore, it is possible to say that understanding self and other is central to interculturality (Liddicoat & Scarino, 2013).

Deardorff (2006) organized the items that intercultural scholars agreed 80% or more to establish two visual frameworks to define intercultural competence. The first one is the Pyramid Model of Intercultural Competence (Figure 2) and the second one is the Process Model of Intercultural Competence (Figure 3). These models highlight the significance of attitude in continuous learning. Particularly, crucial to the intercultural competence is the attitudes of respect, openness, curiosity and discovery as seen in the figures.

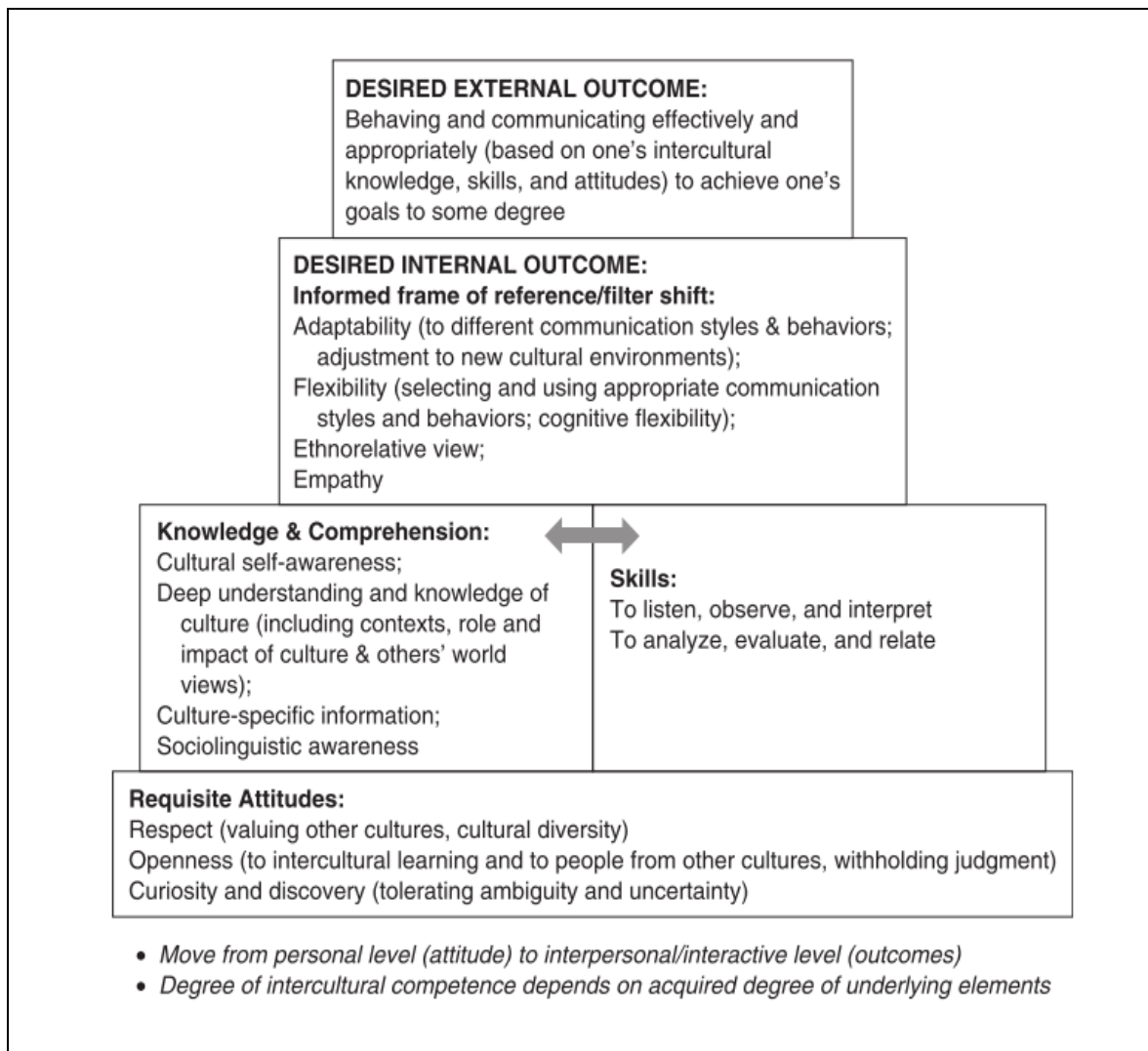


Figure 2. Pyramid Model of Intercultural Competence (Deardorff, 2006, p. 254)

Deardorff's Pyramid Model of Intercultural Competence organizes components of intercultural competence by eliminating fractionated lists. Individuals can enter on this visual framework from different levels yet acquiring components of intercultural competence in lower levels enriches the components in upper levels. Process orientation is an important aspect and it indicates that individuals are aware of required process skills for intercultural competence acquisition and of their learning in every level. Hence, process orientation is the key from beginning to end.

The model starts from the individual level with attributes and attitudes and it moves on to interactive cultural level regarding the outcomes. The depicted skills in the model are to gain and process knowledge about not only individuals' own culture but also other cultures. A distinctive feature of the model is that it puts emphasis on

both external and internal outcomes of intercultural competence that individuals would have.

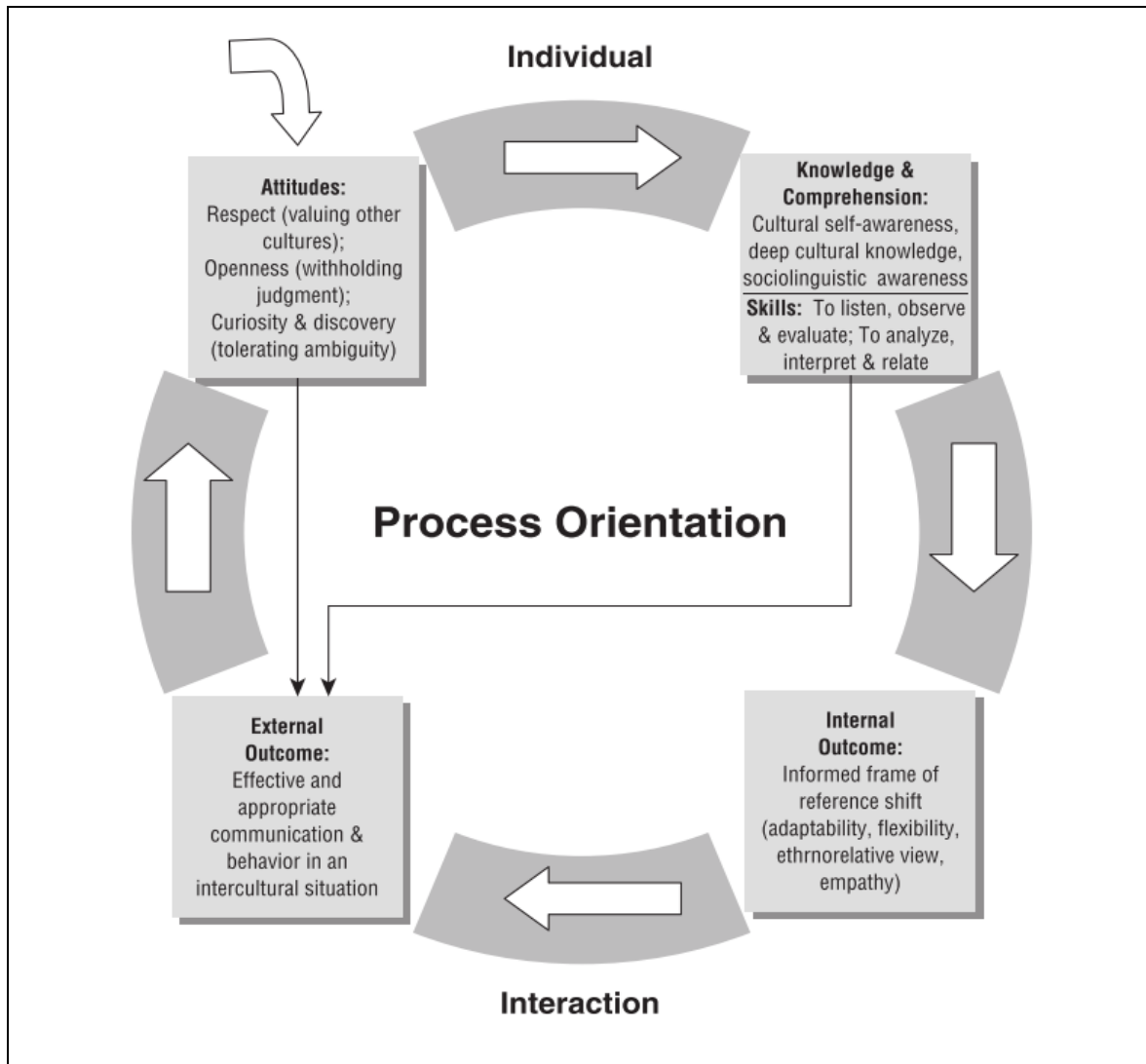


Figure 3. Process Model of Intercultural Competence (Deardorff, 2006, p. 256)

Process Model of Intercultural Competence describes the complexity in developing intercultural competence by laying out movement and process orientation occurring between different components. It involves the same components as in the pyramid model. It depicts the movement starting from personal level to interpersonal level. It is likely that individuals can begin with attitudes or knowledge and directly move on to the external outcome as it is in pyramid model. The process model also sustains the distinctive feature of not only internal outcomes but also external outcomes. As a matter of fact, without entirely achieving internal outcome of a movement in the visual framework, one could accomplish the external outcome which is appropriate and effective behavior and

communication in intercultural settings. Nevertheless, it should be noted that the level of effectiveness and appropriateness would be more restricted when it is compared to achieving also the internal outcome.

The process model represents the development of intercultural competence as an ongoing process. This denotes that intercultural competence development is a continuous process and individuals might not be able to accomplish intercultural competence fully. The starting point of the cycle is attitudes and the most critical element in the model is attitudinal one as in pyramid model.

Furthermore, according to Liddicoat and Scarino (2013), intercultural competence includes the following:

- accepting that one's practices are influenced by the cultures in which one participates and so are those of one's interlocutor;
- accepting that there is no one right way to do things;
- valuing one's own culture and other cultures;
- using language to explore culture;
- finding personal ways of engaging in intercultural interaction;
- using one's existing knowledge of cultures as a resource for learning about new cultures;
- finding a personal intercultural style and identity. (p. 23-24)

Apart from these examples, Byram (1997) defines intercultural communicative competence with regard to different *savoirs* namely, *savoir e ˆtre*, *savoirs*, *savoir-apprendre*, *savoir comprendre* and *savoir s'engager*. First, *savoir e ˆtre* is described as "curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own" (Byram, 1997, p. 57). Second, *savoirs* is about "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. 58). Third, *savoir comprendre* is "the ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own" (Byram 1997, p. 61). *Savoir-apprendre* is defined as the "skill of discovery and interaction: 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. 61). Finally, *savoir s'engager* is defined as "critical cultural

awareness/political education: an ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one’s own and other cultures and countries” (Byram, 1997, p. 63). Figure 4 shows the development of ICC.

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

Figure 4. The development of intercultural communicative competence (Byram & Hu, 2013, p. 50).

As is seen from the examples, different models and definitions have been put forward to explain intercultural communicative competence. Although there is not an agreed definition of the term, explanations from the scholars indicate that it is concerned with developing individuals’ awareness, attitudes, skills and knowledge of themselves and others as well as cultures. In this direction, ICC development is a continuous and long process, often a lifelong one (Fantini, 2000).

With globalization, the use of English in different contexts from business climate to education requires individuals to be interculturally competent to avoid communication breakdowns resulted from cultural differences. In the same direction, the Council of Europe (2001), in Common European Framework of Reference (CEFR) for Languages, promotes the development of communication among culturally diverse people who have different personal and language backgrounds in Europe. It supports the teaching and learning methods which aim at developing language learners’ skills, knowledge and attitudes to effectively

communicate in the target language. It advocates bringing up multicultural and plurilingual identity and society.

A considerable amount of literature has been published on ICC and the concept has been investigated from various aspects. For example, Saricoban and Oz (2014) investigated Turkish pre-service English teachers' ICC levels, and in addition, they analyzed if there were any differences among participants with regard to studying abroad, gender and academic achievement. The results of the study indicated that participants' ICC levels were high and there was a significant relationship between the participants' ICC levels and their abroad experiences. In another study, Oz (2015) explored the relationship between ideal L2 self and ICC among Turkish EFL learners and found a significant relationship between the participants' ideal L2 self and ICC levels.

In Iranian EFL setting, Mostafaei Alaei and Nosrati (2018) examined EFL teachers' levels of ICC and intercultural sensitivity and the link between these two constructs. They found that the participants' ICC and intercultural sensitivity levels were high and different elements of ICC and intercultural sensitivity had strong correlations apart from the relation between knowledge aspect of ICC and respect for other cultures and interaction enjoyment aspect of intercultural sensitivity. In another study, Mirzaei and Forouzandeh (2013) investigated the relationship between Iranian EFL learners' ICC and their second language learning motivation and the findings showed that there was a significant relationship between these two constructs.

In Vietnam, Truong and Tran's (2014) study focused on the use of film as an innovative approach to engage the learners in intercultural learning and development. In their study, they identified five main themes namely knowledge about cultural differences, overcoming stereotypes related to culture, exposing the learners in authentic language learning, experiencing the other cultures' lives and intercultural language learning with an integrated mode.

Ekmekçi (2017) examined students' attitudes and opinions about intercultural training in an English preparatory class. The study applied a project which had the aim of enhancing learners' intercultural learning. The study used both quantitative and qualitative research instruments. The analysis showed that students took

advantage of the project and it was helpful for students to internalize the intercultural components. Most of the participants mentioned that the project contributed to their intercultural learning.

In another study, Güven (2015) investigated English preparatory class students' attitudes about learning ICC and if their attitudes were affected by their gender, proficiency level, medium of instruction, majors, and reasons for language learning. The findings indicated that students had positive views about learning ICC and medium of instruction, their proficiency level and gender did not have an important role in their attitudes toward ICC. However, students' departments and reasons for language learning affected their attitudes about ICC.

Candel-Mora (2015) also explored students' attitudes and perspectives on ICC and its key components. 100 industrial engineering students participated in the study and they answered one open-ended question. Based on inductive content analysis, the findings indicated that most participants were aware of stereotyping and common cultural differences. They were aware of the fact that solely language knowledge does not bring success in international settings.

Driscoll, Earl and Cable (2013) investigated intercultural understanding and learning and teaching of cultural awareness in primary schools. In the study, 40 primary schools took part in and mixed method research design was used for data collection. The data were collected through interviews with teachers, lesson observations and focus group discussions. The results demonstrated that although cultural dimension was seen significant, systematic plan for cultural dimension was rare. Opportunities that were provided for students to explore, question and reflect on the effect of culture on others' lives and their own lives were limited.

### **Previous Studies about Teachers' Perspectives on ICC**

**Global context.** Another research area was about teachers' perspectives on ICC. Sercu (2006) investigated teachers' beliefs and their current professional profiles about teaching intercultural competence in foreign language education with an international research design including teachers from Belgium, Bulgaria, Greece, Mexico, Poland, Spain and Sweden. Results of the study suggested that teachers' profiles did not meet the expectations of foreign language and intercultural competence teacher.



Young and Sachdev (2011) explored the practices and opinions of teachers in the UK, USA and France about the implementation of ICC model to English language courses. Results demonstrated that there was inconsistency between most teachers' practices in the classroom and their beliefs about ICC. Most participants shared the views that good teachers and learners had a tendency to have high levels of ICC. In addition, the participants mentioned that syllabi included comparatively little emphasis on ICC, and they addressed the lack of assistance in coursebooks, in syllabi and in testing for efficient and suitable approaches to interculturality and culture learning.

In European context, Aleksandrowicz-Pędich, Draghicescu, Issaiass, and Šabec (2003) explored English and French teachers' views on intercultural communicative competence. The participants for English language were working in ten different European countries such as Netherlands, Greece, Poland and Iceland while the participants for French language were working in countries such as Romania, Malta and Cyprus. In this broad study, the findings indicated that all the teachers acknowledged the significant role ICC plays in communication and the importance of ICC in language teaching. The teachers having various abroad experience and education in multicultural settings had clearer perspectives on the significance of ICC. The participants agreed that ICC skills and intercultural awareness-raising should be included in language teaching.

Göbel and Helmke (2010) focused on implementation of intercultural themes in EFL context by investigating teachers' intercultural experiences and their instructions in the classroom. The study demonstrated that teachers having more intercultural experience exhibited a tendency to provide students with an opportunity of generating ideas and explaining their experiences, which facilitated students' opinions about intercultural themes according to their own viewpoint. It seemed that teaching intercultural themes was an arduous task, and the topics and content chosen for intercultural instruction appeared to have a significant role in teaching intercultural topics. The study highlighted that teachers needed more assistance when it came to the implementation of intercultural topics in the lessons.

Larzén-Östermark (2008) investigated the opinions of Finland-Swedish teachers of English about interculturality in foreign language teaching. The findings showed that most of the participants considered culture as significant. There was a

general tendency to see culture with a traditional approach by centering on the cultures related to the target language. Few participants mentioned how to introduce cultural topics to the students in order to develop their respect for and understanding of others. Few participants felt that they had information and skills to teach culture with an intercultural perspective in a successful way.

Bastos and Araújo e Sá (2015) identified secondary school English teachers' perceptions of ICC in Portugal by focusing on meaning and development of ICC. Based on these perceptions, they designed a model of ICC and designated pathways in order to develop ICC by means of teacher education.

Czura (2016) examined pre-service English teachers' perspectives on ICC and investigated whether their major field influenced their views. The participants were 162 pre-service teachers who attended Teaching English as a Foreign Language course. The participants were studying three different departments namely Department of German, Department of History and Department of English. A survey was used to collect data from the participants. The findings showed that participants provided relatively correct definitions of ICC; however, when it comes to the role of culture in language classrooms, their perceptions were to a certain extent based on knowledge-oriented, traditional approaches. The findings also indicated that participants' approaches to promoting ICC in the lessons seemed to be influenced by their major field of study.

Fungchomchoei and Kardkarnklai (2016) investigated 61 teachers' perceptions of intercultural competence from four different Thai secondary schools along with the integration of intercultural competence into the lessons. Learning activities to foster students' intercultural competence were also explored. The results of the study showed that Thai teachers perceived the teaching of culture as a significant point and they were eager to broaden the learners' viewpoint of cultures during language teaching.

In Iranian EFL setting, Estaji and Rahimi (2018) conducted a research to find out if the teachers' education, level of instruction and experience had an effect on their perceptions of ICC. The research also focused on if teachers' perceptions of ICC affected their classroom practices in culture teaching. The results showed that teachers' education, level of instruction and experience did not influence their

perceptions of ICC and most teachers perceived ICC as a significant concept. When they had higher perceptions of ICC, their practices of culture teaching increased.

Banafsheh, Khosravi and Saidi (2013) tried to find out the teachers' perceptions of ICC in Iranian EFL context and they also took into consideration the teachers' experience by focusing on the influence of teachers' experience on their conceptualization of ICC. The participants having less than five years of experience were classified as less experienced ones whereas the participants having more than five years of experience were viewed as more experienced teachers. Some similarities and differences were found about the teachers' conceptualization of ICC and the findings indicated that the participants were aware of the need for integration of cultural aspects in language classrooms. In the study, less experienced teachers perceived teaching culture as providing information about the target cultures while more experienced ones considered developing students' attitudes toward the target cultures as the most significant goal of teaching culture. More experienced teachers gave priority to raise students' consciousness toward the target cultures by centering on developing tolerance and openness among the students.

In Chinese EFL setting, Han and Song's (2011) aim was to investigate English teachers' perspectives on ICC, the status of intercultural education with regard to teaching methods, teaching content, teaching materials and teachers' beliefs. Another aim of the study was to investigate teachers' comprehension of the relation between ICC and foreign language and intercultural competence education. In the study, the participants were 30 college English teachers with 15-years-experience in average. The results indicated that teachers aimed at developing students' ICC and they had strong desire to do so; however, their conceptualization of ICC along with its relation to language teaching was ambiguous.

Gu (2016) examined English teachers' attitudes and thoughts about the assessment of ICC and whether or not their actual practices in the classroom reflected their beliefs. Participants were 1170 teachers in the universities in China and a questionnaire was used as a data collection instrument. The findings showed that the concept of ICC was amiss, and it was not clear enough for the teachers. This inadequate conceptualization caused confusion about the assessment of ICC although the teachers were willing to assess it. This meant that teachers were confused about what to assess and how to assess, which gave rise to the lack of

real actions to evaluate students' ICC. Moreover, even though the teachers held the view that ICC should have an essential part in the curriculum, the findings suggested that teachers gave priority to assess linguistic competence whereas ICC remained subordinate in language learning.

**Local context:** In Turkish EFL setting, Atay et al. (2009) examined teachers' thoughts and attitudes towards the teaching of intercultural competence and tried to find out whether their actual classroom implementations reflected their attitudes and opinions. They found that the teachers generally did not involve culture-related activities in their lessons to promote learners' intercultural competence even though they had positive views about the role of culture.

Karabinar and Guler (2013) conducted a research to examine the language teachers' opinions about culture and their classroom implementations for enhancing students' intercultural competence with 6 instructors who had different nationalities and experience in teaching. The data were collected via semi-structured interviews and the teachers stated their beliefs about the status of culture in language teaching and what kind of materials and techniques they used in the classroom. The results showed that the participants considered the inseparable relation between culture and language and they promoted the use of culture-specific content especially in teaching materials while focusing on culture as the basis of context for interaction. Most of the teachers aimed at developing students' world knowledge and cultural awareness along with promoting students' intercultural competence. The teachers' goals were not only to make learners talk about their own culture but also to make them understand that people all around the world have various traditions and customs.

Bayyurt (2006) investigated non-native English language teachers' perspective on culture in EFL setting. The participants were working both private and public schools in Turkey and semi-structured interviews were applied to collect the data. The results of the study showed that the teachers used different elements from the local culture to international culture and/or target language culture in their lessons. They also believed that being a non-native teacher was a benefit when linguistic and cultural matters in English lessons were taken into consideration.

Demircioğlu and Çakır (2015) investigated teachers' point of view and attitudes about ICC in International Baccalaureate Diploma Programme. The participants were 60 English language teachers from New Zealand, Turkey, Spain, the UK and the USA. The participants answered seven open-ended questions. The results revealed that solely 15% of the participants had training about intercultural communication; however, their experiences with people from different backgrounds had a positive effect on their teaching. The study showed that participants regarded intercultural language teaching as significant in today's globalized world and they considered that emphasis should be given to ICC in language teaching.

Yıldız (2016) enquired the perceptions of EFL teachers on ICC and their teaching practices in the classroom. The participants were 81 tertiary level teachers, and a questionnaire and classroom observations were used to collect data for the study. The study indicated that the departments that the participants graduated had an impact on their perceptions of ICC and instructors graduating from English language teaching (ELT) departments perceived ICC more positively when compared to the other departments. According to the results, novice teachers had more positive views about ICC when it came to the integration of cultural activities. However, even though the participants held a positive view about ICC, their perceptions and classroom observations were contradictory.

Köroğlu (2016) examined perspectives of language instructors about the textbook series, English for Life, with regard to ICC. The data were gathered through a questionnaire and analysis indicated that participants did not find the textbooks adequate to foster students' ICC. Additionally, the participants considered that components of ICC were not a part of the content of the textbooks. In other words, intercultural awareness, attitudes and knowledge components of ICC were not involved in the units according to the language instructors.

Bektaş-Çetinkaya's (2013) study aimed to investigate pre-service English teachers' opinions about self and target cultures and English language. The findings showed that they see English as the global and international language while they appear to see the target culture as unified entity. They seemed to perceive their own culture in a more positive way. Thus, the study suggested that pre-service English teachers in this study did not have the sociocultural knowledge which would enable them to give students necessary information about international communication.

Basol and Inozu (2019) investigated prospective English teachers' conceptualization of ICC. As data collection instruments, they used semi-structured interviews and self-assessment scale. The results of the study showed that pre-service teachers' definition of ICC was vague, and their conceptualization of ICC was inadequate. According to prospective teachers, peer interactions, exchange programs and travel were the main sources of ICC.

This review showed that numerous studies were conducted to investigate teachers' perspectives on ICC. Most of the studies indicated that although teachers had positive views about ICC, their views were not reflected in their classroom practices. In addition, this review demonstrates that more studies are needed to understand pre-service English teachers' perspectives on ICC in Turkey. In this regard, this study contributes to this growing area of research by exploring pre-service English teachers' perspectives on ICC.

### **English in Turkish Education System**

**English curriculum for 2<sup>nd</sup> – 8<sup>th</sup> grades:** While laying out the current curriculum of primary and secondary school, the descriptors and principles of CEFR were particularly taken into account (Milli Eğitim Bakanlığı [MEB], 2018a). Thus, the curriculum does not apply only one single teaching methodology; rather, it puts action-oriented approach into practice by taking cognizance of self-assessment, learner autonomy and appreciation for cultural diversity as the three descriptors of CEFR. Accordingly, learners are expected to become confident and competent in using English, in other words, to become proficient users of English. In compliance with CEFR, they are also expected to develop appreciation of their own culture when they are learning to comprehend and value a great variety of foreign languages and cultures.

The curriculum centers upon values education as well. It is aimed at transferring the key values to learners in accordance with learning outcomes. These key values include justice, patience, friendship, honesty, respect, responsibility, self-control, love, altruism and patriotism. It is necessary to mention that they are part of the topics and themes in the course content, which means they are not discrete elements.

The curriculum emphasizes language learning as communication. Drama and role-play, authentic materials, and hands-on activities are applied to bring communicative nature of English to the fore. Speaking and listening are highlighted during 2<sup>nd</sup> and 3<sup>rd</sup> grades. However, as learners become more proficient in the target language, writing and reading are included in higher grades. In other words, listening and speaking are represented as the main skills in the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grades. From the 3<sup>rd</sup> grade, very limited reading and writing are involved in the curriculum and sequent years involve all the skills with regard to theoretical framework of CEFR. During the 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grades, the main activities and strategies involves Total Physical Response (TPR), drama, arts and crafts. During the 5<sup>th</sup> and 6<sup>th</sup> grades, drama and role-play are suggested as the main activities and strategies in order to develop students' language learning. During the 7<sup>th</sup> and 8<sup>th</sup> grades, primary skills are listening and speaking while reading and writing are secondary skills. In these years, the main activities and strategies focus on theme-based content.

The theoretical framework of evaluation, assessment and testing mainly relies on CEFR. Process-oriented and alternative testing procedures are implemented with a variety of evaluation and assessment techniques. Additionally, self-assessment also plays a role in the assessment procedures since learners are expected and encouraged to observe their own development and accomplishment while they are enhancing their language skills and communicative competence (MEB, 2018a). Another point worth mentioning is that formal evaluation is put into practice via the implementation of oral and written exams, assignments, projects and quizzes so as to ensure an objective evaluation of learners' development and success. In the 4<sup>th</sup> grade and forthcoming years, a number of summative and formative testing procedures are suggested to evaluate learners' communicative competences and thereby their language proficiency. The curriculum also offers different kinds of testing techniques and includes numerous suggestions for test preparation.

The selection of language functions and materials is based on different learning phases along with suitable activities for learners' characteristics and learning styles. With interrelated themes, 10 sample units are presented for every

grade level. The curriculum also suggests various contexts and tasks/activities that could be implemented in the lessons.

In the curriculum, cultural topics are covered as well since CEFR highlights the importance of developing intercultural competence and understanding of cultural diversity (MEB, 2018a). Features of not only target culture but also international cultures are represented positively in accordance with the topics in the course book. In addition to this, the value of learners' own culture is emphasized so as to prevent negative attitudes and behaviors.

Above mentioned features of the curriculum of primary and secondary schools indicate that intercultural competence is put emphasis on. It is aimed at developing students' understanding of self and the other. Appreciation of cultural diversity and appreciation for their own culture are among the attitudes that students need to develop during their language learning. With drama and role-play, students have the opportunity to enhance their knowledge of self and the other, and to develop their skills and attitudes in accordance with intercultural communicative competence.

**English Curriculum for 9<sup>th</sup> – 12<sup>th</sup> Grades:** The curriculum for high schools was prepared in compliance with CEFR's pedagogical and descriptive principles. As in the curriculum for primary and secondary schools, it adopts an action-oriented approach due to the fact that English is regarded as a way of communication. To put it differently, it is not viewed as a course which students need to study and pass. The primary purpose of the curriculum is to ensure that students become self-directed, fluent and effective users of English at the end of their study. To this end, it also aims to provide students motivating, enjoyable and stimulating learning environments to foster their language learning. In general, four English lesson hours in a week is the base of the curriculum design in every grade. When different institutions offer additional or different hours, a group of English teachers from the institutions can make adaptations regarding learners' needs for language learning.

This curriculum for 9<sup>th</sup> – 12<sup>th</sup> grades could be considered as a continuation of the curriculum for the 2<sup>nd</sup> – 8<sup>th</sup> grades. Hence, 9<sup>th</sup> – 12<sup>th</sup> grades curriculum intends to enhance students' communicative skills in the target language, and it addresses all features of communicative competence. It applies the integration of



language skills and functions by centering on why and how. Moreover, having become more aware of the language learning process, learners are expected to transfer their knowledge about the learning process of their native language to the target language learning. Additionally, instructional technology tools are incorporated in all grades by taking learners' life experiences into account.

The adopted approach for language teaching methods is eclectic approach. The curriculum involves various learning activities and teaching techniques in line with the functions and the topics of the units. Learner profiles, specifically learners' interests, age and language level, were taken into consideration while designing language learning and teaching process. With interrelated themes, there are 10 units in every grade. For selection of the themes, a group of learners from 9<sup>th</sup> – 12<sup>th</sup> grades answered a survey in which they numbered the themes from the most preferred one to the least one according to their preferences for their English learning. In each unit, there are some focus on language structures and explicit pronunciation. Vocabulary teaching should be carried out in context with respect to form, meaning, pronunciation, example sentences and collocation. Vocabulary items should be selected according to the frequency of the words used in everyday life.

In the curriculum, the formality and complexity of the target language increases as students pass the grades and levels. At the end of the 12<sup>th</sup> grade, students are expected to gain the level of B2+ or beyond according to CEFR. With an emphasis on speaking and listening, all language skills are integrated in all grades. For grammar, limited focus on language structures is involved in the 10<sup>th</sup> and 11<sup>th</sup> grades and synthesis of language structures is included in the 12<sup>th</sup> grade. The number of new vocabulary items should not exceed seven per lesson and limited pronunciation practice is provided in all grades. The curriculum also suggests main activities that could be used in all grades such as role-plays, information gap activities and drama.

Learners are encouraged to collaborate during their language learning process. One of the significant principles in the curriculum is to promote learner autonomy. In all grades, language learners are encouraged to take part in collaborative, task-based and project-based activities so that learners could enhance their language skills, autonomy and self-esteem (MEB, 2018b). Another

goal of the curriculum is to raise students' awareness on moral, national, universal, cultural and humane values and ethics along with developing their competence in written and oral communication skills. For this purpose, the curriculum involves sample usages and objectives. This curriculum, as in the curriculum of 2<sup>nd</sup> – 8<sup>th</sup> grades, centers on values education.

When it comes to the assessment, a mixture of traditional, alternative and electronic assessment types is adopted in the curriculum. The curriculum involves authentic assessment tools which provide communicative assessment. Rather than mechanical drills or memorization, the curriculum lays emphasis on language assessment that promotes production in the target language. Therefore, projects, portfolios and different kinds of students' work are at the forefront of students' overall grade. The curriculum advocates a diverse nature of assessment which focuses on participation, teacher observations and pen and paper tests. It also suggests the integration of some tasks and materials into the assessment process for the 9<sup>th</sup> – 12<sup>th</sup> grades such as discussion time, idioms/proverbs of the week, video blog entry and discussion time.

In the curriculum, feedback sources included in the evaluation process is multidimensional like assessment types. Feedback sources include self-evaluation, the evaluations of the teacher, peer and parent along with e-assessment tools. The feedback should be clear, meaningful and systematic.

The curriculum advocates the use of blended learning and technology in English lessons. It touches upon Computer Assisted Language Learning (CALL), Mobile Assisted Language Learning (MALL) and Information and Communication Technology (ICT). It also suggests creating online communities where English teachers can share their ideas and materials not only locally but also globally. In this way, implementation of technology, which is inseparable part of the curriculum, can be put into practice in an effective way.

The curriculum suggests various materials that can be used in all grades. These materials include both print format and multimedia format such as different types of texts, advertisements, simulations, movies and virtual environments. Furthermore, the curriculum strongly recommends five tasks namely idioms/proverbs of the week, discussion time, tech pack, e-portfolio entry, and video

blog entry so as to develop students' language learning. A great variety of tasks and materials are suggested in order to meet learners' needs at different levels.

The curriculum also points out the fact that English is seen as EIL and lingua franca (ELF) in today's our modern world. The use of English not only in technology but also in science, and the increase of travel make people keep in contact with in culturally diverse environments. Considering this fact, the curriculum draws attention to the need of learners' use of English in a communicative, productive and active way so that they can share their culture and opinions with people from different countries and cultural backgrounds. Short documentaries and movies are among the suggested materials in the curriculum since they provide learners an opportunity of being exposed to both verbal communication and nonverbal communication in English. By means of movies, language learners can learn various aspects of language like facial expressions, gestures, pragmatics and culture at the same time. In parallel with these, the curriculum aims at achieving one of the most significant objectives of English language teaching which is to guide language learners to become innovative, autonomous and productive individuals who communicate in English effectively in this globalized world. Hence, these indicate that the curriculum put emphasis on developing learners' ICC in their high school education to enable them to easily communicate with people from different backgrounds.

**English Language Teaching departments:** It had been over a decade from the last update of undergraduate programs in teacher training. During this period, various research and evaluations were made about the existing programs. According to the end result of the evaluations, reconstituting field training and professional teaching knowledge courses, and giving weight to them in the programs, giving more time to teaching practice and practicing teaching in a more structured way were brought to agenda as a need (Yükseköğretim Kurulu [YÖK], n.d.b). Hence, in Turkey, undergraduate program in teaching was changed by the council of higher education. In addition to the developments in educational sciences and teacher training, when taking into consideration structural changes in Turkish education system, social needs and demands, restructuring faculty of education/faculty of educational sciences in terms of departments and update of undergraduate programs in teacher training arouse as a necessity (YÖK, n.d.b). In

this direction, the template of departments was reconstituted and required transformations were made within related faculties and institutes with general assembly resolution of YÖK under date of 28.02.2017 (YÖK, n.d.b). New programs have been put into practice from 2018-2019 academic year starting from freshman year.

With new program, undergraduate program in English language teaching involves 34% of professional knowledge, 18% of general knowledge and 48% of field training. The program contains different courses to develop prospective teachers' teaching skills during their professional education. At the same time, field training courses involves aspects of ICC that prospective teachers could gain. English Literature, Critical Reading and Writing, Teaching English to Young Learners, Language and Literature Teaching are among these courses. For example, Language and Literature Teaching focuses on the use of literature in language teaching. The content of the course involves analysis of culture teaching methods through the use of short story, novel, poem and theatre play in the following areas with a comparison between native language and target language along with culture: objects and products; proverbs and idioms, formulaic expressions carrying cultural values; social structures, roles and relationships; manners and customs; ethos, values, prohibitions and taboos, society-specific superstitions; political, historical and economical background; cultural institutions, metaphoric and associative meaning, and sense of humor.

In the program, elective courses in general knowledge have also features related to ICC. For instance, the course Culture and Language focuses on basic concepts related to language and culture, elements and sources of culture; oral and written culture, moral and material culture; culture from individual and social perspectives; culture as being connective and discriminant; acculturation; culture in terms of cognitive, symbolic, structural and functional approaches; language as symbolic systems; language and language acquisition in terms of individual; effect of language to consciousness, the relationship between culture, language, cognition and reality; the function of language as carrying knowledge and culture, and its function as establishing social relation and communication; development and transmission of language and culture; national identity and language; dynamics of

changes in culture and language; discussions of changes in culture and language; national cultures; globalization, multilingualism and multiculturalism.

Another elective course is Geography of Turkish Culture and it touches upon culture, people and society; Turkish culture and Turkish civilization; first ethnographic sources about Turks; Turkish states in history; administrative, military and social structure; beliefs and mythology; people and place interaction; oral, written and material culture; family structure; demographic and cultural outcomes of migrations in Turkish history; range of Turkish culture and its effect on nearby geography; concrete and intangible cultural heritage that Turkey has; transfer of natural and cultural heritage to the next generations. This course provides prospective teachers with an opportunity of knowing their own culture. This means that it helps them to develop their cultural knowledge about their own culture and to raise their cultural awareness.

Elective courses in field training also include components of ICC. For example, New Approaches in English Teaching involves topics such as the importance of culture in second/foreign language teaching, the use of technology in language classrooms and the place of communication in developing world and cross-cultural interaction. Furthermore, English in Mass Media focuses on different kinds of both written and electronical international mass communication. The content of the course includes comparing validity and reliability of news and articles in mass communication with different views and societies. In addition, it focuses on analyzing the examples of how the language is used while the target language reflects its own culture. Hence, this course offers pre-service English teachers with an opportunity of developing their skills of evaluation, interpretation, analysis and relating.

Another example is Sociolinguistic and Language Teaching which centers on the analysis of language in the context where the language is spoken. Information about different uses of a language in a society and how the use of language changes according to the regions, social classes and ethnic background are conveyed to the prospective teachers. At the end of the course, they are expected to comprehend how sociolinguistic and language teaching is connected.

The new program involves “World Englishes and Culture” as an elective course. The content of the course includes the use of English as an International Language, English as a common language and different uses of English in the world; reflections of the use of EIL on teaching English and teacher education, raising students’ awareness about the relation between language and culture, scrutinizing the place of culture in language teaching; evaluation of cultural elements by examining materials like coursebooks, literary works, films, television programs and advertisements (YÖK, n.d.a).

It is seen in above mentioned courses that prospective teachers could develop their ICC and they can implement components of ICC to their lessons in the future to develop their students’ ICC. However, it should be kept in mind that most of these are elective courses; therefore, it is not certain which courses would be available during prospective teachers’ university education. In addition, availability of the courses could change from one university to the other. Another point worth mentioning is that although contents of the courses enable pre-service English teachers to develop their ICC, whether or not the courses provide theoretical information about ICC is not certain. All in all, Schwab, DeFranco and McGivney-Burelle (2004) states, “effective teacher preparation programs could prepare teachers to meet the demands and high standards necessary to prepare students to become productive citizens of the 21st century” (p.24).

### **Chapter 3**

#### **Methodology**

The present study was conducted through a mixed-methods research design. It benefited from both quantitative and qualitative components. In education, mixed-methods research design has been increasing in popularity (Creswell, 2012). A mixed-methods research design includes collecting, analyzing and combining quantitative and qualitative datasets in order to gain a better understanding of the research problem (Creswell, 2012). In this type of research design, at least one type of qualitative data and one type of quantitative data are collected and analyzed by researchers. Researchers pay attention to priority of the data and sequence of data collection. It assumes that using both qualitative and quantitative components give better insight into the research problem rather than only one method (Creswell, 2012). It is also possible to use a mixed research design when researchers cannot answer research questions or address research problem only by quantitative or qualitative paradigms (Creswell, 2012). In this case, researchers need more data to explain, extend or elaborate on their data. Creswell (2012) lists different types of mixed methods design namely the convergent parallel design, the exploratory sequential design, the explanatory sequential design, the embedded design, the multiphase design and the transformative design (p. 540). There are pros and cons of mixed methods design. It enables data triangulation which is enhancing the quality of the research by collecting and integrating various data types corresponding with the same phenomenon (Creswell, 2012; Dörnyei, 2007). Through the strengths in one method, weaknesses of the other method could be neutralized (Creswell 2012; Dörnyei, 2007). Providing multi-level analysis of complex topics, improving the validity of the research and reaching multiple audiences are among other pros of mixed methods design (Dörnyei, 2007). When it comes to the cons of the mixed methods design, researcher's expertise in both quantitative and qualitative research paradigms could be questionable (Dörnyei, 2007). It could be hard for a single investigator to conduct both quantitative and qualitative research (Johnson & Onwuegbuzie, 2004). Researchers have to become proficient in various approaches and methods and comprehend how they can appropriately mix them in their research (Johnson & Onwuegbuzie, 2004).

Quantitative research includes data collection process which result in numerical data and the data is analyzed primarily through statistical techniques (Dörnyei, 2007). It is based on positivism and the researcher is able to study a phenomenon without affecting it or being affected by it (Sale, Lohfeld, & Brazil, 2002). Hence, it is possible to say that quantitative research is objective. Dörnyei (2007) points out that “quantitative researchers follow a 'meaning in the general' strategy (p.27). Based on Dörnyei (2007), features of quantitative research include the following. The most significant feature of it is that quantitative research uses numbers. A priori categorization is necessary before the study and this means that researchers need to specify the values and categories before they start to data collection. Quantitative research is interested in the common features that a group of people share. It uses standardized procedures for objective reality, and it searches for generalizable facts. Statistical analysis is used for data analysis procedure. It is also significant to mention the advantages and disadvantages of using quantitative research. Advantages of this type of research include being focused, systematic, tightly controlled and rigorous (Dörnyei, 2007). It reveals not only reliable but also replicable data which are generalizable to different settings. One of the disadvantages of the quantitative research is that the results are based on the average of responses from the whole group and this average cannot reflect the subjectivity of one’s life (Dörnyei, 2007). Knowledge that was produced in the research could be too general and abstract for direct implementation in local contexts, individuals and situations (Johnson & Onwuegbuzie, 2004).

Qualitative research starts with a research question which is broadly expressed or statement of purpose which is clarified during the research and with the emergence of the findings. General framework is provided by research questions; however, no assumptions are made about what will be found or what particular phenomena to center on. Qualitative data provides various viewpoints on the research object and a complex representation of the case (Creswell, 2012). It is based on constructivism and interpretivism; in addition, the emphasis is very much on meanings and process in qualitative research (Sale et al., 2002). Dörnyei (2007) points out that “qualitative researchers concentrate on an in-depth understanding of the 'meaning in the particular' (p.27). The features of qualitative research involve being locally situated, participant-oriented, holistic and inductive (Richards, 2009, p.



149). First of all, locally situated means that qualitative research occurs in a natural setting and it avoids from artificial conditions. Secondly, participant-oriented connotes that qualitative research aims to understand participants' point of view and it is responsive to their perspectives. Thirdly, it is holistic in that it has a context sensitive nature and it studies the aspects based on the situation where they take place. Lastly, it is inductive which means that it is based on interpretation of data and in this interpretation process, researcher immerses himself in data and utilizes several standpoints. There are some positive and negative sides of qualitative research. Its positive sides include exploratory nature, making sense of complexity, answering why questions, broadening our understanding, longitudinal investigation of dynamic phenomena, flexibility if things go wrong, and having rich resources for the research report (Dörnyei, 2007, pp. 39-40). Its negative sides involve having small sample size, the issue of generalizability, researcher role in data analysis and lack of methodological rigor. In addition, qualitative research is a demanding job and it could be time-consuming in the processing of data. The theories could be too narrow or too complex.

This study employed the explanatory sequential design. In this research design, researchers first collect quantitative data and afterwards they collect qualitative data to help elaborate on or explain the results of the quantitative data. The rationale behind this design is that while quantitative data and results form a general frame for the research problem, qualitative data provides more analysis required to explain, extend or refine the general frame (Creswell, 2012). The advantage of this design is that it specifies the quantitative and qualitative components, which is advantageous for both readers and researchers. It involves the best features of quantitative and qualitative research paradigms. This means that getting quantitative findings from a population as the first part and extending or elaborating on these results via an in-depth qualitative research in the second part (Creswell, 2012). However, the challenge in explanatory sequential design is to determine which aspect of quantitative findings to inquire into. Another disadvantage is that it requires to labor over and not only expertise but also time is necessary for quantitative and qualitative data collection (Creswell, 2012).

In this study, a questionnaire was conducted to collect data for quantitative part. All studies do not require a design which employs an experimental group and

a control group or a pretest-posttest application (Mackey & Gass, 2005). For quantitative data collection, this study takes advantage of one-shot designs which describes the participants' knowledge or behavior at a given time (Mackey & Gass, 2005). For qualitative data collection, semi-structured interviews were used in this study. The interview is not only a natural but also a socially acceptable method of gathering information with which most of the people feel at ease and which could be utilized in various circumstances and could focus on different topics in order to obtain in-depth data (Dörnyei, 2007). Figure 5 illustrates the research design of this study.

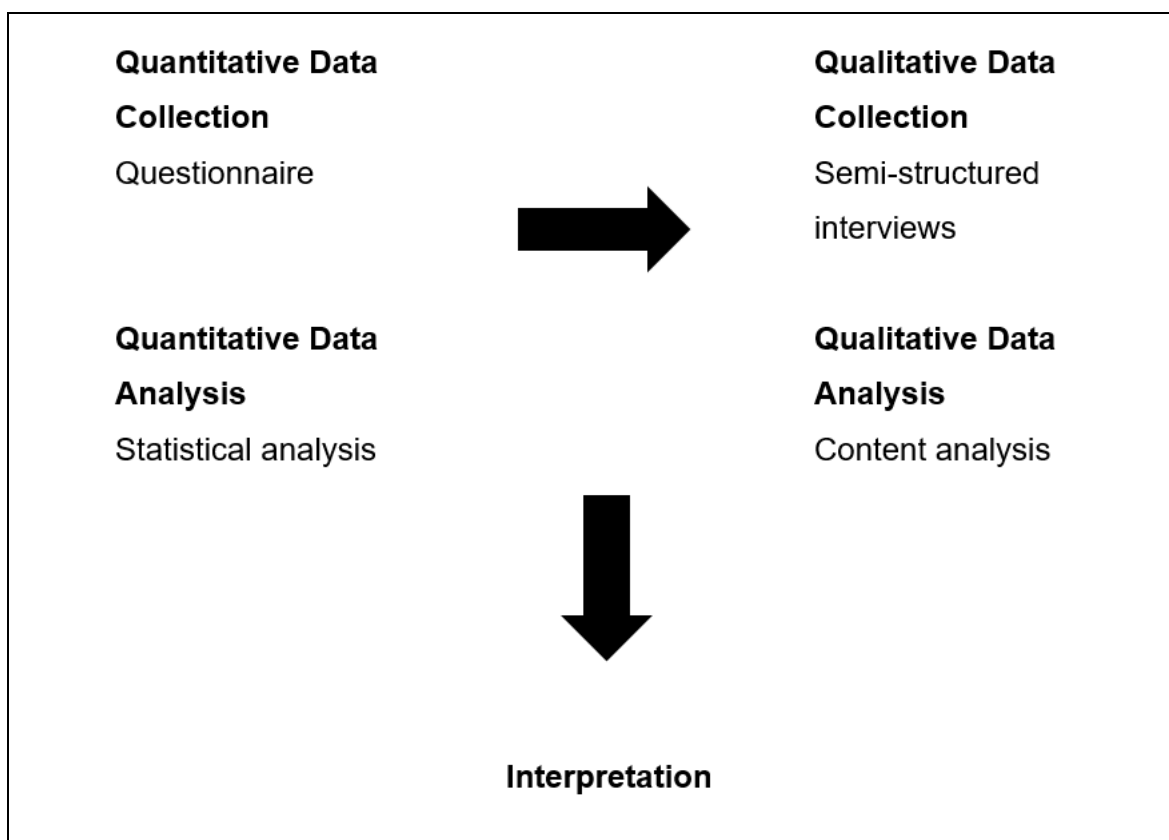


Figure 5. Research design of the study

### Setting and Participants

The present study took place in English as a foreign language teacher training department at a state university in Ankara. The medium of instruction in the department is English. The training program aims to gain the students sense of responsibility and contemporary teaching principles. Another aim of the program is to create a teacher profile who prepares lessons appropriate for technological developments. At the end of the program, the students are expected to know the

modern education activities and have the teaching skill of implementing them to the lessons. The program involves fields of language, linguistics, culture, literature, and predominantly language teaching. Since the aim of this study was to investigate the pre-service English teachers' perspectives on ICC, this setting suitably serves the purpose of this study.

Convenience sampling strategy was used in this study. In second language research, it is the most common sample method (Dörnyei, 2007). A significant criterion while selecting the sample is the convenience. In this type of sample, participants are selected according to certain practical criteria. For example, participants are selected if they are available at a certain time or if the researcher can easily reach them during the research. Participants' willingness to take part in research is another criterion. Therefore, participants' willingness, availability and accessibility are taken into consideration in this study. Participants consented to take part in the study by signing the voluntary participation form. A total of 130 undergraduate students (i.e., pre-service teachers) participated in the study. The participants were from freshman and senior students. They responded to the statements in a questionnaire, and 18 of them answered the interview questions. The participants ranged in age from 18 to 35 ( $M = 20.68$ ,  $SD = 2.21$ ). The number of female students was higher than the male students. There were 90 female students (69.2 %) and 40 male students (30.8 %) in the study as shown in Table 1.

Table 1  
*Gender Distribution of Participants*

Variable	N	%
Gender		
Female	90	69.2
Male	40	30.8
Total	130	100.0

## Data Collection

The present study conducted in an EFL teacher education program at a major state university in 2018-2019 spring term. Data for this study were gathered by using

Mirzaei and Forouzandeh's (2013) Intercultural Communicative Competence Questionnaire (ICCCQ) and via semi-structured interviews. Necessary permission was obtained to use the questionnaire in this study. Voluntary participation form which indicated researchers, research topic, aims of the study and data collection procedure was prepared. It involved information about the confidentiality, participation and withdrawal as well. To get permission from the Ethics Board at the university, an application was made with required documents. After permission was received from the Ethics Board, data collection started.

A total of 130 participants filled in the questionnaire while 18 of them answered the interview questions. In data collection process, the researcher reached out to the participants either at the beginning of their lectures or at the end of the lectures. She explained the aims of the study to the participants. The participants who were willing to participate in the study read and filled in the voluntary participation form. The forms were taken back and the questionnaires were distributed to the participants. In the questionnaires, participants did not write their names or any other information that could reveal their identity. In this way, participants recognized that their names and answers were kept separately and the information they provided would be kept confidential.

As the first step of data collection process, according to their views, the participants selected the best number for each statement in the questionnaire. The surveys were anonymous, and without any consultation among themselves, they completed the questionnaire. After they filled in the questionnaire, the participants who volunteered for answering the interview questions were determined. For the interview, 9 participants were from the freshman students and 9 participants were from the senior students. The second step of data collection was having interviews with the participants. For interviews, participants' gender, grade point average (GPA), and so on were not taken into consideration. In the second step, the researcher made interviews with the participants at the most suitable time. The participants answered the interview questions separately within an agreed time with the researcher. The participants also gave their consent for audio-recording of the interviews. The interviews were made in a comfortable and positive atmosphere to reduce participants' anxiety level if any. The interviews were conducted in Turkish. Before asking the interview questions, the researcher explained the process and

participants took a look at the interview questions to gain insight about the interview. The interviews started when participants were ready to answer the questions. By centering on the semi-structured questions, the researcher conducted the interview. Semi-structured nature of the interview provided participants with an opportunity to add different remarks from their own perspectives. Without any limitations, each interviewee had the opportunity to express their opinions about ICC. During the interviews, audio-recording was done.

## **Instruments**

The data collected through a questionnaire and semi-structured interviews to obtain information about participants' demographic background and their perceptions of intercultural communicative competence. The questionnaire involved two parts. The first part was about participants' background information such as age, gender, GPA and their year of study. In addition to this, participants' academic achievement was ascertained through their GPA. The second part of the questionnaire was about ICC. Furthermore, questionnaires provide benefits for the researchers. For example, questionnaires not only enable researchers to get longitudinal information about the participants at short notice but also, they are practical and economical (Mackey & Gass, 2005). In other words, they are effective with regard to financial resources, researcher's effort and the time that researcher spends on data collection, (Dörnyei, 2007). They also make it possible to compare participants' information (Mackey & Gass, 2005). They are multifaceted in that they could be successfully conducted with different people in various situations with different topics (Dörnyei, 2007).

**Intercultural Communicative Competence Questionnaire.** Mirzaei and Forouzandeh's (2013) ICCQ was adopted to collect data about participants' ICC levels. It is a 5-point Likert scale which involves 22 items about ICC, grounded on Deardorff's (2006) enquiry. Items are designed to reveal the participants' knowledge of culture and language, their skill of communicating across cultures and their attitudes toward other cultures. The items regarding knowledge involve such aspects as cultural self-awareness, culture-related information, linguistic knowledge and sociolinguistic awareness while the items concerning attitude consist of such aspects as the participants' respect and openness to different cultures and their

ambiguity tolerance (Deardorff, 2006; Mirzaei & Forouzandeh, 2013). The participants were asked to indicate their opinions according to each specific situation from 1 to 5 (1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, and 5 = strongly agree). In the original study, the ICCQ had an acceptable reliability estimate (= .71) by using Cronbach's alpha (Mirzaei & Forouzandeh, 2013). In Turkey, the ICCQ was used in Saricoban and Oz's (2014) study and Cronbach's alpha reliability coefficient was .82 after they reverse-coded some of the statements. In addition, Oz's (2015) study also used ICCQ and Cronbach's alpha reliability coefficient was .75. Necessary statements reverse-coded in this study as well and Cronbach's alpha reliability coefficient was .70, which is considered acceptable (Fraenkel & Wallen, 2003).

**Interview.** The interview questions for this study were prepared by the researcher according to the aims of the study. There were eight main questions related to participants' thoughts about ICC, their implementations in the lessons and their thoughts about the place of ICC in teacher education. For this study, the researcher took advantage of semi-structured interviews. Semi-structured interviews involve predetermined questions as the base of interviews, yet, the researcher could diverge to other subjects according to the interviewees' answers. For this reason, the questions may change from one interviewee to another. When researchers use interviews, this makes it possible to examine participants' perceptions, which normally cannot be observed directly. In the case of answers' being unclear, non-specified, ambiguous or imprecise, researchers can obtain further information thanks to interviews' interactive nature (Mackey & Gass, 2005). For the study, interviews were made in participants' mother tongue. Conducting the research in participants' native language eliminates the possible issues regarding the language proficiency of the participants, which affects the quantity and quality of the data (Mackey & Gass, 2005). The interview questions were listed below:

1. What do you think about teaching culture?
2. What can you say about language and culture teaching in general?
3. What do you understand from intercultural communicative competence (ICC)?
4. What do you think about the integration of ICC in foreign language education?
5. In the future, how will you integrate ICC in your lessons?

- Can you give examples from the techniques, methods and activities that you would use?
6. What do you think about the place of ICC in your teacher education?
  7. What would you suggest promoting ICC in teacher education?
  8. Is there anything you would like to add?

As it is seen above, interview questions were prepared with respect to the questionnaire statements to refine the statistical results. The questions also enlarge the scope of the study by focusing on pre-service English teachers' perspectives on ICC in general, the classroom activities that they would use, and their opinions about ICC in their teacher education. Since participants' educational backgrounds were different before they entered university, their learning experiences could affect their thoughts about ICC. The participants could mention these during the interviews and provide different perspectives for the study. Accordingly, the data were collected not only to refine statistical results but also to gain deep understanding of the topic. Data collection instruments are shown in Table 2.

Table 2

*Data Collection Instruments*

Research Questions	Data Collection Instrument
Question 1	ICCQ
Question 2	ICCQ
Question 3	ICCQ
Question 4	Interview
Question 5	Interview
Question 6	Interview

**Data Analysis**

Data analysis was carried out to address the research questions formulated for the present study. For the first three questions, quantitative analysis was carried out, and qualitative analysis was made for the last three questions. The data were analyzed both quantitatively and qualitatively to answer the research questions below:

1. a. What are the perceived levels of ICC of freshman and senior pre-service EFL teachers?
- b. Is there a statistically significant difference in participants' perceived level of ICC in terms of their year of study?
- c. Is there a statistically significant difference in participants' perceived level of ICC in terms of gender?
- d. Is there a statistically significant relationship between participants' ICC levels and academic achievement?
2. How do pre-service English teachers elucidate culture teaching and ICC?
3. In what ways will pre-service English teachers promote their learners' intercultural competence in the future?
4. What do pre-service English teachers think about the place of ICC in their current professional education?

IBM SPSS Statistics 21 was used to perform statistical analyses. Preliminary analyses were performed to see assumptions of normality, if there was an error in the data and to decide using either parametric or non-parametric techniques. Kolmogorov-Smirnov test was used to determine the normality level of the data collection instrument, the questionnaire. If significant value is more than .05, this shows normality (Pallant, 2010). As it is seen in Table 3, significant value ( $p = .200$ ) is more than .05 according to the result of Kolmogorov-Smirnov test.

Table 3  
*Normality Test*

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Total ICC	.067	130	.200*	.991	130	.608

\* $p > .05$

Additionally, normal probability plots (normal Q-Q plot) and histograms also provide the visual representation of normality. Figure 6 shows the normal Q-Q plot and Figure 7 demonstrates the histogram for normality test and these supported the



result of Kolmogorov-Smirnov test. These results suggested that parametric techniques could be used in order to analyze the data.

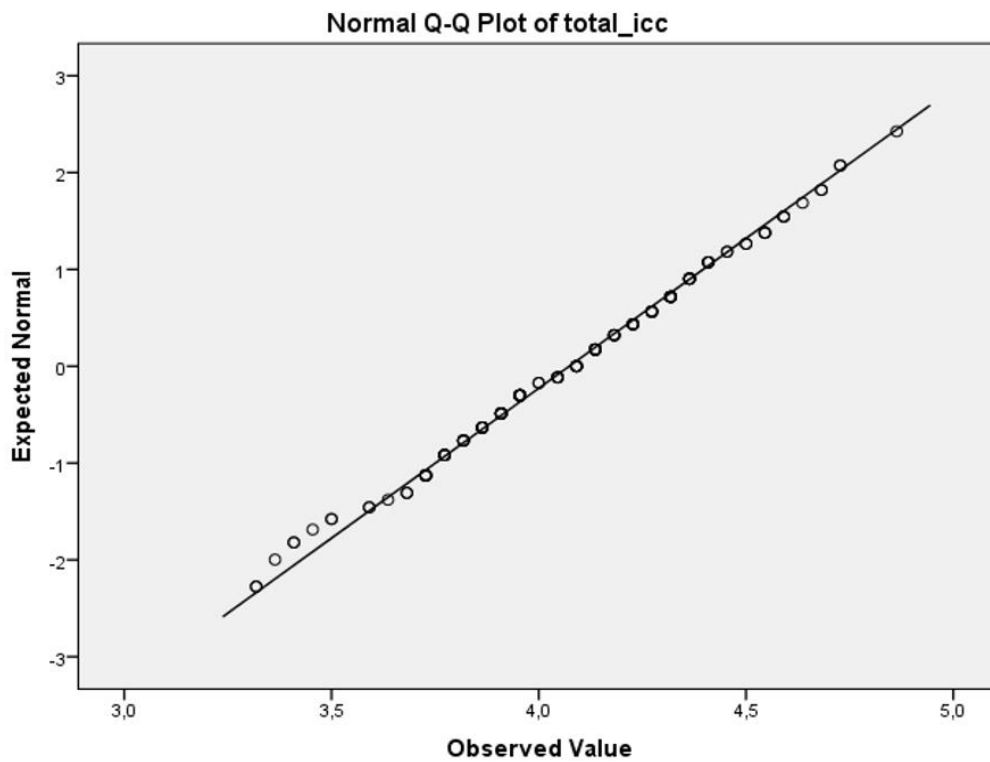


Figure 6. Normal probability plot for questionnaire

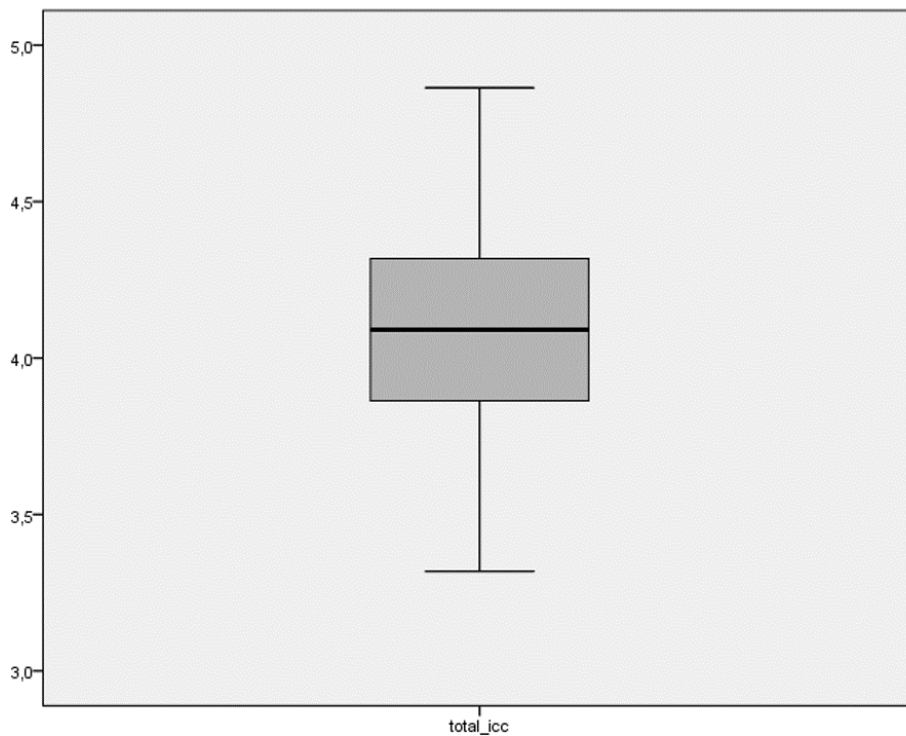


Figure 7. Histogram for Normality Test of the Questionnaire

Descriptive statistics such as mean and standard deviation were run to understand participants' perceived level of intercultural communicative competence. The independent samples t-test was conducted to find out if there were any significant differences between freshman and senior students' perceived level of ICC. To answer the second research question, the independent samples t-test was used to detect if there was a statistically significant difference among participants with regard to gender. For the third research question, Pearson product-moment correlation coefficient was used to investigate the relationship between participants' ICC levels and their academic achievement.

Qualitative analysis was carried out for the fourth, fifth and sixth research questions. Audio-recordings of the interviews were transcribed and translation from Turkish into English was made in later stages. In qualitative analysis, the analysis is not a phase, but it is a process which starts during data collection and is carried out during the research. Therefore, the analysis process started with the first interview. For this study, content analysis was applied to find out participants' perceptions on ICC. Content analysis includes data coding which is done systematically so as to find out the patterns along with interpreting the data in a well-grounded way. For content analysis, grounded theory is widely used, and it was developed to strengthen the reliability and validity of qualitative analysis (Friedman, 2012). Based on Corbin and Strauss (1990), the principles of coding in grounded theory were applied for content analysis. It contains 3 stages namely initial coding, axial coding and selective coding. During the process, the researcher needs to assess the coding categories relying on their relevance to the data, if they account for the studied phenomenon, their suitability to the research questions, and if the categories could be adjusted with further data (Friedman, 2012). Data coding was done according to the stages in a systematic way. In initial coding, the researcher examined data one by one and assigned codes that specified topics. Similarities and differences in the data were found via constant comparison. Constant comparisons and questioning give researchers an opportunity to break through bias and subjectivity (Corbin & Strauss, 1990). In axial coding, the researcher found the patterns by comparing coding categories that arouse within and across cases. Connections between categories were established. In selective coding, the researcher applied the selected codes to the remaining data, and they were developed. Three colleagues

of the researcher coded the data separately to enhance reliability while coding data. Comparisons were made among codes and a consensus was reached after differences were negotiated. In a similar way, validity was enhanced by taking into consideration different comments of raters. An expert translator provided assistance in translating the data from Turkish to English.

**Validity and Reliability.** Validity and reliability are important factors in a research. According to Bell (2014), “Reliability is the extent to which a test or procedure produces similar results under constant conditions on all occasions” (p. 119). In this study, Cronbach’s alpha reliability coefficient was used to ensure reliability of ICCQ, and the value was  $\alpha = .70$  which is considered acceptable (Fraenkel & Wallen, 2003). Reliability and validity of qualitative analysis were ensured with the help of multiple raters.

Previously, the definition of validity focused on if an instrument measured what it was supposed to measure (Bell, 2014, pp. 119-120). However, recent views show that validity focuses on the meaning and interpretation of the scores obtained from the instruments (Ary, Jacobs, Sorensen, & Walker, 2013). Two domains namely internal validity and external validity come to the forefront for the validity of a study. Internal validity is an essential condition while interpreting an experiment (Campbell & Stanley 1963). It verifies that observed results reflect the truth in study population (Patino, & Ferreira, 2018). This study takes advantage of mixed-methods research design and this type of design has the potential of producing evidence for validity of research outcomes via corroboration and convergence of the results (Dörnyei, 2007). For this study, triangulation was used to establish the internal validity. Triangulation was conducted by using qualitative and quantitative research paradigms, thereby using different research instruments. Hence, corroboration and convergence between these different datasets were ascertained so as to attain internal validity.

External validity is about generalizing the results of the study to various settings and different people (Campbell & Stanley 1963; Shadish, Cook, & Campbell, 2002). Since this study was conducted in Turkey and it reflects Turkish education system, different results could be obtained in different contexts with different higher education systems. Therefore, external validity of the study is limited

although corroborating evidence received via different methods could increase the external validity of the findings (Dörnyei, 2007).

## Chapter 4

### Findings

In this section, findings of the research questions were explained. First three research questions were analyzed with SPSS 21 while the other research questions were analyzed through content analysis.

#### Results of Quantitative Data Analysis

Research question 1: a. What are the perceived levels of ICC of freshman and senior pre-service EFL teachers?

This question was formulated to understand pre-service English teachers' perceived level of intercultural communicative competence. To answer this question, descriptive statistics were run.

Table 4

#### *Descriptive Statistics of Total ICC*

	N	Mean	SD
Total ICC	130	4.07	0.32

As it is shown in Table 4, descriptive statistics revealed that participants' score for ICC was ( $M = 4.07$ ,  $SD = 0.32$ ) which showed that pre-service English teachers had high levels of ICC. When it comes to components of ICC, their scores were also high as shown in Table 5. Their scores included knowledge component ( $M = 4.01$ ,  $SD = 0.33$ ), skills component ( $M = 4.16$ ,  $SD = 0.47$ ) and attitudes component ( $M = 4.12$ ,  $SD = 0.45$ ).

Table 5

#### *Descriptive Statistics of Components of ICC*

	N	Mean	SD
Knowledge	130	4.01	0.33
Skills	130	4.16	0.47
Attitudes	130	4.12	0.45

Research question 1: b. Is there a statistically significant difference in participants' perceived level of ICC in terms of their year of study?

An independent samples t-test was conducted to find out if there were any significant differences between freshman and senior students' perceived level of ICC.

Table 6

*Independent Samples T-test Results for Freshman and Senior Students' ICC levels*

	M	SD	Mean Difference	t	df	p
Freshman students	4.05	0.31	-.030	-.533	128	0.59
Senior students	4.08	0.33				

As illustrated in table 6, there was no significant difference in scores for freshman ( $M = 4.05$ ,  $SD = 0.31$ ) and senior students ( $M = 4.08$ ,  $SD = 0.33$ ;  $t(128) = -.533$ ,  $p = 0.59$ ). The magnitude of the differences in the means (mean difference =  $-.030$ , 95% CI:  $-.14$  to  $.08$ ) was very small ( $\eta^2 = .002$ ). This showed that pre-service English teachers' ICC levels did not change according to their grade.

Research question 1: c. Is there a statistically significant difference in participants' perceived level of ICC in terms of gender?

To answer this question, an independent-samples t-test was conducted to compare the ICC scores for male and female participants.

Table 7

*Independent Samples T-Test Results for Gender*

	M	SD	Mean Difference	t	df	p
Male	3.96	0.38	-.161	-2.41	58,94	.019
Female	4.12	0.28				

The results of independent-samples t-test revealed that there was a significant difference in scores for males ( $M = 3.96$ ,  $SD = 0.38$ ) and females ( $M =$

4.12,  $SD = 0.28$ ;  $t(58,94) = 2.41$ ,  $p = .019$ , two-tailed) as illustrated in table 7. The magnitude of the differences in the means (mean difference =  $-.161$ , 95% CI:  $-.29$  to  $-.02$ ) was small (eta squared =  $.04$ ).

Research question 1: d. Is there a statistically significant relationship between participants' ICC levels and academic achievement?

For the third research question, Pearson product-moment correlation coefficient was used to investigate the relationship between participants' ICC levels and their academic achievement.

Table 8

*Pearson Product Correlation for Academic Achievement and Total ICC*

		Academic Achievement	Total ICC
Academic Achievement	Pearson Correlation	1	.167
	Sig. (2-tailed)		.057
	N	130	130
Total ICC	Pearson Correlation	.167	1
	Sig. (2-tailed)	.057	
	N	130	130

Preliminary analyses were performed, and no violation was found. As shown in Table 8, there was not a strong correlation between the two variables ( $r = .167$ ,  $n = 130$ ,  $p > .05$ ). This finding demonstrated that pre-service English teachers' ICC levels were not affected by their academic achievement.

### **Results of Qualitative Data Analysis**

Research question 2: How do pre-service English teachers elucidate culture teaching and ICC?

Pre-service English teachers' thoughts about teaching culture, language and culture teaching in general, and their understanding of ICC were investigated via interviews to understand their opinions about ICC. Firstly, their opinions about

teaching culture were explained and themes, codes and frequency (*f*) were shown in table 9.

Table 9

*Themes and Codes for Interview Question 1*

Themes	Codes	F
<b>General ideas about teaching culture</b>	Important	6
	Necessary	2
	Inadequate	3
<b>Effect on individuals</b>	Interaction with others	2
	Attitudes	3
<b>Others</b>	Whose culture	1
	The effect of course book	1
	Risk	1

There were different ideas about teaching culture among participants. As indicated in table 9, the themes from the content analysis of first interview question were general ideas about teaching culture, language and culture, effect on individuals and others. General ideas about teaching culture included importance of teaching culture, necessity of teaching culture and inadequacy in teaching culture. Among these, mostly mentioned one was importance of teaching culture ( $f = 6$ ). One of the participants explained the importance of teaching culture as in the following:

*“I believe that culture teaching is of capital importance, especially when we think about foreign language education. Language is not only grammar or vocabulary; you also need culture to learn a language thoroughly.”*

Other participants expressed the importance of teaching culture in terms of going somewhere either abroad or in their own country since individuals need knowledge about that place. They also stated that instead of only focusing on teaching language, teaching culture of the target language is significant because of the fact that their students would have the chance of going abroad during their education and in business life. One participant reflected:

*“Culture teaching is significant. First, let me give an example within Turkey. Let’s suppose that I live in the western part of the country and I will go to the*



*eastern part. Before going there, if I obtain information about culture of that place, I will live or stay there more comfortably. In the same way, if I go abroad with knowledge of that country, I believe that I will not have difficulty. Thus, I see culture teaching as important.”*

Two of the participants pointed out the necessity of teaching culture in foreign language education. They emphasized that even in Turkey borders, when one person goes from one region to another, culture changes and depending on culture, language also changes. They maintained that when people have difficulty in understanding a word or idiom resulting from localism, while learning a language, rather than learning only non-exhaustively, individuals can learn in a deeper way by learning culture.

Three of the participants considered culture teaching in English language teaching as inadequate. They stated that culture teaching did not take place in the lessons adequately, and they did not see the content of the course book enough for effective culture teaching to promote language learners' knowledge, awareness and skills. Two of them made a mention of their own personal effort in learning English culture. They articulated that they learnt the culture of target language through using the Internet, playing games, and watching films and tv series. One of them was exposed to culture thanks to her friends in high school. With this realization, she gravitated to culture so as to learn about it more and to know people. She further claimed that exposure to culture was limited to English literature course in her professional education and stated that culture does not consist of only literature and it has other dimensions.

Another theme was the effect of culture teaching on individuals and it consisted of interaction with others and attitudes. Two of the participants laid emphasis on interaction with others while teaching culture. Participants stated that while learning a language, individuals would interact with others eventually and they would experience that culture as well. One of the participants remarked:

*“I have always found culture teaching so different. The reason why it is different for me is that culture cannot be thought only by textbooks or listening texts. I believe that interaction is necessary for culture teaching. It is not possible to know a culture entirely without interaction due to the fact that*

*culture related topics remain on paper in the lessons. Accordingly, when we encounter with other cultures, we could live culture shock or have intercultural problems. In order not to have problems, I think that the more interaction we form the more we success.”*

Another dimension was attitudes with a focus on understanding other cultures and changing individuals' perspectives. Participants explained that culture teaching paves the way for developing understanding and broadening horizon. They maintained that it also strengthens the communication. In addition, participants highlighted that culture teaching changes individuals' perspectives on other cultures and it helps them to understand that other cultures are valuable as well. In this direction, one of the participants stated:

*“First of all, there are a lot of people in the world and these people are coming from different cultures and we share the same world. We share the same environment. Somehow, we need to learn how to tolerate each other. For this, we need to develop empathy first. To develop empathy, we need to understand cultures.”*

Apart from these, participants touched on other points such as the effect of course book and risks in teaching culture. One of the participants mentioned that the number of people who speak English as their native language is less than the number of people who speak English as a second or foreign language; therefore, whose culture to teach raises a question mark in minds.

One participant draw attention to the effect of course book and she gave an example from her own high school education. She stated that it is possible to see cultural differences with different course books. Another participant highlighted that there are some risks in the integration of culture to the lessons especially for young learners. He reflected:

*“Nowadays, people are trying to pass to popular culture without being able to learn home culture. This creates a culture conflict on individuals and because of this reason, individuals do not know which culture to accept as their own culture. To prevent such a conflict, we need to be careful while teaching culture to young learners.”*

Secondly, pre-service English teachers' opinions about language and culture teaching were explained and themes, codes and frequency were shown in table 10.

Table 10

*Opinions about Language and Culture Teaching*

<b>Themes</b>	<b>Codes</b>	<b>F</b>
<b>General opinions</b>	Inseparable	9
	Strong connection	3
	Necessary	3
<b>Positive opinions</b>	One language, one person	1
	Interaction	1
	Teachable	1
<b>Negative opinions</b>	Weak	2

Most of the participants mentioned the co-existence of language and culture and they stated that language and culture are inseparable ( $f = 9$ ). In parallel with this, they stated that language and culture are connected, and it is unimaginable that language and culture are independent. One of the participants commented:

*“I believe that language and culture are inseparable. If we want to learn a language, we need to have a grasp of that culture as well. For example, how can a person learn a language better? We generally suggest watching tv series and films since we see the things that belong to culture such as daily life and how people respond via tv series and films. For instance, daily language is different from what is taught in lessons. To give an example, when we enter the classroom, we say “Hi, children. How are you?”. And the students reply, “I’m fine, thanks, and you?”. The teacher says, “I’m fine.” However, in daily life, we see the usages like “I’m good!” and “So so!”. Therefore, I believe that we certainly need to learn the culture of the language that we will use, not only for English but also for other languages.”*

In the same direction, three of the participants touched on the strong connection between language and culture teaching. One of them stated that the connection between language and culture teaching is really strong and language and culture teaching go parallel with each other. Another participant highlighted that

some structures in the language are like the reflection of that culture and cultures' inclination to something creates rich vocabulary in the language.

There were also other points that pre-service English teachers remarked about language and culture teaching such as the necessity. They mentioned that language and culture teaching is necessary since one learns a language with its culture. They stated that when we meet with new people, it is essential to know how to speak with them without hurting them. This necessitates knowing both language and culture.

The pre-service English teachers had positive opinions about teaching language and culture. One participant referred to Turkish proverb "One who speaks only one language is one person, but one who speaks two languages is two people." She maintained that when we learn a language, we need to have comprehensive knowledge of culture; otherwise, when we come together with different people, we will not be able to communicate effectively. Apart from this, one participant considered that language and culture could be basically taught in primary school. In addition, one participant laid emphasis on the need of interaction in language and culture teaching. She stated:

*"One need to communicate with others so as to develop fluency in a foreign language. At the same time, when it comes to culture, although reading different texts about that culture and watching videos help us to learn different aspects of the culture, it is necessary to interact with people and live in that culture in order to understand the people better."*

There were also negative opinions about the status of language and culture teaching. Two of the participants expressed that language and culture teaching is weak in foreign language education. They commented that we are not able to carry out language and culture teaching together. They exemplified that the students study features of language since the focus is on exams during their education life. Therefore, the students focus on meeting the requirements of the exams. Participants pointed out that the students are not able to pay attention to cultures, which is evidently our loss. They asserted that learning a language does not mean that culture is learnt too. They stated that the students know English, but they do not have deep knowledge about culture, they know only simple things such as breakfast

and the vehicles. They suggested that extra training should be provided for students in their language learning process in order to enable them to know a culture.

Thirdly, pre-service English teachers' understanding of ICC were examined and themes, codes and frequency were indicated in table 11.

Table 11

*Pre-service English teachers' understanding of ICC*

<b>Themes</b>	<b>Codes</b>	<b>F</b>
<b>Skill</b>	Communication skill	2
<b>Attitudes</b>	Understanding	4
	Respect	3
	Empathy	2
	Tolerance	2
<b>Related ideas</b>	Intercultural communication	1
	Globalization	1
	Cross-cultural interaction	1
<b>Conceptualization</b>	Unclear concept	4

Two of the participants defined ICC as a skill. They described it as individuals' ability to talk with people from other countries and their communication skill with people from different cultures. However, they did not clarify components of ICC.

Generally, pre-service English teachers explained ICC based on attitudes ( $f = 11$ ). They stated that it is about understanding others and other cultures ( $f = 4$ ), respecting others ( $f = 3$ ), empathy ( $f = 2$ ) and showing tolerance ( $f = 2$ ). One of the participants remarked:

*"It is about understanding each other when people are from different cultural backgrounds. For example, I am a stranger to another culture; nevertheless, I try to understand that culture. In the same way, my interlocutor tries to understand my culture. It is about respecting each other and behaving in a respectful manner. It is about respecting people regardless of who even when people are from the same culture."*

In the same direction, another participant stated:

*“I believe that it is respecting different cultures, not judging people from different cultures, establishing empathy with others or respecting others and being able to integrate new cultures.”*

Interestingly, one participant expressed that he respects other cultures and show tolerance towards others; however, he stated that he likes his own culture so much.

Some of the participants had related ideas to ICC and one of them explained intercultural communication. He articulated:

*“I am from Turkey. Let’s suppose that a student came to Turkey with Erasmus program from Poland. When we meet and talk with each other, this situation is intercultural communication. When I go somewhere and meet someone else, it is intercultural communication. At the same time, there are marriages between people from different countries; therefore, intercultural communication is important in this way as well.”*

One of the participants stated that the concept is about cross-cultural interaction, but he did not provide any further explanation regarding ICC. Another participant touched on globalization and expressed that our interaction with others increases day by day through social media and the increase of travel in today’s world. Moreover, she stated that we can interact with others in a short time, which is a great occasion. However, the participants’ comments were limited to these ideas.

While most of the participants mentioned aspects of ICC, four participants had unclear conceptualization of ICC. They gave a vague reply which did not define the concept correctly and did not specify its components.

Lastly, pre-service English teachers’ opinions about the integration of ICC in foreign language education were investigated and themes, codes and frequency were indicated in table 12.

Table 12

*Themes and Codes for Interview Question 4*

Themes	Codes	F
<b>General ideas</b>	Necessary	5
	Important	3
	Inadequate	3
	Beneficial	1
	No integration	1
<b>Suggestions</b>	Extra course	1
	More practice	1
	Literary texts	1

Participants stated that the integration of ICC in foreign language education is necessary ( $f = 5$ ). They stated that it is essential since learners will interact with different people in their lives. They mentioned that it is necessary for effective and healthy communication between interlocutors. One of them remarked:

*ICC should be a part of foreign language education. At the same time, I believe that every student should have ICC since going abroad is the dream of every student, especially of foreign language students. When they go abroad and meet with any culture, they need to show respect and maintain a positive attitude rather than being prejudiced against other cultures. Therefore, having ICC is definitely essential for students.*

Three of the participants gave voice to the importance of integration of ICC into foreign language education. They touched on that knowing and valuing other cultures are important. They maintained that understanding others and their opinions enables effective communication, and these could be achieved with the integration of ICC into foreign language education.

Three of the participants expressed that the integration of ICC is inadequate in foreign language education. They explained that not every student has the chance of experiencing other cultures. One of them stated that it is not enough but there are attempts to integrate ICC through texts. Another participant explained her ideas as following:

*I do not think that ICC take place in our education system sufficiently. We are aware of these topics in recent years. We have learned to respect other cultures with the advent of the internet and prevalence of social media. The integration of ICC could come true with teachers' efforts. I believe that training should be provided for respecting other cultures and respecting home culture.*

One of the participants pointed out that the integration of ICC into foreign language education is beneficial since individuals need ICC for their lives and it could be developed via foreign language education. One participant mentioned the lack of integration of ICC and stated:

*It is not possible to say that there is an integration of ICC in foreign language education. English is taught in primary schools and secondary schools but there is not any information about other cultures in coursebooks.*

Apart from the above-mentioned ideas, there were some suggestions to integrate ICC into foreign language education. Participants touched on the necessity of more studies and more practice for integration of ICC. One participant stated that it would be easier to integrate ICC into foreign language education through literary texts due to the fact that literary texts provide information about other cultures. With this suggestion, she emphasized the knowledge component of ICC. Another participant exemplified this point through her high school education where she learnt traditions and festivals during her English lessons.

Research question 3: In what ways will pre-service English teachers promote their learners' intercultural competence in the future?

Pre-service English teachers gave suggestions for promoting their learners' ICC in the future and they mentioned the things to consider before integrating it in the lessons. These were illustrated in Table 13.



Table 13

*Themes and Codes for Interview Question 5*

<b>Themes</b>	<b>Codes</b>	<b>F</b>
<b>Suggestions</b>	Student exchange programs	4
	Trips to abroad	2
	Special weeks	2
	Foreign visitor	2
<b>Things to consider</b>	Age group	2
	Proficiency level	1
	Teaching in context	2
	Experiential learning	1
	Learning styles	1
	Learners' interests	2

Pre-service English teachers explained their ideas to promote their learners' ICC in the future. For this, they suggested organizing student exchange programs ( $f = 4$ ), trips to abroad ( $f = 2$ ), special weeks ( $f = 2$ ) and inviting foreign visitors to the classroom ( $f = 2$ ). Among their suggestions, mostly mentioned one was student exchange programs. Participants mentioned that they would start student exchange programs in which students would have the chance of establishing intercultural communication. One of the participants stated that students exchange programs provide many benefits for the students such as meeting new people and cultures, and familiarizing students with different things. She maintained that exchange programs would also provide an opportunity for foreign students to gain experience of different cultures. Another participant touched on her primary school years and remarked:

*When I was in primary school, children were coming from different countries on National Sovereignty and Children's Day. Teachers were communicating with each other and they were matching their students with foreign students. Through student exchange programs, I can exert an influence on students' interaction with other people. Hence, children can learn to respect people from different cultures at small ages.*

Two participants mentioned organizing trips to abroad in order to promote their learners' ICC. They stated that these trips will be of great use in that they will provide students with an opportunity of experiencing different cultures and they will enhance students' knowledge and experience. Two of the participants made reference to invite a foreigner to the classroom. In this way, students will have the chance of asking questions and learning different things about people's lives and their perspectives. This experience will also enhance students' communication.

Two of the participants suggested organizing special weeks so as to promote their students' ICC. One of them remarked that these weeks would reflect the features of different people and countries and thus students could learn a variety of lifestyles and cultures. He touched on bringing different materials to the classroom and maintained that these weeks would include various activities to enhance students' ICC. The other participant touched on her Erasmus experiences and stated:

*Every week could be lived in a context. For example, one week could be Easter. I studied in Poland with an Erasmus program. In Poland, there is a day called Tłusty czwartek (Fat Thursday). They have it in France as Mardi Gras. There are specific terms that people use in those times. There are specific usages that people use while they are buying or saying something. It is a part of their cultures. And if people do not use these terms, they understand that the person is foreigner and they can find it strange. And if one uses these terms, they think that this person is competent. Therefore, we can teach students these cultural elements or festivals in the lessons.*

In addition to pre-service English teachers' suggestions to promote their learners' ICC, participants also explained the things to consider before integrating ICC into their lessons. These involve learners' age group ( $f = 2$ ), proficiency level ( $f = 1$ ), learning styles ( $f = 1$ ), interests ( $f = 2$ ), teaching in context ( $f = 2$ ) and experiential learning ( $f = 1$ ). Two of the participants expressed that learners' age group should be taken into account while integrating ICC into the lessons. Activities and materials should be selected and designed according to learners' ages. One participant touched on the fact that learners' proficiency level is important while deciding how to integrate ICC. For the integration of ICC, one of the participants

called attention to learning styles and the need of analyzing students' learning styles for effective teaching. She stated:

*I will specify how students learn on an individual basis and integrate activities according to students' learning styles. Especially in primary and secondary schools, students are not aware of what they know since their metacognitive skills are not completely developed in those years. Therefore, I will integrate ICC into lessons according to learner needs.*

Learners' interests were another point mentioned by participants. They stated that knowing students and their interests would be the first step for integration of ICC. Then, teaching process could be prepared by taking into consideration students' interests such as films and music. Two participants highlighted teaching in context and mentioned that integration of ICC will be put into practice in context. In addition, one participant reflected that experiential learning is the best way for teaching ICC. She maintained that students will understand and learn different points of views and cultures when they experience these through different activities in the classroom and through out-of-class activities.

Pre-service English teachers also explained which materials they would use in their lessons and how they would implement ICC into their lessons. They exemplified activities and techniques that they would use to promote their students' ICC. These were shown in Table 14 below.

Table 14

*Implementation of ICC in the lessons*

<b>Themes</b>	<b>Codes</b>	<b>F</b>
<b>Materials</b>	Films – TV series	6
	Music – Songs	6
	Videos	4
	Literary texts	1
	Articles	1
	Posters	1
	Cartoons	1
<b>Implementation</b>	Role plays	2
	Dances	3
	Games	3
	Group tasks	1
	Comparing and contrasting	2
	Wearing costumes	3
	Egg dying	1
	Pen pals	2
	The use of social media	1
	Total physical response	1
	Talking about experiences	1

Participants exemplified different kinds of materials to use in the classroom in order to promote their students' ICC. Films-tv series and music-songs were the most mentioned materials ( $f = 6$ ). Participants stated that films-tv series play a significant role to enhance students' ICC since they reflect people's lives from family life to legal processes. They include how people use language in different contexts along with different cultural elements. They are also an example of different accents.

Another point addressed by participants was using music-songs in the classroom according to students' ages. One of them stated:

*“There was a song named What’s the time Mr. Wolf? It is a song that English children learn when they are kids. I can show this song to the children. I can use this song to explain simple present tense or daily routines.”*

Participants also mentioned the use of videos in the lessons ( $f = 4$ ). They mentioned that videos are beneficial in that they engage and motivate students towards lesson. Videos are a way of showing cultural elements, what constitutes people's daily lives, and what concerns people. One participant suggested using literary texts reflecting culture and cultural elements to make students gain knowledge about other people and cultures. In addition to this, another participant touched on not only using topics that will arouse students' curiosity about others such as cultural elements, people's daily lives or sport activities but also reflecting home culture and values. One of the participants addressed the use of articles which informs students about a great variety of topics and stated that articles provide an opportunity of discussing different topics which will broaden students' horizons. One participant noted using posters that show cultures and features of different countries and hang these posters on the wall in the classroom. Thus, she pointed out peripheral learning. Moreover, one participant suggested using cartoons in the classroom for young learners.

When it comes to implementation of ICC into the lessons, participants touched on various activities. Two of the participants stated that role plays are of capital importance while integrating ICC into the lessons. Special days, different festivals, daily life and different uses of languages could be acted out by students. They exemplified:

*"Initially, I will show an example to the students. If people do something before, during or after breakfast, students can act out these."*

*"To set an example, there is an expression while buying donuts on Fat Thursday. It is said only at that time. Students can act out this."*

Three participants mentioned that dances could be involved in the lessons. They stated that people have different dances all around the world and they will show dances of different cultures in the lessons. They suggested using dances in the classroom especially for young learners. Three participants mentioned using games to promote their students' ICC. They stated that they will integrate games into their lessons for young learners. One of them highlighted that games will provide active learning for students. She maintained that when students are passive in language learning, effective learning does not occur.

One of the participants mentioned using group tasks and stated that group tasks will be helpful during teaching process since students will learn different aspects such as how to treat other people and what they would feel if they were in that situation. Group tasks will also stimulate discussions which will provide students with an opportunity of learning how to listen to others and relate different ideas.

Two of the participants touched on comparing and contrasting different cultures and home culture. They stated that they can touch on similarities and differences among different cultures. One of them exemplified:

*“For example, we can watch films and tv series in the classroom and students can make analysis about the scenes. Students will see how other people answer in one situation and how they react according to the facts. They can analyze other people’s reactions and their own reactions. In this way, students can understand other people better.”*

Three participants mentioned wearing costumes in the classroom to enhance students’ ICC and gave Halloween as an example for this. They stated that costumes and different materials for Halloween could be brought to the classroom and students can wear costumes and live the other cultures. One of them also touched on Eastertide and egg dying. She stated:

*“Students can wear spooky costumes for Halloween or do Halloween activities in the lessons. As another example, we can make students dye eggs during Eastertide. These are crucial for students to be at peace with themselves and for their communication with others. We need to encourage students to learn about other cultures since when they come across with another culture in the future, they need to have self-respect and respect their interlocutors. We need to arouse students’ interest towards other cultures and make them have respect for other cultures through different activities.”*

Two participants touched on that pen pals are old-fashioned, but it could help learners to practice language and to know other people and cultures. One participant draw attention to widespread use of social media and stated that the use of social media in language teaching will be advantageous since learners use social media in their everyday lives. Apart from these, one of the participants suggested using Total Physical Response especially for young learners. One participant

mentioned talking about her own experiences to inform students about other people's lives and cultures. She maintained that she could enliven the course through different photographs and videos while talking about different cultures.

Research question 4: What do pre-service English teachers think about the place of ICC in their current professional education?

Pre-service English teachers explained their opinions about the place of ICC in their teacher education. Themes, codes and frequency were illustrated in table 15.

Table 15

*Opinions about ICC in teacher education*

Themes	Codes	F
<b>General ideas</b>	Inadequate	8
	Necessary	7
<b>Factors</b>	Erasmus+ program	3
	Individual effort	1
	Lecture	1

The analysis indicated that pre-service English teachers found the place of ICC in their teacher education inadequate ( $f = 8$ ). They stated that they were not exposed to ICC much. They remarked:

*“It is not enough. There was not a course specifically for ICC.”*

*“To tell the truth, I do not think that training is enough for ICC. I can implement it based on mostly what I have learnt so far by myself.”*

Pre-service English teachers also believed that ICC is necessary for teacher education ( $f = 7$ ). They stated that it should be included in the program. One of them articulated:

*“If I do not know it, how can I teach it to my students and be helpful for them? Therefore, I believe that it is necessary for our professional training.”*

Three of the participants touched on student exchange programs at the university. Participants stated that they can develop their ICC through programs like

Erasmus+ in their departments. However, one of the participants highlighted that it also depends on individuals' goals. One participant stated that it depends on lecture and exemplified Teaching English to Young Learners which helps to develop ICC.

Pre-service English teachers shared their ideas to promote ICC in teacher education as well. Table 16 shows these suggestions.

Table 16

*Theme and Codes for Interview Question 7*

<b>Theme</b>	<b>Codes</b>	<b>F</b>
<b>Suggestions</b>	Courses	9
	Exchange programs	4
	Online programs	2
	Clubs	1
	Field trips	1
	Special days	1

Pre-service English teachers mostly suggested including courses about ICC in the program ( $f = 9$ ). They stated that courses for theory and more practice are needed, and it could be taught from the first year. They remarked that the program could involve courses for intercultural communication and courses including different cultures and cultural elements. One of them emphasized that it is important to expand cultural awareness in teachers as well.

Participants also suggested exchange programs to promote ICC in teacher education. They expressed that if they have the opportunity to go abroad, study abroad and know other cultures, it will be much better. In the same direction, if more foreign students come here and they meet with them, it will be beneficial. They highlighted that the number of the students who benefit from the exchange programs should be increased and they touched on the positive effects of exchange programs both for their lives and their academic life. One of the participants stated:

*“More exchange programs are needed. Student exchange programs could be increased in teacher education. No matter how much we speak about other cultures here, it is important to see how people live in that society and*



*culture. At the same time, it is significant to increase our communication with people. This experience changes one's perspective towards other cultures."*

Two of the participants touched on online programs to promote ICC in teacher education. One of them remarked:

*"Simply, it could be communicating with people from different cultural backgrounds. There are a lot of programs which provide an opportunity to talk with people abroad. For example, there is a program called HelloTalk. With this program, you can talk with people from different cultures. Even if you speak about simple topics, it reveals other people's point of view and clues about the culture. In this respect, prospective teachers could talk with people from different cultures to improve themselves. These could be integrated into teacher education."*

One of the participants suggested clubs which will create social environment to meet with different cultures. Another suggestion was including field trips in teacher education. This will increase prospective teachers' experience in other cultures and enhance their ICC. One participant mentioned organizing special days which will demonstrate different cultures, their clothes, food and so forth. She maintained that in this way, experience in other cultures could be gained.

Apart from these, some of the participants made additional comments regarding this topic. They were represented in Table 17 below.

Table 17

*Theme and Codes for Interview Question 8*

<b>Theme</b>	<b>Codes</b>	<b>F</b>
<b>Additional comments</b>	Language and culture	2
	ICC	6

Two of the participants touched on the relationship between language and culture once again. One of them stated:

*"I think that culture should be definitely taught since language and culture co-exist. When culture changes, language also changes. When language*

*changes, culture changes as well. Even now, there are a lot of foreign words in today's Turkish. Culture progresses accordingly. The language of social media and daily language change. Since language is a living thing, it proceeds with culture concurrently and I think that we need to follow both of them simultaneously."*

Some participants touched on ICC as their additional comments. One participant highlighted that people should respect themselves and respect other people around them. She maintained that everyone needs to respect each other. Another participant stated that there should be more studies about ICC, and she also expressed that she wants to take more training about it and to teach it in the upcoming years. One of the participants remarked that the focus on passing a course should be changed and students should be encouraged to gain experience, to know new cultures and so forth. In addition, one participant laid emphasis on integrating ICC into lessons more and enhancing students' ICC. Another participant suggested that the courses in teacher education could head towards how to teach English in international classrooms. In a similar way, one participant touched on the need for courses about culture.

## **Chapter 5**

### **Discussion**

The main goal of this study was to investigate pre-service English teachers' ICC levels and their perspectives on ICC. It also aimed to examine the effect of teacher education program on pre-service English teachers' ICC and to clarify how prospective teachers would promote their learners' ICC in the future. With these aims, quantitative and qualitative research instruments were used to gather the data. The analysis was carried out through IBM SPSS Statistics 21 and content analysis. This chapter presents the discussion of findings in the light of previous research in the field.

High levels of ICC were found among pre-service English teachers. The level evaluation was made according to Saricoban and Oz's (2014) "criteria of intercultural communicative competence level" (p. 526). This finding is in agreement with Mostafaei Alaei and Nosrati's (2018), Oz's (2015), and Saricoban and Oz's (2014) findings which also showed high levels of ICC among the participants. Similarly, Estaji and Rahimi's (2018) study revealed that teachers' perception of ICC was high. Moreover, teachers in Young and Sachdev's (2011) study agreed that good EFL teachers were inclined to demonstrate high levels of ICC. Given the fact that the participants were studying in English teacher education program, finding high levels of ICC is satisfactory.

For components of ICC, participants' scores for skill component were higher than knowledge and attitude components although the difference was minor. This finding is consistent with Mostafaei Alaei and Nosrati's (2018) study in which teachers' mean score for skill component was the highest when compared to other components of ICC. However, it is relatively different from Saricoban and Oz's (2014) study which found that participants' score for knowledge component was significantly higher than skill and attitude components. This result may be explained by the fact that the prevailing use of Internet enables individuals from different cultural backgrounds to interact with each other more and thereby developing their intercultural skills.

One unanticipated finding was that there were not any significant differences between freshman and senior students' perceived level of ICC. A possible

explanation for this might be that teacher education program did not have an effect on pre-service English teachers' ICC levels. This also implies that pre-service English teachers maintain their ICC levels during their teacher education. At the same time, prospective teachers study mainly English during their high school education and this could have gained freshmen aspects of ICC. Therefore, previous learning experiences could have affected this finding. This result differs from Genç's (2018) finding which demonstrated that year of study was among the significant factors related to pre-service English teachers' intercultural communication levels and final year participants' ambiguity of tolerance was higher than other participants. Conducting further studies with more focus on the effect of teacher education program on pre-service English teachers' ICC is, therefore, suggested. Apart from these, previous studies also showed that implementing course content about ICC in teacher education programs developed pre-service English teachers' ICC (Bektaş-Çetinkaya, 2014; Hismanoglu, 2011).

The results showed that there was a statistically significant difference in ICC levels of female and male participants. Female participants had higher levels of ICC when compared to male participants. However, this finding of the current study does not support the previous research. It differs from Mirzaei and Forouzandeh's (2013), Oz's (2015) and Saricoban and Oz's (2014) findings which revealed that there was no statistically significant difference between females and males with regard to their ICC levels. This calls for further investigation into whether or not individuals' ICC changes with regard to gender.

There was not a strong correlation between pre-service English teachers' ICC levels and their academic achievement. This finding is in accordance with Saricoban and Oz's (2014) finding. However, the analysis of qualitative data in Hismanoglu's (2011) study demonstrated that participants with higher proficiency levels responded communicative situations more appropriately than participants with lower proficiency levels. Thus, it seems that assessing the relationship between ICC and academic achievement quantitatively and qualitatively yield different results. Therefore, more research on this topic needs to be undertaken before the association between ICC and academic achievement is more clearly understood.

Pre-service English teachers' thoughts about teaching culture, language and culture teaching in general, and their understanding of ICC were investigated via

interviews to understand their opinions about ICC. In general, pre-service English teachers believed that culture teaching is important in foreign language education. This result is in line with the findings of other studies, in which the importance of teaching culture was emphasized (Aydemir & Mede, 2014; Estaji & Rahimi, 2018; Fungchomchoei & Kardkarnklai, 2016; Gonen & Saglam, 2012; Kahraman, 2016; Karabinar & Guler, 2013; Tuna & Razi, 2016; Yeşil & Demiröz, 2017).

Participants also considered that culture teaching is necessary. This finding is in agreement with Önalın's (2005) finding. It also agrees with the findings of Banafsheh et al., (2013) who found that teachers see the integration of cultural topics in the lessons as necessary.

There were some participants who found culture teaching inadequate in foreign language education. A possible explanation for this might be teachers' lack of knowledge about how to integrate cultural topics into the lessons. In this direction, Atay et al., (2009) suggested that culture teaching should be involved in teacher education programs.

The participants also touched on the effect of culture teaching on individuals. They stated that culture teaching makes individuals understand other cultures and change their perspectives. At the same time, they maintained that it enables developing understanding and broadening horizon. This finding is compatible with Tuna and Razi's (2016) finding which demonstrated that culture teaching enables students to view the things from a different standpoint and to broaden their horizons. It is also in line with Kahraman's (2016) findings which indicated that teachers favored broadening their learners' horizons via culture teaching. Tolerance towards others and feeling empathy with others were other points reflected by participants in this regard. This result match those observed in earlier studies (Banafsheh et al., 2013; Gonen & Saglam, 2012). However, Tuna and Razi's (2016) study also showed that culture teaching ensures students gain awareness of different lifestyles and beliefs and respect these. Respecting other cultures was mentioned in Önalın's (2005) study as well. In Karabinar and Guler's (2013) study, most teachers' aims were developing students' general world knowledge and cultural awareness, making them reflect on home culture, teaching different customs and developing an intercultural perspective in students. These indicate that culture teaching plays a pivotal role in developing students' awareness, knowledge and attitudes.

There were also other points mentioned by participants such as whose culture to teach, the effect of course book and risks in culture teaching. When globalization is taken into consideration, it is an important point that one participant called attention to whose culture to teach in the lessons. This shows that pre-service EFL teachers do not adhere to the native speaker norms and they perceive English as an international language. Another point worth mentioning is that cultural elements in course books affect the content of the lessons and teachers' teaching about these topics. As suggested by Koroğlu (2016), students can gain ICC through course books if they include necessary exercises and activities for the development of ICC. However, if the course book includes only the culture of target language, the reality of intercultural communication would be ignored and informing students about other cultures would depend on teachers. Therefore, course books as teaching materials and teachers' theoretical and methodological knowledge about ICC are important factors for the implementation of ICC in the lessons. As for the risks in culture teaching, it was also touched on Yeşil and Demiröz's (2017) study in which participants reflected that too much exposure to culture of target language might cause assimilation in students. This implies that teachers should be careful while integrating culture into the lessons and should include elements of home culture in the lessons as well. According to these findings, it can be inferred that pre-service English teachers were aware of the importance of culture teaching in foreign language education.

When it comes to language and culture teaching, pre-service English teachers reflected the co-existence of language and culture with an emphasis on their inseparability. The connection between language and culture and their dependence on each other were also mentioned by participants. This finding is similar to findings of Aydemir and Mede (2014), Bayyurt (2006), Kahraman (2016), Karabinar and Guler (2013), Larzen-Östermark (2008), Tuna and Razi (2016), Yeşil and Demiröz (2017).

For effective communication with others, the necessity of both language and culture teaching was touched on. Similarly, the findings of Yıldız (2016), and Han and Song (2011) indicated that language and culture teaching were perceived equally significant. Participants also held positive opinions about language and culture teaching. It can therefore be assumed that pre-service English teachers are

in favor of both developing students' proficiency in English and enhancing their knowledge about cultures.

Language and culture teaching in foreign language education was also considered weak. This finding seems to be consistent with Han and Song's (2011) study which found that integration of culture and language teaching was considered difficult. These results are likely to be related to inadequate formal education about how to integrate language and culture teaching. Therefore, teacher education programs should put extra emphasis on the courses that would assist prospective teachers about how to integrate language and culture teaching for an effective foreign language teaching.

Pre-service English teachers' understanding of ICC was investigated in order to understand their perspectives on this topic better. The concept was defined as individuals' ability to talk with people from other countries and their communication skill with people from different cultures. This definition is similar to the findings of Czura's (2016) study in which most participants explained the concept as the ability to communicate with different interlocutors in intercultural settings. However, participants in Estaji and Rahimi's (2018) study provided comprehensive information about ICC when compared to this finding. They expressed that it is awareness of cultural and social norms of languages in question along with in one's own as well as being able to identify similarities and differences in different cultures, and it means not only being able to settle the conflicts but also being able to appropriately answer the cultural issues in various settings. This discrepancy could be attributed to formal education that participants receive in different educational contexts.

Pre-service English teachers generally explained ICC based on attitudes namely understanding others and other cultures, respecting others, empathy and showing tolerance. This finding aligns with Czura's (2016), Önalın's (2005), Yıldız's (2016), and Banafsheh et al.'s (2013) findings which indicated that teachers opted for developing their students' awareness and attitudes towards other people and other cultures. However, it is different from Bayyurt's (2006), Banafsheh et al.'s (2013), and Kahraman's (2016) findings in that these studies showed that teachers preferred increasing students' knowledge of both different cultures and their own culture. Participants in this study did not make mention of developing students' knowledge of their own culture. This finding is in agreement with Han and Song's

(2011) finding which demonstrated that teachers neglected to assist students to comprehend their own culture.

When we take pre-service English teachers' explanations for ICC into consideration, the fact that pre-service English teachers touched on attitudes is an important finding since "The foundation of intercultural competence is in the attitudes" (Byram et al., 2002, p. 11). However, although participants touched on attitudes while explaining ICC, they did not mention knowledge and skill components of ICC. For this reason, their conceptualization of ICC seems limited. A possible explanation for this might be that pre-service English teachers do not take a course regarding ICC during their teacher education and therefore they might not have enough theoretical knowledge about it.

Intercultural communication, cross-cultural interaction and globalization were touched on. This accords with Aleksandrowicz-Pędich et al.'s, (2003) finding which demonstrated that one participant in that study also stated that globalization calls for a deeper understanding of other cultures. This shows that participants are aware of the changing conditions and have ideas related to ICC. However, participants' explanations in interviews indicated that they need specific training for ICC.

For some pre-service English teachers, the term was rather vague, and they could not explain it. This result of the study is in keeping with previous studies, which indicated that teachers' understanding of ICC was ambiguous (Basol & Inozu, 2019; Fungchomchoei & Kardkarnklai, 2016; Gu, 2016; Han & Song, 2011). To illustrate, Fungchomchoei and Kardkarnklai's (2016) study demonstrated that most teachers were conversant with the concept of culture rather than ICC and they seemed not to comprehend the concept of ICC. In the same direction, teachers' understanding of ICC was amiss and inadequate in Gu's (2016) study. Furthermore, the study showed that many of the teachers corresponded intercultural teaching with culture teaching where they perceived culture as a fixed and static knowledge base of cultures related to English speaking countries. Additionally, Han and Song's (2011) study indicated that teachers' conceptualization of ICC was vague although teachers wanted to enhance their students' ICC. A possible explanation for this result may be the lack of adequate training for ICC in teacher education programs as also suggested by Czura (2016).



These findings show that the concept is not fully understood by pre-service English teachers. Although two of the participants defined the concept and some of them explained it based on attitudes, pre-service English teachers did not mention knowledge and skills component of ICC. When pre-service English teachers' ICC levels and their understanding of ICC are taken into consideration, the discrepancy between these becomes apparent. Although they have high levels of ICC, they do not have enough theoretical knowledge about it. Therefore, intercultural topics should be included in teacher education programs so as to develop prospective teachers' intercultural competence and awareness (Atay, 2005; Atay et al., 2009).

Pre-service English teachers' opinions about the integration of ICC into foreign language education were examined to understand the topic more deeply. Mostly, participants expressed that the integration of ICC into foreign language education is necessary. This finding supports Aleksandrowicz-Pędich et al.'s (2003) Gu's (2016), and Han and Song's (2011) findings which showed that ICC should be an essential part of the curriculum and teachers should make students gain ICC. In addition, participants in Han and Song's (2011) study reflected that communication breakdowns occur due to misunderstandings resulted from cultural differences and learners can gain intercultural skills in English lessons.

The importance of integration of ICC into foreign language education was pointed out by participants. This finding is consistent with those of Aleksandrowicz-Pędich et al. (2003), Estaji and Rahimi (2018), Fungchomchoei and Kardkarnklai (2016), Yeşil and Demiröz (2017). Moreover, Han and Song's (2011) study demonstrated that all English teachers believed the positive effects of intercultural activities on students' perceptions of and attitudes toward other cultures. In this direction, Han and Song (2011) stated that intercultural activities offer more opportunities for teachers to teach cultures and for students to obtain information about cultures and thus students' understanding of other cultures develop as well as their cultural awareness.

There were also participants who considered the integration of ICC into foreign language education inadequate. In addition, one participant reflected that there is no integration of ICC. A possible explanation for these might be pre-service English teachers' own educational background. Although the new curriculums for 2<sup>nd</sup> – 8<sup>th</sup> and 9<sup>th</sup> – 12<sup>th</sup> grades involve ICC, participants' foreign language training

might not have had course content with respect to ICC. When it comes to teacher education, although some lectures include components of ICC, since there is not a specific lecture for ICC, participants might have found the integration of ICC into foreign language education insufficient. This finding confirms Bektaş-Çetinkaya's (2013) study in that pre-service English teachers in that study were not able to develop the necessary competence that would make them to teach the target language to learners for effective cross-cultural communication.

As it is seen, the necessity and importance of integration of ICC into foreign language education were highlighted by participants. Participants also suggested extra courses, more practice and literary texts for integration of ICC into foreign language education. These indicate that pre-service English teachers are generally in favor of integrating ICC into the lessons and of developing students' ICC in every level of education. This finding is in line with Sercu's (2006) finding which showed that teachers were inclined to teach intercultural competence in their lessons. Similarly, teachers in Yıldız's (2016) study had positive perception of integrating activities that would promote students' ICC. In the same direction, teachers in Aleksandrowicz-Pędich et al.'s (2003) study attached importance to provide necessary background information and to demonstrate how things are perceived differently by people from different cultures.

Pre-service English teachers shared their ideas to promote their learners' ICC in the future. They explained what to take into consideration before implementing ICC into lessons. Learners' age group, proficiency level, interests and learning styles were touched on by participants. This accords with earlier studies, which showed that students learn better when the topics are interesting for them and the teachers opted for the topics according to the students' interests and they addressed learners' needs (Fungchomchoei & Kardkarnklai, 2016; Yeşil & Demiröz, 2017). Teaching in context and the importance of experiential learning were also mentioned. This finding is in line with Sercu's (2006) finding which indicated that some teachers devoted time to experiential learning. According to these, it could be inferred that pre-service English teachers support student-centered learning.

Pre-service English teachers suggested organizing student exchange programs and trips to abroad so as to promote their learners' ICC. This finding is compatible with Aleksandrowicz-Pędich et al.'s (2003) finding. However, although

teachers in Serçu's (2006) study believed the positive effects of exchange programs and school trips, minority of them allocated time for these. They considered that organizing such events was the responsibility of other teachers, school or all teachers.

Organizing special weeks and inviting a foreign visitor to the classroom were also mentioned to enhance students' ICC levels. In accordance with this result, previous studies have demonstrated that inviting guests from other countries and organizing language weeks were among the ways of promoting students' ICC (Aleksandrowicz-Pędich et al., 2003; Demircioğlu & Çakır, 2015). However, participants in Aleksandrowicz-Pędich et al.'s (2003) study also suggested participating in different international projects to enhance students' ICC. In the same direction, Demircioğlu and Çakır's (2015) study revealed that participating in different international competitions and projects was put into practice to develop language learners' ICC.

Pre-service English teachers suggested using different kinds of materials in the classroom so as to integrate ICC into the lessons. Films-tv series and cartoons were among these materials. This finding is in line with Aleksandrowicz-Pędich et al.'s (2003) finding. The use of videos was suggested, and this finding supports previous studies (Aleksandrowicz-Pędich et al., 2003; Tuna & Razi, 2016). These materials would provide students with an opportunity of knowing other cultures, learning different uses of language and gestures. They would not only motivate students towards lessons but also offer opportunity for different kinds of activities that would promote students' understanding of others, develop their attitudes and skills necessary for intercultural communication.

As materials, music and songs was suggested by participants for the integration of ICC into lessons and this finding mirror those of Aleksandrowicz-Pędich et al.'s (2003) and Fungchomchoei and Kardkarnklai's (2016) studies. Moreover, the use of literary texts and articles was mentioned by participants to promote students' ICC and this finding is in agreement with Aleksandrowicz-Pędich et al.'s (2003) finding. The use of posters was also suggested to enhance the acquisition of this skill. In this direction, Reid (2015) suggested the technique of cultural island which is the use of contemporary posters that would attract students' attention with different aspects of cultures. However, participants in Fungchomchoei

and Kardkarnklai's (2016) study also touched on the use of flashcards, PowerPoint, and textbooks to promote their teaching about intercultural topics. In addition, participants in Aleksandrowicz-Pędich et al.'s (2003) study specified the use of comic strips and documentary films. These indicate that there are various materials that could be used in order to integrate ICC into the lessons.

When it comes to the implementation of ICC into the lessons, pre-service English teachers suggested different activities. For instance, role plays were suggested to develop students' ICC. This finding corroborates the findings of Karabinar and Guler (2013) and Larzen-Östermark (2008), who found that role plays were perceived as inspiring activities which stimulate the courses.

Comparing and contrasting the home culture and other cultures was among the suggested activities. This finding is in line with Sercu's (2006), Yeşil and Demiröz's (2017) and Yıldız's (2016) findings. For example, Sercu's (2006) study showed that teachers included activities in which students reflected on cultural differences and their experiences.

Dances, games and group tasks were suggested for the implementation of ICC in the lessons. Showing different kinds of dances around the world will not only arouse students' interest in other cultures but also enhance students' knowledge about other people and other cultures. The benefits of games for students were mentioned as well. However, one of the salient points is that pre-service English teachers recommended these activities especially for young learners. Games could be designed for all age groups and proficiency levels. When it comes to the group tasks, they are important to develop students' intercultural skills such as relating, interpreting, listening and analyzing. They provide students with an opportunity of sharing their ideas and discussing different issues as well. Similarly, Karabinar and Guler's (2013) study showed that discussions and brainstorming were among the activities that teachers applied in their lessons.

Wearing costumes during Halloween and egg dying for Easter were exemplified in order to develop students' ICC in the lessons. These activities provide students with an opportunity to learn and experience the other cultures in a motivating classroom atmosphere. Additionally, for implementation of ICC, pen pals were suggested to increase students' communication with others and other cultures.

This finding is compatible with Aleksandrowicz-Pędich et al.'s (2003) finding. These indicate that pre-service English teachers are willing to integrate ICC into their lessons and ready to create learning environments for students to develop their knowledge, skills and attitudes that are essential for effective communication in intercultural settings.

When language teaching methods were taken into consideration, Total Physical Response was suggested especially for young learners. In the same direction, Reid (2015) also suggests TPR to develop students' ICC in the lessons. While one participant mentioned peripheral learning, she did not name Desuggestopedia. Although pre-service English teachers suggested different kinds of materials and activities so as to integrate ICC into the lessons, they did not mention other language teaching methods. This result may be explained by the fact that freshman pre-service English teachers have not taken the courses related to approaches and methods in language teaching yet and therefore they might lack adequate knowledge of language teaching methods. As for senior pre-service English teachers, the differences between their theoretical knowledge and practical knowledge may have influenced this result.

While the use of social media was touched on, other studies showed that teachers preferred the use of Internet in the lessons to develop students' ICC (Aleksandrowicz-Pędich et al., 2003; Yıldız (2016). This result indicates that pre-service English teachers need more assistance about how to use the internet for educational purposes. Since language learners use the internet in their daily lives, teachers should take advantage of it in order to develop students' ICC in the lessons or through non-class activities.

One participant touched on talking about her own experiences in different cultures and countries. This finding is in line with Aleksandrowicz-Pędich et al.'s (2003) and Yıldız's (2016) findings which demonstrated that teachers favored speaking of their experiences in foreign countries during the lessons. When students learn about other cultures from the person who experience them could arouse their curiosity for other cultures. Yıldız's (2016) study also showed that teachers preferred talking about what they heard about different cultures or countries.

Apart from these, Aleksandrowicz-Pędich et al.'s (2003) study showed that one teacher asked students to work on projects, create posters and make comment about authentic materials. Reid (2015) suggested different techniques such as cultural assimilation and cultural capsule to develop ICC in language lessons. In cultural assimilation, students see a critical incident in which they could misunderstand the situation. Students are presented with various possibilities regarding these situations and they choose the correct possibility according to their own thoughts. For this technique, Reid (2015) mentioned the use of non-verbal greetings so as to develop students' ICC in language lessons. Cultural capsule shows the differences in cultures and creates an opportunity for class discussions. Moreover, Reid (2015) suggested the use of reformulation, noticing, prediction, research and drama along with portfolio, journals and personal diaries to promote students' ICC. These demonstrate that there are different kinds of techniques so as to integrate ICC into the lessons.

Taking into account all of these, it is seen that pre-service English teachers are in favor of developing students' knowledge, attitudes and skills toward other people and cultures. However, an important point worth mentioning is that they do not refer to the skill component of ICC specifically. This is not surprising since they did not also touch on the skill component of ICC while they were explaining their understanding of ICC. Once again, it indicates that they do not understand the concept fully. It also shows that they need theoretical and methodological knowledge to integrate ICC into the lessons. In this direction, Sercu's (2006) study showed that teachers did not put emphasis on developing skill component of ICC, and they did not frequently involve activities that enable students to reflect critically, explore different aspects of other cultures and practice skills helpful for intercultural contexts. Similarly, Czura's (2016) study demonstrated that pre-service teachers did not have necessary skills and knowledge to apply a truly intercultural approach in foreign language classrooms and had some misconceptions about the topic. In general, therefore, it seems that teacher education programs do not sufficiently prepare prospective teachers to implement an intercultural approach in the lessons.

Pre-service English teachers' opinions about the place of ICC in their teacher education revealed that they perceived it inadequate. This finding is in keeping with Aleksandrowicz-Pędich et al.'s (2003) finding in that it demonstrated that there was

not a special ICC training in participants' teacher education. Moreover, this finding draws attention to the need of developing ICC in teacher education programs.

Pre-service English teachers also expressed the necessity of ICC in teacher education. This indicates that they attach importance to ICC and are in favor of inclusion of different events for the development of ICC in teacher education programs. In this direction, Han and Song's (2011) study demonstrated that guest lecturers are invited to the university and different events like movie club and English plays are organized.

Pre-service English teachers stated that Erasmus+ program helps them to develop their ICC. Erasmus+ is a program which is offered by the European Union in order to support training, education, youth and sport. It provides an opportunity of studying abroad, gaining experience and volunteering in different countries in Europe and in the partner countries. Accordingly, exchange programs provide many benefits for individuals such as learning about other people and cultures, learning how to act in different situations and experiencing different ways of lives. Exchange programs also helps to expand cultural awareness. Thus, exchange programs play a pivotal role in enhancing ICC. This finding supports Aleksandrowicz-Pędich et al.'s (2003) finding which indicated that being exposed to other cultures led to a heightened awareness of cultural diversity for most of the teachers. Moreover, teachers' contact with people from different cultural backgrounds resulted in their cognizance of the importance of ICC, which paved the way for the changes not only in their teaching but also in their way of life. Therefore, they were in favor of enhancing students' intercultural awareness and knowledge whenever possible since they considered that this could enrich students personally as well as professionally.

One participant touched on individual effort for the development of ICC and this finding is compatible with Aleksandrowicz-Pędich et al.'s (2003) finding which showed that it was acquired specially through self-training. When it is considered with respect to the place of ICC in teacher education, individual effort is a sign of inadequate knowledge of ICC in teacher education programs. However, it is a significant point since intercultural learning is a lifelong process. Therefore, it could be assumed that pre-service English teachers would continue to improve themselves interculturally in the future.

One participant touched on the lectures which have aspects of ICC. This finding is consistent with Aleksandrowicz-Pędich et al.'s (2003) finding which indicated that most of the teachers were able to get information about ICC through different courses in the program. However, it is also slightly different from Aleksandrowicz-Pędich et al.'s (2003) finding in that some teachers also had the opportunity to learn how to teach ICC. These clearly indicate the effect of teacher education programs on pre-service English teachers' ICC development.

Pre-service English teachers shared their ideas to promote ICC in teacher education. Mostly mentioned suggestion was including courses about ICC in the program. This finding is in line with previous studies (Aleksandrowicz-Pędich et al., 2003; Fungchomchoei & Kardkarnklai, 2016). In these studies, participants agreed that teacher training programs should include theoretical knowledge of ICC and methodological content that would enable them to integrate ICC into their lessons. In this direction, Hismanoglu's (2011) and Bektaş-Çetinkaya's (2014) studies demonstrated that it was possible to enhance pre-service teachers' ICC in a classroom setting.

Pre-service English teachers also suggested exchange programs, online programs, clubs, organizing field trips and special days to promote ICC in teacher education. This indicates that they are aware of the importance of ICC and they want to have the opportunity to experience other cultures during their teacher education. This finding confirms Han and Song's (2011) finding which demonstrated that teachers suggested organizing exchange programs not only for teachers but also for students and organizing activities for cultural communication. Most teachers in that study stated the importance of exchange programs provided by the university and mentioned that exchange programs provided students with chance of experiencing various cultures. In the same direction, Aleksandrowicz-Pędich et al.'s (2003) study revealed that teachers who took advantage of abroad experience and training in multicultural settings had clearer opinions about the importance of ICC-related issues. Furthermore, teachers in Han and Song's (2011) study also suggested inviting distinguished experts, organizing conferences and developing joint degree programs. These show that different events would contribute to the development of ICC in teacher education programs.



All in all, the findings of the study demonstrated that pre-service English teachers had high levels of ICC and there was not a statistically significant difference between freshman and senior students' perceived level of ICC. The findings also revealed that female participants had higher levels of ICC by comparison with male participants. When it comes to the relation between pre-service English teachers' ICC levels and their academic achievement, there was not a strong correlation between these. Pre-service English teachers generally explained the concept based on attitudes. They were in favor of developing students' ICC through various materials and activities. The place of ICC in teacher education was perceived inadequate and the necessity of ICC in teacher education was highlighted. The findings revealed different suggestions such as courses regarding ICC and exchange programs to promote ICC in teacher education. Taking into account all of these, it could be claimed that although the importance of ICC in foreign language education was recognized by pre-service English teachers, new guidelines are required not only to develop prospective teachers' ICC but also to improve the current status of ICC in teacher education programs.

## **Chapter 6**

### **Conclusion**

This section gives an outline of the study. First, it provides the summary of the study by focusing on the main results of it. Second, it reflects the conclusions drawn from the study. Third, it presents pedagogical implications for teacher trainers, pre-service teachers, in-service teachers, material designers and authorities in education. Last, it states suggestions for further research as well.

#### **Summary of the Study**

When the current status of globalization and the increasing need for using English in international settings are taken into consideration, there is a need to use English in an appropriate manner to communicate effectively with people from culturally diverse backgrounds. As Altay (2005) stated, cultural understanding and intercultural communication play a pivotal role in communication, and foreign language learning and teaching require being competent on them. Thus, this study aimed to investigate pre-service English teachers' ICC levels and their perspectives on intercultural communicative competence. It also aimed to examine the effect of teacher education program on pre-service English teachers' ICC and to clarify how prospective teachers would promote their learners' ICC in the future. To carry these aims through, mixed-methods research design was employed. In the study, there were 130 participants who were studying in an EFL teacher education program at a state university in Turkey. For quantitative data, Mirzaei and Forouzandeh's (2013) ICCQ was adopted in order to ascertain participants' ICC levels. Qualitative data were collected through the semi-structured interviews so as to understand pre-service English teachers' perspectives on ICC. Quantitative data analyzed through IBM SPSS Statistics v.21 while qualitative data were analyzed through content analysis based on Corbin and Strauss (1990). Main results of the study listed as the following:

1. Descriptive statistics such as mean and standard deviation were run to understand participants' perceived level of intercultural communicative competence. The results showed that pre-service English teachers had high levels of ICC. When it comes to components of ICC, participants' scores for skill component were higher than knowledge and attitude components. The

independent samples t-test was conducted to find out if there were any significant differences between freshman and senior students' perceived level of ICC. The results indicated that there was not a statistically significant difference between freshman and senior students' perceived level of ICC.

2. The independent samples t-test was used to detect if there was a statistically significant difference among participants with regard to gender. The results revealed that female participants had higher levels of ICC when compared to male participants.
3. Pearson product-moment correlation coefficient was used to investigate the relationship between participants' ICC levels and their academic achievement. The results revealed that there was not a strong correlation between pre-service English teachers' ICC levels and their academic achievement.
4. The analysis of interview questions demonstrated that pre-service English teachers perceived culture teaching as significant in foreign language education and they were aware of its positive effects on individuals. They believed that language and culture were inseparable; in addition, they were of the opinion that both language and culture teaching were necessary.
5. Pre-service English teachers' understanding of ICC seemed limited and they generally defined it based on attitudes. They were aware of the importance of ICC in foreign language education. They believed that the integration of ICC into foreign language education was necessary and important. They were in favor of developing students' ICC and they clarified what to take into consideration before implementing ICC into lessons. They placed emphasis on learners' age group, proficiency level, interests, learning styles, teaching in context and experiential learning. Pre-service English teachers shared their ideas to promote their learners' ICC in the future. They suggested organizing student exchange programs and trips to abroad as well as organizing special weeks and inviting a foreign visitor to the classroom.
6. Pre-service English teachers were in favor of developing students' ICC through different materials and activities. They suggested using films, tv series, cartoons, videos, music, songs, literary texts, articles and posters in

order to integrate ICC into the lessons. When it comes to the activities, they suggested role plays, dances, games, group tasks, wearing costumes and so forth for the implementation of ICC in the lessons.

7. Pre-service English teachers considered that the place of ICC in teacher education was inadequate and they clarified that ICC was essential for teacher education. The effect of Erasmus+ program, lectures and individual effort were mentioned as well.
8. Pre-service English teachers suggested different ways to promote ICC in teacher education programs such as including courses regarding ICC and exchange programs. They also suggested online programs, clubs, organizing field trips and special days to promote ICC in teacher education.

## **Conclusions**

This study was carried out to investigate pre-service English teachers' ICC levels and their perspectives on ICC in an EFL setting. It also aimed to examine the effect of teacher education program on pre-service English teachers' ICC and to clarify how prospective teachers would promote their learners' ICC in the future. Several studies were conducted to understand language teachers' perceptions on ICC in different contexts. Different education systems and different circumstances could reveal different results. This study has shown that pre-service English teachers have high levels of ICC and there is not a statistically significant difference between freshman and senior students' perceived level of ICC. While there is a statistically significant difference in participants' ICC levels with regard to gender, there is not a strong correlation between their ICC levels and academic achievement. The study has also revealed that pre-service English teachers do not understand the concept fully. However, they are aware of the importance of ICC in foreign language education and are in favor of developing students' ICC levels through different events, activities and materials. One of the more significant findings to emerge from this study is that it sheds light on the status of ICC in English teacher education programs and includes pre-service English teachers' suggestions to promote ICC in these programs. Thus, this research extends our knowledge of ICC from perspectives of pre-service English teachers in an EFL context.

This study highlights an urgent need for review in teacher education programs. The programs should contain not only theoretical knowledge of ICC but also knowledge for implementation of ICC into the lessons. It also calls attention to the significance of exchange programs which should be definitely increased in foreign language education for an effective acquisition of ICC. Although the study has successfully demonstrated the status of ICC with respect to pre-service English teachers' perspectives, it has certain limitations in terms of the number of participants. Therefore, generalizations in this study should be approached with caution.

### **Implications**

The findings of this study have a number of important implications for foreign language education. First of all, pre-service English teachers' ICC should be enhanced during their teacher education. If the teacher candidates are not aware of cultural diversity or they are not open to the cultures other than their own culture, it would be impossible for them to raise their students' cross-cultural awareness in the future. For this reason, involving culture-related courses at the university level for prospective teachers will be one way of not only raising prospective teachers' intercultural awareness but also guiding them to raise their students' intercultural awareness. In other words, teacher education programs should include courses regarding ICC focusing on both theoretical knowledge about it and methodological content that would enable pre-service English teachers to integrate ICC into their lessons in the future. Therefore, teacher trainers should assist pre-service English teachers during their teacher education for an effective acquisition of ICC as well as for the development of necessary teaching skills essential for the integration of ICC into the lessons.

Pre-service English teachers should also take courses about how to design materials for intercultural training and how to alter the existing materials with regard to ICC in their teacher education. In addition, they should take courses regarding how to assess students' ICC. They should be able to monitor students' development of ICC and guide them for a better understanding of themselves and others. Furthermore, pre-service English teachers need more support about how to use technology and Internet for educational purposes. Since technology and Internet are

a part of students' everyday lives, language teachers should benefit from it so as to enhance students' ICC in their language learning through both in-class activities and out-of-class activities. Because of these reasons, teacher education programs should include different aspects of ICC in order to prepare interculturally competent teachers.

Exchange programs should be given utmost importance for all educational levels. The number of the exchange programs and the number of students who benefit from them should be increased. When we approach the subject with respect to pre-service English teachers, the period of exchange programs should allow them to experience different situations and to raise their awareness since having intercultural interpersonal relations appeared to be decisive for an effectual awareness in teaching actions (Aleksandrowicz-Pędich et. al, 2003).

Another implication of the study is based on pre-service English teachers' suggestions for the development of ICC in teacher education. Depending on their ideas, online programs, clubs, organizing field trips and special days are different ways of developing ICC in prospective teachers. Different activities to promote prospective teachers' ICC should be included in teacher education programs. Therefore, necessary steps should be taken in order to enhance pre-service English teachers' ICC during their teacher education.

When pre-service English teachers' perspectives on intercultural communicative competence are considered, it is suggested that utmost attention should be paid to develop not only their ICC but also foreign language learners' ICC. Language and culture teaching should be integrated for an effective intercultural learning due to the fact that "intercultural language learning is best understood not as something to be added to teaching and learning but rather something that is integral to the interactions that already (and inevitably) takes place in the classroom and beyond" (Scarino & Liddicoat, 2009, p. 34).

When the status of English is taken into account, teachers should provide learners with an opportunity of developing their ICC levels in the lessons. They should integrate cultural knowledge to the lessons and develop learners' points of view on cultural diversity. They should include activities that would develop students' knowledge about their own cultures and other cultures. In addition, they should offer

students with an opportunity of developing their skills such as relating, interpreting and analyzing. They should help them to develop their attitudes in order to communicate effectively in intercultural settings. Language teachers should also encourage learners to engage in out-of-class activities to develop their language and culture knowledge, thereby their intercultural communicative competence.

Material designers should bear in mind the fact that ICC plays a significant role in foreign language education. Various materials such as games, different websites and apps should be developed in order to enhance students' ICC. In addition, the content of coursebooks should involve components of ICC and exemplify different cultures. Coursebooks should include activities that would develop students' knowledge, skills and attitudes that would help them to communicate with others in intercultural settings in an appropriate and effective way.

All in all, new guidelines which represent the intercultural approach in all its aspects in language teaching should be put into practice. Teachers should become intercultural teachers who guide language learners to live, work or study in this multicultural world by developing language learners' ICC (Byram, et al., 2001; Byram et al., 2002; Aguilar, 2009; Elena, 2014). Language teachers, pre-service teachers, teacher trainers, material designers and authorities in education should take the status of ICC into consideration and guide individuals to become intercultural speakers.

### **Suggestions for further research**

The findings of this study call for more research into ICC. This study focused on investigating pre-service English teachers' ICC levels and perspectives on ICC. However, future studies could be conducted in different teacher training programs and pre-service teachers' ICC levels and perspectives on ICC could be examined. In this way, the status of ICC in foreign language teacher training programs could be understood better.

Longitudinal studies could be conducted with the same participants to understand whether or not teacher education programs influence pre-service English teachers' ICC levels. In this way, the development of ICC on pre-service English teachers could be observed better. Different research methods could be employed in order to achieve this goal.

For further studies, courses regarding ICC could be implemented in teacher education programs and their effect on pre-service English teachers' ICC could be examined. These courses could involve theoretical knowledge of ICC and methodological content that would enable prospective teachers to implement ICC into their lessons.

Further work needs to be done with larger samples for more generalizable results. They could investigate if there is a relationship between pre-service English teachers' ICC levels and their gender. The relationship between students' ICC and gender could be examined in different educational levels as well.

Further studies could examine whether there is a relationship between pre-service English teachers' ICC levels and their academic achievement. The relation between these could be examined through different methods. Additionally, further studies could investigate if there is a relationship between language learners' ICC levels and their academic achievement. These studies could be conducted in different educational levels.

Further studies could examine the effect of exchange programs on pre-service English teachers' ICC. This could be carried out with a quantitative, qualitative or mixed methods research design. In addition, the effect of exchange programs on language learners' ICC could also be investigated.



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## APPENDIX-A: Gönüllü Katılım Formu

### Gönüllü Katılım Formu

Bu çalışma, Meltem ŞEN tarafından Nuray ALAGÖZLÜ danışmanlığında gerçekleştirilmektedir. Bu çalışma için Hacettepe Üniversitesi Etik Komisyonu'ndan gerekli izin alınmıştır. Çalışmanın amacı, hizmet öncesi İngilizce öğretmenlerinin kültürlerarası iletişim yetisi seviyelerini bulmak ve onların kültürlerarası iletişim yetisi üzerine bakış açılarını öğrenmektir. Çalışmaya katılım tamamıyla gönüllülük temelinde olmaktadır. Katılımcılardan kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir; elde edilecek bilgiler bilimsel yayımlarda kullanılacaktır.

Katılımcılardan onlara verilen anketi kendileri için en uygun şekilde doldurmaları beklenmektedir. Bu anket İngiliz Dili Öğretmenliği eğitimi almakta olan üniversite öğrencilerinin kültürlerarası iletişim yetisi seviyelerini ölçmeyi amaçlamaktadır. Anketten sonra katılımcılarla onların kültürlerarası iletişim yetisi üzerine bakış açılarını öğrenmek için birebir mülakatlar yapılacaktır ve bu mülakatlar ses kaydına alınacaktır. Mülakatlarda katılımcılar görüşlerini açıklayacaklardır. Çalışma sırasında eğer katılımcıların rahatsız olduğu bir durum olursa araştırmaya katılımdan vazgeçmekte özgürdürler ve katılımcıların çalışmadan ayrılmaları onlara herhangi bir sorumluluk getirmemektedir. Bu çalışmanın katılımcılara getirebileceği herhangi bir risk bulunmamaktadır. Katılımcılar eğer akıllarına gelen herhangi bir konu ve soru varsa araştırmacıya sorularını çekinmeden sorabilirler. Ayrıca katılımcılar çalışma bittikten sonra araştırmacıya telefon ya da e-posta ile ulaşip soru sorabilir, sonuçlar hakkında bilgi isteyebilir. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz.

***Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum.*** (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

<b>Katılımcı:</b>	<b>Araştırmacı:</b>
Adı, soyadı:	Adı, soyadı: Meltem Şen
Adres:	Adres: Hacettepe Üniversitesi
Tel:	Tel: 545 5464818
İmza:	e-posta: meltem.shen1@gmail.com
	İmza:

## APPENDIX-B: Instruments (English version)

### INTERCULTURAL COMMUNICATIVE COMPETENCE QUESTIONNAIRE

Dear Participant,

This study is about your intercultural communicative competence (ICC) and your thoughts about ICC. The questionnaire is composed of statements concerning your feelings about other cultures. There are no right or wrong answers in the lists of statements. Your answers will have a valuable contribution to the study. Please also make sure that the answers you give in this questionnaire will remain confidential. Thank you very much for your participation.

Meltem Şen

Hacettepe University- ELT (M.A.)

Hacettepe University, School of Foreign Languages, Department of Basic English  
(Instructor)

#### PART I: Background Information

1. Your gender:  Female  Male
2. Your age: \_\_\_\_\_ years old.
3. What is your grade point average (GPA, academic average)? \_\_\_\_\_
4. Grade level (1 or 4): \_\_\_\_\_

#### Part II: Intercultural Communicative Competence Questionnaire

- **Imagine** you are living and working in the United States. Now, you are discussing with your native classmate about your reflection on different concepts in different cultures and giving your opinion truthfully.
- **Select** the number that best corresponds to your level of agreement with each statement below.

	ITEMS	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1.	When I am uncertain about cultural differences, I take a tolerant attitude.	①	②	③	④	⑤
2.	I believe that intercultural experiences can add some information to my previous knowledge.	①	②	③	④	⑤
3.	I am eager to read articles on foreign cultures.	①	②	③	④	⑤

4.	I cannot easily deal with ambiguities during the communication in L2.	①	②	③	④	⑤
5.	I do not make an effort to discover the norms of the L2 culture that I am communicating with.	①	②	③	④	⑤
6.	The right of people from other cultures to have different values from my own is respectable.	①	②	③	④	⑤
7.	I try to encounter well with the different dress customs of people in other countries.	①	②	③	④	⑤
8.	When I meet foreign adolescents, I cannot open a conversation in a culturally appropriate manner.	①	②	③	④	⑤
9.	I rarely accept the others' values and norms during the communication in L2.	①	②	③	④	⑤
10.	I can cope well with spoken language and body language of people from different cultures.	①	②	③	④	⑤
11.	I can take part in any L2 conversation dealing with daily life issues.	①	②	③	④	⑤
12.	Most of the time when I am communicating in L2, I try to learn through discovery during actual experience.	①	②	③	④	⑤
13.	I believe that marriage between different cultures is wrong.	①	②	③	④	⑤
14.	I am often motivated by curiosity to develop my knowledge of my own culture as perceived by others.	①	②	③	④	⑤
15.	I watch more national news than international news on TV.	①	②	③	④	⑤
16.	I am not always aware of differences of the foreign cultures.	①	②	③	④	⑤
17.	I believe the social system of where the person is from has effect on the decision-making process.	①	②	③	④	⑤
18.	I am able to deal tactfully with the ethical problems while communicating in L2.	①	②	③	④	⑤
19.	I take pleasure in listening to music from another culture.	①	②	③	④	⑤
20.	Religious arrangements in different cultures are not fascinating for me.	①	②	③	④	⑤
21.	When I am reading a story book written in L2, I always try to analyze, interpret, and relate concepts to each other.	①	②	③	④	⑤
22.	I think we are responsible for people of other races as our people.	①	②	③	④	⑤

## **PARTICIPANT INTERVIEW QUESTIONS**

**Dear Participant,**

The questions in this interview are formulated to learn about your perspective on ICC. There are no right or wrong answers for the questions. The interview will be recorded. Your answers will have a valuable contribution to the study. Please also make sure that the answers you give in this interview will remain confidential. Thank you very much for your participation.

Meltem Şen

Hacettepe University- ELT (M.A.)

Hacettepe University, School of Foreign Languages, Department of Basic English  
(Instructor)

1. What do you think about teaching culture?
2. What can you say about language and culture teaching in general?
3. What do you understand from intercultural communicative competence (ICC)?
4. What do you think about the integration of ICC in foreign language education?
5. In the future, how will you integrate ICC in your lessons?
  - Can you give examples from the techniques, methods and activities that you would use?
6. What do you think about the place of ICC in your teacher education?
7. What would you suggest promoting ICC in teacher education?
8. Is there anything you would like to add?

## APPENDIX-C: Instruments (Turkish version)

### Kültürlerarası İletişim Yetisi Anketi

Sevgili katılımcı,

Bu çalışma sizin kültürlerarası iletişim yetiniz ve bu kavram hakkındaki düşüncelerinizle ilgilidir. Aşağıdaki ölçek sizin kültürlerarası iletişim yetisi algınızı ortaya çıkarmak için uygulanmaktadır. Listedeki ifadelerde salt doğru ya da yanlış cevaplar bulunmamaktadır. Ölçeğe verdiğiniz cevapların gizli kalacağından emin olunuz. Cevaplarınız bu çalışma için çok değerli katkılar sunacaktır. Katılımınız için çok teşekkür ederim.

Meltem Şen

Hacettepe Üniversitesi- İDÖ (Y.L.)

Hacettepe Üniversitesi, Yabancı Diller Yüksekokulu, Temel İngilizce Bölümü- (Öğretim Görevlisi)

#### Bölüm I: Genel Bilgi

1. **Cinsiyetiniz:**  Kadın  Erkek
2. **Yaşınız:** \_\_\_\_\_
3. **Ortalamanız:** \_\_\_\_\_
4. **Sınıfınız:**  1. sınıf  4. sınıf

#### Bölüm II: Kültürlerarası İletişim Yetisi Anketi

##### Yönerge:

- Amerika'da yaşadığınızı ve çalıştığınızı **hayal edin/farz edin**. Şimdi, Amerikalı olan sınıf arkadaşınızla farklı kültürlerdeki farklı kavramlar üzerine düşüncelerinizi tartışıyorsunuz ve fikrinizi doğru bir şekilde beyan ediyorsunuz.
- Aşağıdaki her bir durum için katılım seviyenize göre en uyumlu olan numarayı **seçin**.

	Durumlar	Kesinlikle katılmıyorum	Katılıyorum	Ne katılıyorum ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
1.	Kültürel farklılıklar hakkında emin olmadığımında hoşgörülü bir tutum sergilerim.	①	②	③	④	⑤

2.	Kültürlerarası deneyimlerin önceki bilgilerime yeni bilgiler ekleyebileceğine inanıyorum.	①	②	③	④	⑤
3.	Yabancı kültürler üzerine makaleler okumaya istekliyimdir.	①	②	③	④	⑤
4.	İkinci dildeki iletişim süresince anlam belirsizliği ile kolayca baş edemem.	①	②	③	④	⑤
5.	İletişim kurduğum ikinci dil kültürünün standartlarını keşfetmek için çaba harcamam.	①	②	③	④	⑤
6.	Diğer kültürlerden insanların benim kültürümden farklı değerlere sahip olma hakkı saygı değeridir.	①	②	③	④	⑤
7.	Diğer ülkelerdeki insanların farklı kıyafet geleneklerini iyi karşılamayı denerim.	①	②	③	④	⑤
8.	Yabancı gençlerle karşılaştığımda kültürel olarak uygun bir biçimde muhabbet açmam.	①	②	③	④	⑤
9.	İkinci dildeki iletişim süresince başkalarının değerlerini ve standartlarını nadiren kabul ederim.	①	②	③	④	⑤
10.	Farklı kültürlerden insanların konuşma ve beden dili ile kolayca başa çıkabilirim.	①	②	③	④	⑤
11.	Günlük hayat konularıyla ilgili olan ikinci dilde herhangi bir konuşmaya katılabilirim.	①	②	③	④	⑤
12.	Çoğu zaman ikinci dilde iletişim kurarken halihazırdaki deneyim sırasında buluş aracılığıyla öğrenmeyi denerim.	①	②	③	④	⑤
13.	Farklı kültürler arasındaki evliliğin yanlış olduğuna inanıyorum.	①	②	③	④	⑤
14.	Başkaları tarafından algılandığı şekliyle kendi kültürüme yönelik bilgimi geliştirme merakıyla sıklıkla motive olurum.	①	②	③	④	⑤
15.	Televizyonda ulusal haberleri uluslararası haberlerden daha çok izlerim.	①	②	③	④	⑤
16.	Yabancı kültürlerin farklılarının her zaman farkında değilimdir.	①	②	③	④	⑤
17.	Kişinin geldiği sosyal düzenin karar verme sürecinde etkili olduğuna inanıyorum.	①	②	③	④	⑤
18.	İkinci dilde iletişim kurarken etik sorunlarla nazik ve anlayışlı bir şekilde başa çıkabilirim.	①	②	③	④	⑤
19.	Başka bir kültürden müzik dinlerken zevk alırım.	①	②	③	④	⑤
20.	Farklı kültürlerdeki dini düzenlemeler benim için etkileyici değildir.	①	②	③	④	⑤
21.	İkinci dilde yazılmış bir hikâye kitabı okurken her zaman kavramları birbirleriyle analiz etmeye, yorumlamaya ve ilişkilendirmeye çalışırım.	①	②	③	④	⑤
22.	Diğer ırklardaki insanlardan kendi insanlarımız gibi sorumlu olduğumuzu düşünüyorum.	①	②	③	④	⑤

## KATILIMCI MÜLAKAT SORULARI

Sevgili katılımcı,

Bu mülakattaki sorular sizin kültürlerarası iletişim yetisine bakış açınızı öğrenmek için uygulanmaktadır. Mülakat ses kaydı alınarak kaydedilecektir. Sorular için salt doğru ya da yanlış cevaplar bulunmamaktadır. Mülakata verdiğiniz cevapların gizli kalacağından emin olunuz. Cevaplarınız bu çalışma için çok değerli katkılar sunacaktır. Katılımınız için çok teşekkür ederim.

Meltem Şen

Hacettepe Üniversitesi- İDÖ (Y.L.)

Hacettepe Üniversitesi, Yabancı Diller Yüksekokulu, Temel İngilizce Bölümü- (Öğretim Görevlisi)

1. Kültür öğretimi hakkında ne düşünüyorsunuz?
2. Dil ve kültür öğretimiyle ilgili genel olarak ne söyleyebilirsiniz?
3. Kültürlerarası iletişim yetisinden ne anlıyorsunuz?
4. Kültürlerarası iletişim yetisinin yabancı dil öğretimine entegrasyonu hakkında ne düşünüyorsunuz?
5. Gelecekte, kültürlerarası iletişim yetisini derslerinize nasıl entegre edeceksiniz?
  - Kullanacağınız teknikler, metotlar ve aktivitelerden örnekler verebilir misiniz?
6. Kültürlerarası iletişim yetisinin öğretmen eğitiminizdeki yeri hakkında ne düşünüyorsunuz?
7. Öğretmen eğitiminde kültürlerarası iletişim yetisini geliştirmek için ne önerirsiniz?
8. Ekleme istediğiniz başka bir şey var mı?



## APPENDIX-D: Ethics Committee Approval



T.C.  
HACETTEPE ÜNİVERSİTESİ  
Rektörlük



Sayı : 35853172-300  
Konu : Meltem ŞEN Hk. (Etik Komisyon)

### EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 14.03.2019 tarihli ve 51944218-300/00000507094 sayılı yazı.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı tezli yüksek lisans programı öğrencilerinden **Meltem ŞEN**'in **Doç. Dr. Nuray ALAGÖZLÜ** danışmanlığında yürüttüğü "**Hizmet Öncesi İngilizce Öğretmenlerinin Kültürlerarası İletişim Yetisi Üzerine Bakış Açıları/Pre-Service English Teachers Perspectives on Intercultural Communicative Competence**" başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun **19 Mart 2019** tarihinde yapmış olduğu toplantıda incelenmiş olup,etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

e-izmalıdır  
Prof. Dr. Rahime Meral NOHUTCU  
Rektör Yardımcısı

Evrakın elektronik imzalı suretine <https://belgedogrulama.hacettepe.edu.tr> adresinden 04a00486-8969-4e48-9108-0ec536293dc4 kodu ile erişebilirsiniz. Bu belge 5070 sayılı Elektronik İmza Kanunu'na uygun olarak Güvenli Elektronik İmza ile imzalanmıştır.

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