

**BASKENT UNIVERSITY**  
**INSTITUTE OF EDUCATIONAL SCIENCES**  
**DEPARTMENT OF FOREIGN LANGUAGE EDUCATION**  
**MASTER PROGRAM OF ENGLISH LANGUAGE TEACHING WITH**  
**THESIS**

**EFL INSTRUCTORS' PERCEPTIONS ON INTERCULTURAL**  
**COMMUNICATIVE COMPETENCE (ICC) AND THEIR CULTURE-**  
**RELATED PRACTICES IN LANGUAGE CLASSES**

**BY**

**YELİZ ARSLAN TURAN**

**MASTER'S THESIS**

**ANKARA-2025**

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**THESIS ADVISOR**  
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**ANKARA-2025**

# BAŞKENT ÜNİVERSİTESİ

## EĞİTİM BİLİMLERİ ENSTİTÜSÜ

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**BAŞKENT ÜNİVERSİTESİ**  
**EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  
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“Başkent Üniversitesi Enstitüleri Tez Çalışması Orijinallik Raporu Alınması ve Kullanılması Usul ve Esasları”nı inceledim ve bu uygulama esaslarında belirtilen azami benzerlik oranlarına tez çalışmamın herhangi bir intihal içermediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

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ASST. PROF. DR. SEVGİ ŞAHİN

*To EFL instructors who inspire students to see the world  
through different perspectives*

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Yeliz ARSLAN TURAN

Ankara, 2025

## ÖZET

Yeliz ARSLAN TURAN

# İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRETEN ÖĞRETİM GÖREVLİLERİNİN KÜLTÜRLERARASI İLETİŞİM YETİSİ ÜZERİNE ALGILARI VE KÜLTÜR KAPSAMLI DERS UYGULAMALARI

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Bu çalışma, hazırlık okullarında, İngilizceyi yabancı dil olarak öğreten (EFL) öğretim görevlilerinin, kültürlerarası iletişim becerisi (ICC) ve ders içi kültür temelli etkinlikleri hakkındaki algılarını incelemeyi amaçlamaktadır. Araştırmanın teorik çerçevesi, Byram'ın ICC Modeli' ne (1997) dayanmaktadır. Bu nicel çalışmada, veriler bir ICC Anketi aracılığıyla Ankara'da bulunan özel ve devlet üniversitelerinde görev yapan 179 öğretim görevlisinden toplanmıştır. Çalışmanın verileri, SPSS aracılığıyla betimleyici ve çıkarımsal testlerle analiz edilmiştir. Araştırma bulguları, EFL öğretmenlerinin ICC'ye yönelik algılarının ve kültürel çeşitliliğe verdikleri önemin yüksek olduğunu göstermektedir. Ayrıca, öğretmenlerin farklı kültürlerle yönelik etkinlikleri derslerine dahil ettikleri belirlenmiştir. Bununla birlikte, yüksek ICC algıları ile çeşitli kültürleri ders içi uygulamalara dahil etme oranlarının tam anlamıyla örtüşmediği görülmüştür. Bu çalışma, öğretmenler, öğretmen eğitimcileri, İngilizce öğrenen bireyler ve müfredat ve materyal tasarlama için kültürlerarası iletişim becerisi farkındalığını artırmaya yönelik öneriler sunmaktadır.

**Anahtar Kelimeler:** İngilizcenin Yabancı Dil Olarak Öğretimi, Kültürlerarası İletişim Becerisi (ICC), kültür öğretimi, ICC Anketi

# **ABSTRACT**

**Yeliz ARSLAN TURAN**

## **EFL INSTRUCTORS' PERCEPTIONS OF INTERCULTURAL COMMUNICATIVE COMPETENCE (ICC) AND THEIR CULTURE- RELATED PRACTICES IN LANGUAGE CLASSES**

**Başkent University**

**Institute of Educational Sciences**

**Department of Foreign Languages**

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This study examines the perceptions of English as a Foreign Language (EFL) instructors regarding their intercultural communication competence (ICC) and their perceived culture-based classroom practices in teaching English. The theoretical framework of the study is based on Byram's ICC Model (1997). In this quantitative study, the data were collected through an ICC Exploration Survey designed by the researcher from 179 instructors working at private and public universities in Ankara, Türkiye. The data were analyzed using SPSS through both descriptive and inferential statistical methods. The findings indicate that instructors have a high level of sensitivity towards ICC and place significant importance on cultural diversity. Moreover, it was observed that instructors incorporate activities related to diverse cultures into their lessons. However, there appears to be a discrepancy between their high ICC perceptions and their perceived practice of integrating diverse cultural elements into their lessons. This study offers recommendations to enhance intercultural communication competence awareness among EFL teachers, teacher trainers, English language learners, and curriculum and materials developers.

**Keywords:** English Language Teaching, Intercultural Communicative Competence, culture teaching, ICC Survey

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## **SYMBOLS AND ABBREVIATIONS**

<b>ACL</b>	American Culture and Literature
<b>BA</b>	Bachelor of Arts
<b>CC</b>	Cultural Competence
<b>EL</b>	English Linguistics
<b>ELL</b>	English Language and Literature
<b>ELT</b>	English Language Teaching
<b>EFL</b>	English as a Foreign Language
<b>HEC</b>	Higher Education Council
<b>IC</b>	Intercultural Competence
<b>ICC</b>	Intercultural Communicative Competence
<b>L2</b>	Second Language / Language
<b>SPSS</b>	Statistical Package for the Social Sciences

# CHAPTER 1

## INTRODUCTION

This section is designed to reflect a detailed presentation and discussion of the background. After providing a background, the research problem and purpose are discussed. Finally, research questions, significance and definitions of key concepts are presented and discussed.

### 1.1. Background of Study

When comprehending the nature of human communication and its development, language and cognition stand out as two intrinsically related subjects because we can communicate through words and cognitive codes (Ellis, 2015; Semin, 2014). According to the Oxford University Press (n.d.), cognition is a process of developing knowledge and understanding, which influences the way we acquire languages. In other words, cognition and language are interrelated elements (Imai et al., 2016; Perszyk & Waxman, 2018) and they are equally necessary to develop human communication. The complex interrelationship between language and cognition underscores how mental processes impact language usage and structure (Ali, 2023). However, communication development extends beyond the relation between language and cognition; it also encompasses the interplay between language and thought. Sapir (1949) considers thoughts as the link between language and cognition while Kramsch (2014) highlights also the importance of thought stating that language shapes the way people think, or thoughts shape the way people speak in a certain language. The Sapir-Whorf hypothesis as a well-known theory on linguistic relativity points out that language and thought are inseparable from each other because the language people speak have a direct impact on how people perceive their surroundings and how they behave in the world (Regier & Xu, 2017).

Elsewhere, our perceptions of and consequent behaviors in our environment have required scholars to shift their attention to the topic of culture touched upon by the Whorfian theory regarded also “as the study of the intimate relations between language, culture, and

thought” (Bemoussat& Bemoussat, 2023, p.50). “Each culture has its own linguistic conventions, idioms, and expressions that shape the way individuals from that culture perceive and communicate about the world” (Ali, 2023, p.9). That is, culture and language each provide only part of the picture, and it is only when they are combined that they truly make sense (Byram, 1990). As a result of this connection between culture and language (Elmes, 2013), researchers and practitioners increasingly recognize that culture with its implementation is essential in processes of English lessons (Kim, 2020).

Within the context of simultaneous culture and language education, communicative approach has gained popularity since the 1970s (Berns, 2013). The common argument of the communicative approach holds that knowing only the vocabulary and grammar rules is insufficient. Language is said to have two levels of meaning: usage and value. It seems that traditional courses previously taught one of these meanings while ignoring the other. Consequently, a communicative approach has emerged to compensate for this ignorance in the EFL field (Swan, 1985). This approach emphasizes understanding and appreciating the diverse cultural backgrounds that influence how individuals interpret and engage in communication. It prioritizes teaching language together with its culture to build meaningful connections and cognitive codes because culture affects not only lexicons, but also the function and/ or pragmatics of a language.

Taking all these points into consideration, developing CC (cultural competence) becomes essential in EFL classrooms because it helps humans effectively develop communicative language skills. “Cultural competence enables language learners to understand and respect values, attitudes, beliefs and mores while preparing students for effective communication in diverse contexts reducing misinterpretation and conflicts.” By integrating CC into language education, EFL programs can produce more proficient, empathetic, and globally aware individuals. Furthermore, CC requires a positive and respectful attitude toward diversity and enables us to pick appropriate utterances and behaviors in diverse cultural settings (De Guzman et al., 2016) while serving the communicative functions of the language. In other words, expanding one’s cultural competency helps language learners to interact with each other through inclusive and safe conversations. Hymes (1972) puts an emphasis on the subject stating that learners and teachers communicate more effectively when they move beyond grammaticality thanks to CC. Gallegos et al., (2018) discuss the necessity for developing CC for better

communication and define CC as the skill to interact respectfully as well as effectively with different individuals in terms of cultures, religions and social classes. Language learning goes beyond linguistic structures and CC helps learners recognize, affirm, and value the inherent worth of individuals, families, and communities within their cultures (Pope-Davis & Coleman, 1997). Therefore, developing cultural competence could enhance language teaching systems compensating for the insufficient grammar-focused frameworks while addressing the complexities of diverse cultural interactions effectively.

Elsewhere, it would not be enough to develop only communicative competence (CC) in today's interconnected world, as the integration of L2 learners' own cultures alongside those of others has become increasingly significant in English education within an intercultural learning environment. Consequently, Intercultural Communicative Competence (ICC) emerges as a vital component for enhancing communicative language skills, particularly in this era of globalization, where preparing learners to engage effectively in diverse cultural settings is more crucial than ever (Sarwari et al., 2024) since communicating in diverse cultures means sharing meanings and values associated with life's objects while ICC enables this sharing among people from different cultures (Nishonova et al., 2021). Without developing ICC, an effective language teaching process would not be realizable and language lessons would not go beyond just giving information about linguistic rules and grammatical structures. Saral Çalışkan (2022) highlights the importance of ICC stating that in every language, utterances carry different messages with culturally intended meanings; hence, every community's custom, values, views, and traditions must be carefully examined to completely understand the language. Similarly, Byram (1997) highlights that ICC development is essential, and ICC provides the knowledge of others' cultural, social, and linguistic backgrounds. EFL learners develop the ability to communicate with foreigners with the help of this knowledge. Byram (1997) also underlines that ICC fosters empathy, cultural adaptability and critical thinking that are required for meaningful interactions with diverse cultures. That is, integrating ICC ensures holistic language learning by combining linguistic skills with cultural awareness.

There is an integral relationship between ICC and language teaching. English is the most frequently spoken second language in multicultural contexts and is used by several non-natives who speak English as a mutual communication tool (Seidlhofer, 2005). Today, English is a global medium in various fields, including international business, science,

technology, aviation, diplomacy, and education (Al-Salman, 2007). This phenomenon has its roots in historical factors such as British expansion, during which English began spreading to the colonized areas from England in the 16th century and functioned as a lingua franca for the colonizers and colonized (Canagarajah, 2006). The necessity of communicating with natives of colonized regions empowered the dominance of English, leading it to be a key communication tool for global interaction. English is used in several nations as the primary or secondary language to fulfill such global requirements. English has become a vital bridge for cross-cultural communication and cooperation in our globalized society. Therefore, developing ICC in teaching English has come into prominence. In this respect, globalization makes learning English more essential, forcing many countries to include it in their curriculums, school syllabuses, and educational sources, especially as the target language (Ilyosovna, 2020). Developing ICC in English language teaching enables EFL learners to communicate productively among diverse cultures. English language educators should equip students with cultural knowledge, awareness, critical thinking, and cultural adaptability to allow meaningful interactions in real-world contexts where they need English.

In the context of Türkiye, the concept of ICC has also recently gained importance. The main reason is that Türkiye has been affected by the necessity for interconnectivity and globalization resulting from the global commerce and social relationships among companies from all over the world (Keyman & Koyuncu, 2005), which has revealed the importance of an immediate and standard communication tool (Altan, 2017). English is the language that meets this urgent need of international agents, and it serves as a lingua franca by connecting the North, South, West, and East. At the same time, it also serves the scientific purpose of academic studies in Türkiye as more than 85% of research articles are written in English since it is the primary language functioning worldwide for scientific scrutiny (Rao, 2019a). Therefore, Türkiye is one of the countries that prioritize teaching English as a foreign language to create international integration, develop global communication skills, ensure international student mobility, and serve national scientific developments.

However, like other nations, Türkiye recognizes the value of teaching the language and cultures to promote meaningful and communicative learning. Therefore, most universities in Türkiye emphasize teaching the English language and its culture (Önalan, 2005). This focus on teaching English and its cultural facets emphasizes how important language instructors are in promoting linguistic proficiency and cultural awareness. EFL

instructors need to be highly cognizant of ICC to do this. Teachers with ICC abilities can better prepare their students to navigate various cultural circumstances by developing meaningful communication and global readiness. Teaching English with cultures is one of the objectives of universities to help students communicate effectively on a global scale. Furthermore, intercultural collaborations among international students worldwide need universities to teach the language, establish a global vision, and provide interculturally skilled EFL instructors (Zhao, 2024). Therefore, language instructors and curriculum developers are expected to integrate diverse cultural perspectives and activities during language learning, which requires developing intercultural communicative competence. The development of ICC is particularly important for EFL instructors in Türkiye, given the diverse cultural backgrounds that students may come from. That is, in Türkiye, students often have varying experiences, values, and perspectives shaped by different regional, ethnic, and socio-cultural influences. These differences can impact how students engage with the language and learning material. Therefore, it is crucial for EFL instructors to foster ICC to ensure that their teaching methods are inclusive and sensitive to these diverse cultural perspectives. By developing ICC, instructors can better support students in navigating intercultural interactions and enhance their ability to communicate effectively in a globalized world (Deardorff & Jones, 2012).

Working in a private university preparatory school filled with international students, I experienced the crucial need for intercultural communicative competence as an EFL instructor. Developing ICC is crucial since teaching in a class that includes students from various Middle Eastern, European, Asian, or African countries and Türkiye necessitates a culturally balanced teaching environment where no students feel excluded. When students are exposed to distinct cultural backgrounds in the same classroom, they may be challenged by misunderstandings and cultural conflicts. Once, I encountered a situation where a student from Afghanistan struggled to engage in class discussions on food. In contrast, Turkish students were eager to dominate the conversation, insisting that Türkiye had the best cuisine. Even though there is no accounting for taste, most people would prioritize their cultural values and tastes. However, teaching openness to differences in a class is also essential to teachers' jobs. This is why ICC gains importance while teaching and/ or learning English, and I prefer studying in this field. Comprehension of culture-related differences among students could help language instructors create a more balanced and inclusive classroom environment. Promoting cooperation and tolerance among culturally different students, I

ensure an inclusive learning environment where they can adapt to distinct cultural norms and values. In other words, I can tailor the teaching methods to address special needs and diverse learning styles and their expectations arising from culture-related distinctions by understanding the students' cultural backgrounds. Intercultural communicative competence enables me to meet the needs of international students worldwide since the cultural nuances should exist in teaching English to develop effective global communication that would prepare students for future interactions in an increasingly interconnected world.

Moreover, Türkiye aims to possess a globalization and internationalization-based policy through increasing trade relations to stand out with its enormous economy (Kırkgöz, 2017). To enable such a position, communication with diverse nations should be developed, meaning a workforce proficient in English as a lingua franca is required. A successful policy on English language education would positively impact Türkiye's long-term plans and potential and guarantee effective communication on a global scale (Kozan, 2024). Catching up with the global standards in education, prioritizing teaching English, and developing ICC would contribute to this internationalization process (Zhang, 2023). At the university level of education, ICC equips EFL instructors to teach the language and cultures; therefore, it helps them prepare their students for globalized business life where they would need English for international communication. In this globalized world aiming at international business, travel, or diplomacy (Akgün & Özkan, 2020), integrating cultures into English pedagogy will prepare EFL learners for intercultural contexts. Teachers help students understand the subtleties of intercultural cultural communication, such as non-verbal cues, politeness strategies, and cultural references, by incorporating cultural awareness into language instruction (O'Brien, 2019). As Türkiye continues to integrate more deeply with international educational and professional standards, the ability of EFL instructors to teach ICC becomes increasingly important. Many international educational frameworks emphasize intercultural competence as a key component of language proficiency. Turkish EFL instructors can better prepare their students for global opportunities in higher education or the job market when they integrate ICC skills and teaching strategies. This alignment also enhances the credibility and competitiveness of Türkiye's educational institutions on the global stage.

Consequently, it is significant that emphasis be placed on improving EFL learners' ICC and therefore for EFL language instructors in Türkiye. The ability of EFL instructors to navigate and impart intercultural understanding will become increasingly important for the

success of their national and international students as Türkiye continues to engage with the world.

## **1.2. Statement of the Problem**

Even though a universal language and culture are not realistic to be achieved now, a common language as a mutual communication tool is required as individuals from various groups, communities, and nations unite (Deardorff, 2009). This is the inevitable result of the new age of globalization, which requires people from various cultures and nations to come into closer contact day by day (Bousslama & Bouhass Benaissi, 2018). This globalization brings about a growing demand for an interaction device for communication across cultures, English (Eken, 2015), which means crossing borders literally and figuratively thanks to English (McKay, 2012). Moreover, the communicative aspect of language has recently taken more notice of scholars who previously paid significant attention only to linguistic features (Karabinar & Guler, 2013), which has resulted in demand on communication skills among different cultures obviously because learners' grammatical and lexical foundation with their social usage among various cultures (Byram, 2002). Therefore, a deeper focus on cultural and intercultural skills is required (Girik Allo, 2018) while teaching English. That is, the rise of globalization has resulted in a greater need for developing intercultural communicative competence (Estaji & Rahimi, 2018) and giving importance to developing ICC in foreign language teaching because only linguistic knowledge would not be adequate for achieving effective communication across different cultures (Barany, 2016).

Karabinar and Guler (2013) also spotlight the prominence of examining teachers' ICC perceptions and their contributions to language education since their knowledge and attitudes play an essential role in classroom implementations. Errington (2004) highlights that teachers' beliefs and attitudes influence existing values and new mindsets of students. However, there remains a gap in understanding how EFL instructors perceive ICC and its value in teaching English effectively. Tran and Shepo (2016) point out that in various teaching environments, ESL/EFL instructors may overlook the necessity of ICC in language education. They are unfamiliar with intercultural language teaching methods due to the absence of a framework, resulting in neglecting to incorporate intercultural content into their lessons.

Scrutiny of related literature reveals that language educators require more effort to comprehend and deliver ICC successfully and confidently (Garrido & Álvarez, 2006). Additionally, linguistic features are given priority by EFL instructors during language teaching (Zhou, 2011). As a result, raising intercultural awareness (ICA) has gained more importance in language teaching over the last few years. Intercultural awareness is complementary to the dynamic English lessons in cultural and linguistic aspects. (Baker, 2012). The problem is the need for more comprehensive research investigating EFL instructors' perceptions of ICC and their perceived ICC teaching practices (Banjongjit & Boonmoh, 2018). Notwithstanding its acknowledged importance, there is some ambiguity regarding how EFL instructors perceive Intercultural Communicative Competence (ICC) and its role in educational methods (Gu, 2016). This study aims to offer valuable insights into EFL instructors' perceptions, focusing on their perceived integration of cultural elements into English teaching. The significance of this study lies in the noticeable gaps in understanding and developments in teacher training programs aimed at enhancing ICC awareness. This little gap highlights a critical need for greater attention to and practical applications of ICC. Gudykunst and Mody (2002) point out that IC (Intercultural Communication) requires a face-to-face conversation between individuals from various cultures, and the competence for intercultural communication becomes urgent in this interaction when a message sender and a message receiver are from two diverse cultures. (Samovar et al., 2013). In this context, the importance of ICC becomes evident in EFL classrooms because today's intercultural teaching environment hosts messengers and receivers from distinct cultures who need to communicate meaningfully with foreigners across diverse cultural settings.

Consequently, English is taught as L2 in multicultural classrooms. However, learners often struggle to interact effectively with international students, while cultural diversities challenge them to maintain meaningful communication. In this context, ICC can help them interculturally communicate with others. However, EFL instructors may also lack ICC or positive perception towards developing practical skills and resources to promote ICC among students. To equip EFL learners with ICC, first language instructors should develop this competence and comprehend its importance. Although some studies explore teachers' perspectives and practices in EFL education, this study specifically examines EFL instructors' perceptions of ICC and how they perceive the implementation of English teaching activities related to ICC while teaching English.

### **1.3. Purpose of the Study & Research Questions**

Language learning can only be taught by implementing cultural aspects, especially in non-native countries (McKay, 2004). That is, language classes should provide linguistic knowledge and convey cultural messages. In addition, ICC should be developed among language instructors to ensure a culturally inclusive teaching approach. Therefore, the study aims to explore EFL instructors' ICC perceptions within English lessons at preparatory schools in private and state universities. The study also aims to explore the ICC perceptions of EFL instructors on their culture-related activities in teaching English. The following research questions are developed for this purpose:

- 1- How do Turkish EFL preparatory school instructors in public and private universities perceive ICC concerning teaching English?
- 2- How do Turkish EFL instructors perceive their implementation of intercultural communicative competence-related activities in their classes at preparatory schools in private and state universities?
- 3- Are Turkish EFL instructors' perceptions of ICC affected by any demographic variable such as
  - 3.1- their age?
  - 3.2- years of EFL teaching experience?
  - 3.3- workplace (i.e., private and state universities)?
  - 3.4- BA backgrounds?

### **1.4. Significance of Study**

The significance of raising awareness of ICC in education has been widely recognized in literature (Byram, 1997; Deardorff, 2009). ICC enables L2 speakers to successfully communicate in intercultural settings because "intercultural awareness means becoming aware of cultural values, beliefs or perceptions, be those ours or others' cultures" (Gashi, 2021, p.358). Therefore, intercultural awareness involves recognizing and understanding cultural differences to create inclusive learning environments. Now that Türkiye hosts a wide range of ethnicities and cultures, inclusive learning environments are

required. In a culturally rich classroom, EFL learners can communicate more meaningfully in intercultural contexts. This atmosphere brings the importance of ICC to the surface of educational practices.

English frequently functions as a communication device among non-natives, and this usage of English among non-native speakers has led to a rise in interest in studying how speakers of other languages use English in various cultural and social situations (Loetscher, 2012). Therefore, enhancing ICC among learners and teachers becomes essential (Mauranen, 2012). During intercultural interactions, proficiency in ICC prevents misunderstandings and conflicts among individuals from diverse cultural backgrounds by fostering mutual respect and empathy, making communication more effective and productive (Said, 2024). For language instructors, ICC enhances teaching effectiveness by enabling culturally responsive teaching methods. At the same time, global citizenship is promised for learners, as well as proficiency in an international and intercultural understanding of the language. Developing ICC while teaching English becomes crucial as the language serves as a bridge for various cultural contexts, and it could address potential misunderstandings and preconceptions among people from diverse cultures (Bennett, 2013), which increases the importance of being more inclusive and understanding within language classrooms.

In this respect, Clouet (2012) states, “mixing, communicating, and living with people from different cultures involves a certain amount of preparation and competence, and the foreign language class is the ideal place to express this type of educational intervention” (p. 310). However, negative, or neutral perceptions and insufficient practical implementations of EFL instructors may hinder learners from developing ICC in preparatory schools. Therefore, this study presents significant findings that provides a deeper understanding of ICC perceptions of EFL instructors and provide insights into how they perceive the implementation of ICC activities into English lessons.

Furthermore, this study contributes to the exploration of EFL instructors’ ICC perceptions through a theory-grounded survey based on Byram’s ICC Model encompassing five *savoirs* (skills) required to develop ICC. Even if the pilot test was conducted with a limited number of participants, an expert opinion was also consulted to crosscheck the clarity and content validity. Moreover, the strong Cronbach Alpha score (0,928) demonstrated a relatively high level of internal consistency. This implies that the survey has

potential as a reliable ICC exploration tool. This study presents a well-established theoretical framework to assess ICC perceptions. This furthers research and pedagogical practices in language education and the development of intercultural competence. Finally, this study presents some pedagogical implications for instructors, material designers, test developers, educational authorities and teacher trainers on the development of ICC in teaching English. With its findings, this current study also aims to open the door for future research to explore how language instructors perceive ICC and their class activities regarding ICC in teaching EFL. Additionally, it seeks to encourage further research on language instructors' perceptions of ICC and their approaches to incorporating ICC-related activities in EFL teaching.

### **1.5. Definitions of Key Concepts**

**Beliefs:** Beliefs are vague concepts related to uncertainty for some, while others agree that beliefs are the convictions or acceptances that certain things are true (Österholm, 2010). Beliefs encompass a variety of meanings, some of which are related to faith. Jervis (2006) states that if morally questionable, beliefs are not easily comprehended. They can be individual or collective and are often influenced by culture, religion, and personal experiences (Rokeach, 1963).

**Culture:** Even though culture is notoriously challenging to define (Birukou et al., 2013; Hofstede, 2003; Spencer-Oatey & Franklin, 2012), Harris (1993) defines it as the total life applications of people in a specific society, while Tylor (1924) defines it with more details in various aspects such as social behavior, norms, knowledge, beliefs, rules, traditions, and habits of the same community.

**Target Culture:** This is the culture whose language we learn. For EFL students, it often refers to English-speaking countries (Byram, 1997), whereas it is also associated with the cultures of its L2 speakers that surround them (Jahan & Roger, 2006).

**Source Culture:** Source culture is the cultural background from which L2 learners come. It is the cultural lens through which they view and interpret new information (Byram & Risager, 1999).

**Cultural Competence:** Cultural competence interacts with people from various cultures and beliefs (Frawley et al., 2020; Garneau & Pepin, 2015). CC enables people to be aware of

their own and others' cultures through their implementations while tolerating differences (Cross et al., 1989).

**ICC:** Byram's definition reflects a perspective that language education is a communicative and meaningful process. This model describes five significant skills necessary for ICC development: *savoir* (knowledge), *savoir être* (attitudes), *savoir apprendre/faire* (skills of discovering), *savoir s'engager* (critical cultural awareness), and *savoir comprendre* (skills of interpreting and relating), (Byram, 1997). This concept suggests that understanding how various cultural settings impact the interpretation and perception of utterances is the only way to create successful communication.

**Lingua Franca:** This language is systematically used between people of distinct mother tongues (Samarin, 1987). English is the most well-known example (House, 2003). It is a communication tool between people of different first languages with no common language (Seidlhofer, 2005).

**Intracultural Competence:** According to Byram (1997) and Bennett (2013), this word describes the capacity to engage and communicate effectively within one's own cultural environment while exhibiting awareness, sensitivity, and adaptation to various viewpoints and subcultures within the same cultural framework. It places a strong emphasis on recognizing and resolving variations in norms, values, and communication styles among people who belong to the same larger cultural group (Kecskes, 2015).

## CHAPTER 2

### LITERATURE REVIEW

The concept of culture is defined briefly while its relationship with language teaching is discussed in detail. Later, the concepts of ICC will be introduced. Lastly, Byram's model of ICC is explained because it is based on this research. The study aims to explore ICC perceptions and practical implementations during foreign language education and to guide EFL instructors in developing ICC.

#### 2.1. Culture and Language Teaching

Even though "culture is a slippery and ubiquitous concept" (Birukou et al., 2013, p.4), it is from the same discourse group with akin backgrounds by Kramsch (1993). As the pedagogical framework, the notion of culture is multifaceted (Masemann, 2003), incorporating a range of theoretical and practical viewpoints that influence the educational environment. Culture refers to shared values that influence how educational communities function and how individuals within these communities interpret their experiences. The relationship between education and culture is instrumental in teaching and maintaining the social system and culture, which are arbitrary in what they include and how they are shaped (Bourdieu et al., 2019). This cultural capital shapes a person's perspective on and attitude toward life and how they experience educational methods and academic standards. Wedell and Malderez (2013) characterize culture as a socially shared norm that regulates and directs firmly held, emotionally charged social conduct. No matter how it is defined, culture emerges as a critical component when discussing education. That finally refers to the need to develop CC and ICC in pedagogy.

As a mutual communication tool used by speakers of many other nations, English has established itself as the global lingua. British colonization and the United States's economic and political situations might be responsible for this exceptional spread of an original ethnic language. However, the causes are no longer the main driving force for the language's continuous spread (Mauranen, 1993). Its journey from a regional dialect to the

dominant global language is evidence of the intricate interactions between historical events, colonial expansion, economic power, and cultural influence.

The English language originates from the early medieval period. It began as a collection of dialects spoken by the Anglo-Saxons, who arrived in England in the 5th century (Leith et al., 2020). Because of the Norman Conquest in 1066, which added many Norman French words to the English language, the language saw profound changes. Middle English, defined by a rich fusion of linguistic features, began around this time (Baugh & Cable, 1993). A long time later, its richness and the colonial impacts during the exploration age made English the universal language, even though the British Empire made the most outstanding contributions to its development and spread (Trudgill, 2013). Establishing English as the primary language of learning among colonies set the stage for its global reach (Crystal, 2003). This foundation of English as a global usage made communicating through a mutual tool for government and cultural transfer easier. Lastly, English's extensive lexical and grammatical features made it a tool for reciprocal communication in a global setting (Masemann, 2003). In addition to colonial influences on and linguistic features of English, the internet or e-communication has further accelerated its prevalence during the early 2000s (Graddol, 1998). As the predominant language in digital platforms, English has facilitated global communication and the exchange of information across borders as contact with different nations has become relatively more straightforward and common. Major technology companies, primarily located in the nations of native English communities, have contributed to the spread of this tongue during the digital age (Crystal, 2003). However, the ascent of English as the common tongue results from a longer and more complex process because both the intentional contributions of native English nations and the urge for a dominant common language have made this unique language the most popular one globally. Moreover, culture, the main issue in this study, has been transmitted to non-native countries while English is being taught. In other words, English has spread along with its hegemonic culture and local linguistic features (Anyanwu et al., 2013). Critics argue that English dominance perpetuates inequalities and can lead to linguistic homogenization, undermining linguistic diversity (Phillipson, 1992). Although widespread use of English has provoked discussions about language supremacy and ethical implications since it promotes one language over others, it is undeniable that English remains the preferred language for international contact in various areas such as academia or entertainment (Rao, 2019b). The adaptability of English, its capacity to borrow and incorporate elements from other

languages, and its widespread teaching and learning infrastructure have contributed to its resilience and continued relevance.

Regarding Türkiye, English serves as a bridge language mainly because of the global vision Türkiye aims to fulfill in several areas such as business, education, and tourism. As Türkiye has become more integrated into the global economy, the need for a common language to facilitate international trade and communication has grown (Kırkgöz, 2007). English, the dominant language of international business and diplomacy, naturally fills this role and promises a potential connection with the global network. Hence, teaching English is highly valued in the education system of Türkiye because English serves as a global language in the business world for which students are prepared in higher education (Guruz, 2011). English proficiency opens doors for Turkish or international students studying in Türkiye and professionals to opportunities abroad, enhancing their competitiveness in the global marketplace. As a result, this language has become a common communication device for interaction between locals and international visitors, reinforcing its status as the global language.

Language education reflects the notion that language is an instrument for cultural expression and comprehension; therefore, they are intrinsically relevant. Plog and Bates (1980) define the connection between culture and language as a systematic sharing of social norms and values and expressing them with the help of each other. This is why the relationship between language and culture has been a primary focus in educational theories and practices. "The teaching and learning methods are both affected by culture" (Hidasi, 2017, p.67). That is why educators are expected also to create cultural awareness. Adapting to global changes has reinforced this need for cultural integration in various intercultural environments in education, societies, and business (Hidasi, 2017).

In language education, culture and language instruction should be given together since language allows individuals to express their culture and identity (Liddicoat & Scarino, 2013), which means that language is more than just a system of vocabulary and grammatical rules. In other words, successful language instruction must contain cultural context and linguistic components; therefore, learners should thoroughly know how language functions within a particular cultural framework. Therefore, communicative language teaching as a methodology has gained popularity in language classes because this methodology emphasizes real-life communication and cultural immersion as a significant component of

language learning. Learners who experience the cultural aspects of the target language could develop better pragmatic skills and more meaningful learning. EFL learners must know culture and pragmatics to acquire a new language (Kasper, 2001). Therefore, recognizing this relationship can help foster IC sensitivity, understanding, and linguistic proficiency.

## **2.2. The Concept of Intercultural Communicative Competence**

Thanks to globalization, ICC has become crucial as it includes the information, skills, and attitudes needed for appropriate and productive interactions with people from various cultural backgrounds (Deardorff, 2015). Many fields, such as anthropology, communication studies, and psychology, are the foundation of ICC; however, education is the primary foundation of it, which is why many studies and theories focus on integrating cultural and intercultural communicative competence into their educational contexts. Throughout these foundations, early conceptualizations were affected by the approach of Edward T. Hall (1976), who created the concepts of high culture and low culture while highlighting the importance of context in communication across cultures (Ohashi, 2000). He distinguishes between low and high cultures: the former refers to clear and direct communication, whereas the latter primarily relies on implicit communication and non-verbal cues. Hofstede (1983) adds another theory on culture to literature, known as the theory of cultural dimensions, which categorizes communities under their values, such as power distance and individualism versus collectivism. This framework provides insight into how these cultural factors affect preferences and communication methods.

Studies on culture and interculture have broadened to include the dynamic nature of culture, highlighting the importance of ICC—the capacity to connect with people from different cultural backgrounds appropriately and successfully. ICC is the inevitable requirement of globalization in most fields, especially education (Lantz & Davies, 2015). Models of ICC, such as those created by Darla K. Deardorff (2009), emphasize empathy, flexibility, and cultural self-awareness. ICC development is significant when intercultural collaboration and interaction are aimed at language classes, while miscommunications are also reduced to a minimum, thanks to this skill.

### **2.2.1. Model of Bennett's developmental intercultural sensitivity and EFL classroom implementation**

Milton J. Bennett developed the Developmental Model of Intercultural Sensitivity (DMIS), a grounded theory anchored in constructivist communication and perception theory. It assumes that perception constructs reality and that more sophisticated experiences result from more complex perceptual categories (Bennett, 2017). This model explains intercultural experiences of L2 learners, which can be particularly beneficial in an EFL classroom. DMIS was created to evaluate intercultural sensitivity as a developmental construct with denial, defense, and minimization stages. At the same time, it was then modified as acceptance, adaptation, and integration stages to be used by academics who are interested in learning about the different developmental phases of intercultural sensitivity have used it (Barron & Dasli, 2010). These phases reflect moving from ethnocentric to ethno-relative views, which appreciate cultural diversity rather than prioritize one's culture. Oanh (2017) states that applying Bennett's model can help this mobility in the mind of students to ensure healthy intercultural communication within distinct ethnicities when ICC development is supported by EFL teachers.

Teachers can design activities aligning with different DMIS stages to gradually move students from ethnocentrism to ethno-relativism (Tran & Sheepo, 2016). For instance, Students in denial or defensive stages can benefit from activities that introduce them to various cultural viewpoints and promote reflection on cultural differences (Tocaimaza-Hatch & Bloom, 2019). Bennett (2017) gives an example of pasta to clarify this perspective. They explored that the "pasta" concept is different in students' minds; that is, while Italian kids identified pasta as spaghetti, macaroni, gnocchi, etc., Americans only had the concept of macaroni. This cultural perception of even "pasta" reflects a collective identity and perspective shaping human behaviors within the same community. It becomes evident that culture shapes our perceptions and behaviors, creating shared experiences and distinctions within a group. Therefore, activities that expose students to diverse cultural perspectives and encourage reflection on cultural differences can help those in the denial or defense stages to recognize and appreciate cultural diversity (Sue, 1991). Role-playing and simulations" that require students to adapt their behavior in culturally diverse scenarios can assist those in the adaptation stage. In contrast, "real-life simulation approaches for teaching

cross-cultural studies" can assist in fostering greater empathy and flexibility in intercultural interactions (Paige et al., 2003, p.130).

In the study on the Hammer and Bennett Intercultural Development Inventory (Paige et al., 2003), the researchers collected data from two simulations based on Dungeons & Dragons (D&D) were conducted among master's students, and results from the data showed that participants believed role-plays are beneficial for intercultural learning. Another effective way to promote ICC is to create intercultural sensitivity activities in the EFL curriculum. Materials and class sources reflecting cultural diversity could be enriched through cultural activities, while cooperative projects, exercises, and workshops could be implemented in English teaching. "Through the expansion of intercultural sensitivity, the students can understand, accept, and integrate different cultural views into their own" (Tirnaz & Haddad Narafshan, 2020, p.12). Such an approach improves language skills and prepares students to become more culturally aware and effective communicators in international settings. EFL instructors can cultivate intercultural sensitivity and provide their students with more meaningful and sufficient educational opportunities by strategically incorporating Bennett's DMIS into EFL teaching approaches.

### **2.2.2. Model of Deardorff's intercultural competence pyramid and its implementation in EFL classrooms**

IC is a familiar concept recently taught in EFL classrooms "in an attempt to present cultural differences which assist learners to be interculturally aware of their own culture and the presence of otherness as well as to appreciate and respect them" (Tran & Sheepo, 2016, p.28). Deardorff's Intercultural Competence Pyramid offers a comprehensive framework for understanding and developing this intercultural competence concept, vital in classrooms. Deardorff (2009) asserts that the development of a single component can significantly impact the appropriateness and efficacy of communication and behaviors and overall intercultural competence. That concept encompasses various elements, including attitudes, abilities, and knowledge. That is, the Pyramid is structured into three levels: the foundational level (attitudes), the intermediate level (knowledge and skills), and the top level (internal and external outcomes). The Intercultural Competence Pyramid of Deardorff (2006) allows for varying levels of competence, with more components leading to higher

intercultural competence. The Pyramid aims to enable cultural interactions and attitudes within diverse settings. The main objective is to provide internal changes toward cultures and external behavior development for intercultural communication. Ferri (2016) emphasizes that ICC pyramid elements serve learners as tools to reach whole intercultural competence, explaining. "These elements can be applied to a variety of contexts to guide and assess the development of intercultural competence [...] which allows the self to move from the personal level, represented by attitudes, to an inter-personal and interactive level" (p.64). This paradigm emphasizes the significance of attitudes as the basis of this model, which aims to develop openness and tolerance within diverse cultures. In other words, attitudes foster the development of IC skills needed in diverse cultural contexts.

In other words, this paradigm highlights the significance of the attitudes that make up the Pyramid's foundation: respect, openness, and curiosity. These mindsets promote acquiring cultural context information, cross-cultural interpretation, and relationship-building abilities. These components ultimately result in an internal shift in perspective and an exterior outcome of acceptable and successful conduct and communication in cross-cultural settings. According to Deardorff (2008), the model's lower levels include attitudes, knowledge, and skills related to different cultures, which enhance the upper levels of internal outcomes (individual characteristics) and external outcomes (observable behavior and communication). To implement Deardorff's Model in language classes, EFL instructors can design various activities promoting attitudes, knowledge, and skills to assist IC development. Consequently, Deardorff's IC concept methodologically allows instructors to prepare students for cultural contexts.

### **2.2.3. Model of Baker's intercultural awareness and application for EFL classroom**

ICC, which examines the skills to carry out successful cross-cultural communication, has been controversial about its definition, and instructional strategies. Baker (2011) offered thorough explanations of intercultural communicative competency (ICC), focusing on intercultural awareness. Moreover, according to him, "this conception of cultural awareness (CA) is the skill of comprehending distinct cultural norms and values and the ability to compare and mediate between different cultural norms present in intercultural communication" (p.200).

Baker's Model of Intercultural Awareness (ICA) provides a framework for understanding how individuals can build intercultural comprehension skills, ensuring effective communication within diverse cultural settings during English as L2 lessons. The model distinguishes significant differences between knowledge and abilities across three levels, from essential cultural awareness to intercultural awareness (Yu & Van Maele, 2018). In Figure 2.1., he lists specific ICA components to enlighten this definition and its contents further (Baker, 2012, p.66).

Accordingly, understanding one's culture (C1) and how it influences one's behavior, beliefs, and values is part of Level 1, Basic Cultural Awareness (CA). It includes acknowledging that different cultures may differ even without in-depth understanding. At this level, one must also be able to explain one's viewpoint and draw broad cultural similarities. These fundamental CA components facilitate Level 2's deeper comprehension of cultural dynamics and Level 3's intricate -evolving grasp of intercultural communication- which entails mediating and negotiating across various cultural references and practices (Baker, 2011). The approach highlights the significance of understanding how cultural identities and situations influence interactions rather than just memorizing superficial cultural facts.

Intercultural Communicative Awareness (ICA) focuses on adaptable, situation-specific attitudes, abilities, and knowledge. In English Language Teaching (ELT), this awareness must be critically and non-essentially integrated (Baker, 2015). Even though many English language instructors agree that ICC and ICA should be included in language instruction, there may be obstacles that prevent the teaching of culture (Baroudi, 2017). Implementing Baker's model in the EFL classroom involves several practical steps to enhance students' intercultural communicative competence. While teachers can support ICA in their language classrooms by using an inquiry-based teaching methodology that is founded on the theoretical frameworks of the three Ps (Present, Practice, and Product) (Takagi & Moeller, 2022), creating a meaningful situation so that students can practice the context of culture for purposeful communication would be another way of implementing ICA in EFL classrooms (Hamdani, 2021).

**Level 1: basic cultural awareness**

An awareness of:

- 1 culture as a set of shared behaviours, beliefs, and values;
- 2 the role culture and context play in any interpretation of meaning;
- 3 our own culturally induced behaviour, values, and beliefs and the ability to articulate this;
- 4 others' culturally induced behaviour, values, and beliefs and the ability to compare this with our own culturally induced behaviour, values, and beliefs.

**Level 2: advanced cultural awareness**

An awareness of:

- 5 the relative nature of cultural norms;
- 6 cultural understanding as provisional and open to revision;
- 7 multiple voices or perspectives within any cultural grouping;
- 8 individuals as members of many social groupings including cultural ones;
- 9 common ground between specific cultures as well as an awareness of possibilities for mismatch and miscommunication between specific cultures.

**Level 3: intercultural awareness**

An awareness of:

- 10 culturally based frames of reference, forms, and communicative practices as being related both to specific cultures and also as emergent and hybrid in intercultural communication;
- 11 initial interaction in intercultural communication as possibly based on cultural stereotypes or generalizations but an ability to move beyond these through:
- 12 a capacity to negotiate and mediate between different emergent socioculturally grounded communication modes and frames of reference based on the above understanding of culture in intercultural communication.

Figure 2. 1. Twelve components of ICA

Consequently, educators of EFL can establish a learning environment that enhances language competency while equipping students with the necessary skills to succeed in a multicultural society by methodically implementing Baker's Model of Intercultural Awareness. This method enhances language learning and gives pupils the tools for successful cross-cultural communication.

**2.2.4. Byram's model of ICC (intercultural communicative competence)**

"Byram's ICC model sets out all the competencies that are theorized as comprising intercultural communicative competence: linguistic, sociolinguistic, discourse and intercultural competences" (Matsuo, 2012, p.252) and underlies intercultural competence theories as the most widely used model (Hoff, 2020). Fundamentally, Byram's Model suggests that intercultural communicative competence means having language skills, cultural awareness, and understanding of the culture whereby foreign language learners can communicate with people from different cultures (Çetinavcı, 2011). To Byram, ICC is the

capability of understanding oneself and others. One can interpret and communicate effectively with people of foreign cultural backgrounds while s/he respects and considers the values, beliefs, attitudes, and perceptions within the cultural perspective of others (Byram, 2002); therefore, the notion of ICC is defined as an umbrella term that refers to various components such as linguistic, sociolinguistic and discourse competences in addition to IC, itself. In Figure 2.2, Wagner and Byram (2017, p.2) distinguish between discourse, sociolinguistic, and linguistic competencies. Coperías Aguilar (2002) clarifies three paradigms of Byram's ICC, and the following is how his paradigm defines these competencies:

- ***Linguistic competence*** is the capability of producing oral and written language using standard linguistic rules.
- ***Sociolinguistic competence*** is the capability of assigning meanings to the produced language, whether the producer is a native speaker or not, whether the meaning is implicit or explicit.
- ***Discourse competence***: the capability of dealing with methods for producing and interpreting conversations in diverse social and intercultural contexts.

Byram's Model of ICC emphasizes the significance of combining language proficiency and international communication. Therefore, this competence requires EFL learners to communicate within diverse cultures. ICC takes in the attitudes, knowledge, and abilities required to navigate and interact with diverse cultures. Linguistic competence is the capacity to use a language correctly and appropriately.

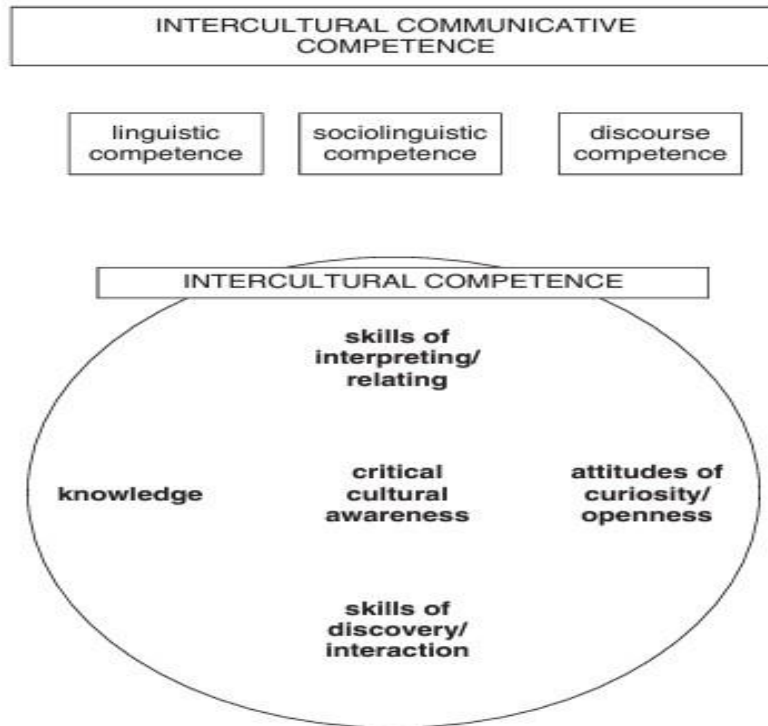


Figure 2. 2. ICC skills

Moreover, the model's foundation is that language learning is meaningful, communicative, and interactive. The elements of effective cross-cultural communication are defined as a collection of abilities, dispositions, and behaviors (Hoff, 2020). That is, the five primary intercultural abilities are:

- **Savoir:** insight into oneself and others, interpersonal relationships, and society dynamics
- **Savoir être:** attitudes: appreciating others, relativizing oneself.
- **Savoir comprendre:** abilities to interpret and relate.
- **Savoir apprendre/faire:** abilities to discover and interact.
- **Savoir s'engager:** critical cultural awareness and political schooling.

Intercultural interaction involves more than just exchanging knowledge between cultures; it also requires reflecting on one's culture and others. He asserts that having the right attitude -openness and curiosity towards other cultures- is the foundation of ICC.

As seen, Byram's Model of ICC is based on the most intercultural communicative competence theories, making the model the most widely used one (Hoff, 2020). Especially

in language education, Byram's model is a well-known paradigm for comprehending and fostering intercultural communicative competence. The model emphasizes the need for language learners to not only develop linguistic skills but also the ability to navigate cultural differences effectively (Munezane, 2021). To accomplish ICC, Byram (1997) highlights the importance of developing five skills: knowledge, attitude, discovery and interaction, integrating and relating, and critical cultural awareness. Together, these can contribute to healthy intercultural communication as each skill fosters a distinct capability; for example, the skill of attitudes can develop -openness and curiosity, while knowledge can help better comprehend diverse cultures. Skills of interpretation and discovery encourage learners to navigate and make sense of cultural nuances through direct engagement. Finally, critical cultural awareness empowers individuals to reflect on and question cultural practices and challenges in diverse cultural contexts. These components create a comprehensive framework not only for educators but also for learners. Therefore, Byram's ICC model is considered ideal for pedagogical purposes among educators (Deardorff, 2006).

This study bases Byram's model as the leading theory to investigate the ICC perspectives of EFL instructors because of its comprehensive framework, which provides a complete understanding of intercultural competence that goes beyond linguistic proficiency, which is essential for EFL instructors who experience diverse cultural contexts in their teaching (Oberste-Berghaus, 2024). The model's focus on critical reflection encourages instructors to examine their cultural assumptions and biases, a crucial practice in a multicultural setting [like Türkiye], where they encounter students from various backgrounds (Byram, 2020). Abir (2023) also highlights that Byram's concept helps EFL learners and instructors provide teaching strategies. This is crucial in EFL language classes because when people of different native languages regularly use English as a mutual communication tool, it is essential to comprehend and manage intercultural relations. EFL instructors may more effectively prepare their students for productive participation in these kinds of circumstances by using Byram's methodology. Developing curricula and teaching methods that promote ICC can also benefit Byram's Model, which will increase the overall effectiveness of English language instruction in Türkiye.

### 2.3. Earlier Studies on ICC and EFL Teaching

Prior studies on ICC have brought attention to the growing significance of comprehending cultural diversity in a world that is becoming more interconnected. Numerous facets of intercultural communication have been the subject of research, such as the function of language instruction, the influence of cultural factors on communication modalities, and how students and teachers perceive intercultural interactions.

Sercu and Bandura (2005) focused on ICC perceptions of EFL teachers in their book titled *Foreign language teachers and intercultural competence: An international investigation*. The book suggests that teachers present positive attitudes towards ICC and its involvement in English teaching. However, the findings of their study also reveal that there is a disparity between the high ICC perceptions and their perceived culture-related practices. The teachers do not reflect a high frequency of ICC implementation in their English teaching processes despite the importance they attach to ICC.

Young and Sachdev (2011) carried out a study to explore English language teachers' beliefs and practices. The findings revealed that intercultural approaches are mostly promoted in teaching English particularly in applied linguistics and curricular frameworks. Nevertheless, the actual implementation of intercultural competence was not observed out of this study. The discrepancy between the beliefs and practice towards ICC suggests that there was a noticeable gap between teachers' positive attitudes toward ICC and its practical application, which may be resulting from internal factors (e.g. inner motivation, teacher's knowledge) or external impacts (e.g. lack of materials, curriculum design, and insufficient administrative support).

Similarly, Osman (2015) carried out a mixed study to explore ICC perceptions of English teachers and their perceived ICC implementations in teaching English. The findings revealed that despite the positive attitudes of teachers towards ICC, their perceived in-class practices are cooperatively scarce. The participants did not reflect an equally positive perception on actual classroom practices, which show that they may go through various challenges in the implementation phase.

Gu (2016) carried out a study to explore the ICC concept among teachers and the findings revealed that they possess a desire to develop ICC, and they have a positive attitude

towards ICC implementation into EFL teaching although teachers suffer from knowledge of and trainings for ICC. EFL teachers reflect positive attitudes and awareness of ICC and its importance in language teaching. However, educators are challenged by insufficient resources. In other words, traditional CLT techniques are still widely used, but there is still a need for more and inclusive resources serving for ICC development, administrative assistance, and clear guidance from education authorities.

Adıyaman (2016) conducted a master's degree study on the ICC of international students in Türkiye now that international education has brought scholarship students together in Türkiye since the 1990s. These students face various intercultural communication challenges, leading scholars to conduct ICC studies. Adıyaman (2016) revealed significant results showing that most students went through various obstacles, including cultural differences and preconceptions, even though they could achieve a certain level of communication competence. The challenges international students encounter bring the importance of ICC into view. Overall, the study underscores international education's economic, cultural, scientific, and political benefits and suggests that enhancing the Türkiye Scholarships program can lead to better intercultural integration and outcomes for both students and the host country.

Moreover, Yıldız (2016) carried out a study on ICC with teachers. The findings revealed that while teachers expressed positive perceptions of ICC, classroom observations revealed a predominant focus on linguistic aspects over cultural teaching, with inconsistent ICC integration. These findings highlight the need for greater awareness and training on incorporating ICC in EFL classrooms, providing valuable insights for administrators and in-service teacher trainers to better equip educators to prepare learners for effective intercultural communication.

Akdemir (2017) conducts a case study to explore how instructors perceive culture and ICC at X University English Preparatory School. Using a mixed-method approach, the study involved a survey with 38 instructors and in-depth interviews with five participants. Quantitative data revealed that while there is a high awareness of cultural integration in language teaching, the approach to incorporating culture and intercultural communicative competence varies and is left to individual instructors. Notably, the instructors viewed English as a global language, focusing on global rather than English-speaking country

cultures. The findings highlight the need for standardizing cultural teaching approaches in EFL classrooms.

Banjongjit and Boonmoh (2018) explored teachers' opinions of ICC and methods for advancing it in EFL classes in their study. Results show that ICC perceptions of teachers are high, but they did not correlate ICC with internal goals like empathy or flexibility, but rather with external outcomes like the capacity to communicate effectively with people from different cultures, knowledge, attitudes, and abilities like listening and interpreting. Teacher-centered, student-centered, and collaborative approaches were used to promote ICC; role-playing was found to be the most successful. The uniform backgrounds of the pupils, the curriculum restrictions, the time constraints, and the lack of resources were among the difficulties. Teachers stressed the need for better assessment techniques, teacher preparation, more transparent ICC integration in curricula, and helpful resources.

In her master's thesis, Çandırılı (2018) investigates the role of short stories in developing intercultural communicative competence among pre-service English EFL teachers at a Turkish university. While discovering the teachers' cultural intelligence and intercultural sensitivity levels, the researcher benefits from quantitative and qualitative data to get reflections on the study's short stories. Results show that teachers have positive perceptions on ICC, but moderate CQ and IS levels, with those with international experience showing greater intercultural sensitivity. The analysis of short stories reveals a ten-dimension model of IC, including empathy, intercultural discovery, and critical cultural awareness. The short stories gave language teachers ideas for overcoming cultural differences and forming their roles as educators by successfully enhancing intercultural attitudes and communication. The study emphasizes how important literary work is for developing ICC skills in the training of EFL teachers.

Estaji and Rahimi (2018) emphasize how important teachers' opinions of ICC are to improving cultural teaching methods in EFL classes. Although the qualitative results enhanced the quantitative phase, it was difficult to synchronize the two data sets because of the participants' varying degrees of instruction and teaching experience. Furthermore, only master's degree holders were allowed to participate in the qualitative phase, which limited how representative the results were. However, the findings show that the teaching experience and educational background of instructors do not have a significant impact on their perceptions of ICC and intercultural practices in English lessons. To raise awareness

among pre-service and in-service teachers, the study emphasizes the necessity of integrating ICC within EFL teacher training programs. It promotes macro-level choices for ICC integration, guaranteeing its wider application and influence in EFL instruction.

Kelahmetoğlu Tunçer (2019) studied with 24 students and 12 instructors to evaluate the TED University English Language School curriculum to see how well it incorporates ICC. Semi-structured interviews were conducted, followed by content analysis of textbooks, materials, and exams. The study revealed that the program does not explicitly incorporate ICC in its materials, and there is no systematic method, even though some materials touch upon awareness and knowledge aspects of ICC. More complex competencies like empathy, respect, tolerance, and flexibility were present mainly through implicit interactions between teachers and students rather than formal instruction. The study suggests that instructors do not have practical implementations of ICC while teaching English. Therefore, ICC should be systematically included in learning objectives, content, teaching methods, and evaluation processes. Teachers should be provided with in-service training to integrate these competencies into the curriculum better.

Another study examining ICC awareness of students and language instructors was conducted by Tosuncuoğlu (2019), who studied with 225 participants, including 42 instructors and 183 students at Karabük University. He emphasizes that effective language learning is intrinsically linked to cultural awareness as he explores the crucial relationship between language and culture in the development of ICC. The study emphasizes how important it is for teachers to understand how culture affects language learning, especially when teaching English to foreigners in Türkiye. The results show that although instructors have a favorable attitude regarding ICC, students still need to become more aware of it. The results are consistent with other research, suggesting that ICC must be thoroughly incorporated into language curricula and teacher preparation programs. Fostering students' cultural sensitivity and ICC skills requires this integration, indicating that more study and advancement in this field are critical to serve for pedagogical implications.

In her recent study, Harputluoğlu (2021) used a mixed-methods approach, including surveys and interviews, to investigate the beliefs and behaviors of 129 EFL instructors in Türkiye about ICC. The results revealed that, despite obstacles such as time restraints and curricular restrictions that frequently give precedence to linguistic abilities over cultural elements, instructors generally hold moderate to positive opinions regarding the importance

of ICC in language instruction. Due to institutional and financial constraints, few instructors engaged in cross-cultural labor exchanges; most of their cross-cultural experiences in the USA and England were predominantly tourist-based and shaped by textbook content. The study found that teachers strongly desired to incorporate culture into language instruction using technology and student-centered activities to improve cross-cultural comprehension. However, there is a noticeable void in the integration. Harputluoğlu (2021) highlights the difficulties encountered by English language learners in Türkiye because of their restricted exposure to multicultural settings. Even though English is the universal language, many learners find it difficult to communicate because they frequently lack cultural awareness even though they are proficient in grammar. The results also show that EFL teachers are essential in closing these gaps and advancing ICC, which are critical for improving language instruction. The research highlights the need for better integration of cultural education in English language curricula by illuminating instructors' perspectives and practices on ICC. This will be helpful information for educators, administrators, and researchers. Moreover, the study shows that demographic variables may independently have an impact on ICC perceptions of EFL instructors. While gender and age seem to have some impacts on ICC perceptions and practices, academic backgrounds and workplaces were found not to be effective.

Oruç (2022) focuses on the impact of Erasmus+ KA2 strategic partnership project activities on the intercultural communicative competence of teachers in Turkish schools. It draws attention to the value of ICC as globalization requires intercultural dialogues, and supportive projects on ICC development can enable language teachers to raise awareness and eliminate prejudices while empowering intercultural comprehension and empathy. Based on teacher interviews, the study shows that involvement in Erasmus+ mobility activities enhances foreign language proficiency, promotes cultural empathy, and encourages people to participate in more cross-cultural cooperation. According to the report, Erasmus+ is also important for promoting cultural interchange, lowering communication obstacles, and fostering professional and personal development.

In their literature review study, Bilici and Gezegin (2022) discovered that most ICC studies carry out with instructors demonstrate positive views toward ICC while pointing out knowledge and training deficiencies brought on by the lack of curriculum that specifically address ICC. Positive opinions are also shown by learners, including Turkish and foreign

students, who highlight the importance of using media like as TV series and films to improve cultural awareness. Research on learners' ICC is still lacking, nevertheless.

Sobacı (2023) examines how negotiating role-playing exercises affect the intercultural competency of EFL learners at Ondokuz Mayıs University. Twelve students engaged in negotiation role-plays over five weeks using a quasi-experimental methodology, whereas a control group did not. The study demonstrated significant gains in the experimental group's international competence, especially in behavioral, cognitive, and affective skills, using the International Competence Scale (ICS) and semi-structured interviews. Students' self-esteem increased during the role-play activities while tolerance towards diverse cultures was also enhanced. The findings reveal that these activities effectively prepare EFL learners for real-world intercultural interactions.

Akhmad et al. (2024) carried out a study to explore ICC perceptions of EFL teachers. The data were collected through an in-depth interview and findings were analyzed through a qualitative method. The results show that teachers have a positive perception of ICC development while their ICC perceptions were affected by some independent factors such as teaching experience and awareness of living in a multicultural society. The highest mean score was observed among those with the English teaching experience of 7-9 years.

## CHAPTER 3

### METHODOLOGY

This study aims to explore EFL instructors' ICC perceptions and their perceived ICC implementation in English language teaching. This chapter first discusses the research design, followed by an introduction to the research context and participants. Finally, the data collection and analysis procedures are presented.

#### 3.1. Research Design

This study aims to explore the perceptions and perceived instructional practices of Turkish EFL instructors regarding ICC integration in preparatory schools at public and private universities in Ankara, Türkiye. To address its research inquiries effectively, as a survey study, the research utilizes a quantitative method that minimizes bias and enables statistical analysis, allowing for the generalization of findings from a sample group (Creswell, 2012; Saharan et al., 2020). While quantitative research requires using numerical data to scrutinize and understand observed phenomena to describe and explain those observations (Sukamolson, 2007), it also means social and empirical studying (Cohen et al., 2002).

Unlike traditional literature reviews, quantitative research allows for independent evaluation and reproduction of results thanks to its systematic and explicit nature (Stanley & Jarrell, 2005; Watson, 2015). The main reason is that quantitative research is systematic and involves using numbers and numerical data to describe and understand the phenomena encapsulated within the observations (Apuke, 2017; Sukamolson, 2007; Watson, 2015). Moreover, this method requires researchers to employ empirical methods and expressions in the real world rather than statements and cases that should be the case (Kaya, 2021). The quantitative method makes the study easier as researchers can reach concrete and empirical judgments, which provides transparency and continuous improvement in scientific studies (Braaksma et al., 2012). Researchers reach experimental judgments based on cause-and-effect relations, variables in data, hypotheses, and specific social theories (Creswell, 2012),

and the collected data impose meanings and their interpretation in quantitative research (Holton & Burnett, 2005), which allows the study to reach its objective results.

Quantitative research is carried out in this study because it allows for numerical measurement and examination of perceptions of language instructors and enables statistically objective conclusions. This method uses statistical, mathematical, or computer tools to get reliable results, and gathered numerical data presents statistics, percentages, or graphs to display results concretely (Mohajan, 2020). This method yields objective and statistically sound conclusions while helping the researcher ensure that the data are representative and generalizable (Nardi, 2018). Quantitative research often employs statistically organized methods such as questionnaires and surveys by which a great number of data are collected among diverse participants. Additionally, statistical methods reduce researcher bias and guarantee reliability, increasing confidence in the results. Therefore, quantitative research best fits the purpose of this study, aiming to statistically and objectively generalize data results on the perceptions and perceived practices of language instructors.

### **3.2. Research Context**

In Türkiye, most universities require students to study a compulsory English preparation class for an academic year unless they prove their language level with the placement test of the university's own or an officially equivalent English test. Even after achieving the requirements for preparatory school, English appears to be a mandatory subject offered to students during their significant studies. These courses are designed to enhance students' general English proficiency and give them the skills to comprehend English texts related to their academic discipline (Kırkgöz, 2007). In preparatory schools, universities aim to equip students with the necessary language skills for their academic journey and the essentials to adapt to the global business world quickly. This journey lasts one academic year, consisting of two, three, or four terms, depending on the institution's policy. Each term requires students to achieve a certain level of English proficiency to move to the next level.

Ankara has 21 preparatory schools in 8 private and 13 public universities (Table 3.1). Of the 23 higher education institutions, twenty universities and the police academy require

students to achieve proficiency in their preparatory schools, highlighting English's importance in higher education.

Table 3.1. Preparatory schools in Ankara

<b>Higher Education Institutions</b>	<b>N</b>	<b>EFL</b>
<b>Instructors</b>		
<b>With Preparatory Schools</b>		
Private	8	650
Public	13	697

These schools aim to equip students with the English proficiency required for their academic studies and international real-life contexts. They often operate as the university's first step and require students to complete an academic year of English education. In these preparatory schools, language instructors follow a curriculum focused on developing four basic language skills: grammar and vocabulary. However, they do not implement a purposeful syllabus or curriculum to embed cultural diversity factors and ICC in the teaching process. Depending on their English proficiency level, students study for a longer or shorter period, and their proficiency level is diagnosed through placement tests. Nevertheless, most preparatory schools follow a modular system where students must complete two or four courses during an academic year.

Consequently, students who start at the beginner level complete a maximum of four modules in an academic year. Students can start from a higher model, proving their proficiency in placement taste, which is held before the academic year starts. If students fail the modules, they may prolong their preparatory school duration or try to prove their English proficiency with an equivalent English exam such as IELTS, TOEFL, PTE, etc.

However, in this system, the coexistence of different cultures and nations also carries another level of importance. As an inevitable result of globalization, universities become increasingly international, with students from diverse national and cultural backgrounds (Kwiek, 2000). In Türkiye, 301,694 international students were enrolled in associate's, bachelor's, master's, or doctoral programs in universities during the 2022–2023 academic

year. In contrast, the bachelor's degree programs had the most significant number of international students, with over 131.2 thousand male students and 86.6 thousand female students, so 217.800 students enrolled (Dierks, 2024). Thanks to the contribution of international students, schools have become more prosperous in terms of cultural and national differences.

Nevertheless, interculturality may challenge instructors because students come from quite diverse cultural, educational, and linguistic backgrounds. That is, they need advanced adaptation skills to accommodate this diversity. Raising ICC awareness and developing this competence naturally becomes crucial among EFL students and instructors. This situation forces language instructors in preparatory schools to adopt innovative teaching strategies to ensure equal inclusion and mutual understanding.

It is essential to explore how instructors perceive ICC and the implementation of the relevant in-class activities during teaching English. This exploration could help instructors recognize and address the cultural challenges they face while teaching English. Moreover, when instructors' perceptions of ICC are determined, educators and stakeholders could gain preparedness to implement culture teaching in their classes. ICC awareness ensures and fosters effective communication and inclusivity, which are essential for preparatory schools because "learning a foreign language is not only knowing about how to use it for reading and speaking purposes, but it is also about knowing how to communicate with people who have different cultural identities" (Mede & Gunes, 2019, p.354). The exploration of EFL instructor's perceptions of ICC could reflect valuable insights into their capabilities and deficiencies; therefore, preparing them for an intercultural classroom could be easier and more effective, aiming at how language instructors perceive intercultural communication and ICC reveals the helpful methods and strategies they could employ in English lessons. ICC awareness can also empower EFL instructors' ability to prepare students for the intercultural world while acting as ICC proficiency models.

Recent studies have increasingly focused on ICC due to the growing significance of international classroom environments (Deardorff & Jones, 2012; Munezane, 2021). As educational institutions welcome students and instructors from varied cultural backgrounds, effective ICC has become a priority. Teachers can enhance their ability to manage intercultural classrooms, foster meaningful relationships, and prepare students to become globally competent adults by improving their intercultural competence (ICC). Hence, the

purpose of this study is to shed light on instructors' perceptions on ICC and on their perceived implementations of diverse cultures into English lessons.

### **3.3. Participants**

The data were collected from Turkish EFL instructors (n=179; 82.1 % females (n=147) and 17.9 % males (n=32) working at preparatory schools in private and public universities in Ankara. The research context is limited to Ankara and Türkiye to ensure a manageable scope for the study. To achieve enhanced validity, the participants were sampled from different public and private universities in Ankara, a city with a high concentration of both public and private colleges, offering a varied yet controllable sample that captures different instructor profiles and institutional procedures in a specific setting. All these schools host foreign students in various numbers yearly, making the region a representative sample in the context of the ICC concept in teaching English in Türkiye. A list of all the state and private universities providing English Language Teaching programs in preparatory schools (n=21 + Police Academy) in Ankara was prepared based on the information supplied by HEC, and EFL instructors were contacted mainly from the universities in this list. The researcher aimed for a more trustworthy set of results, so s/he used random sampling.

The Intercultural Communication Competence Form was carried out by 179 English language instructors working in a preparatory school of public or private universities in Ankara. The demographic information part has collected important participant information, including age, gender, years of teaching experience, academic background, and workplace. Each detail provides essential information about the participants. The numerical results of demographic distribution are provided in Table 3.2.

Demographic information data reveal that 48.6 % of the participants (n=87) are working in a public university, while 51.4% of the participants (n=92) are working in a private university. A balanced sampling of participants from public and private universities was aimed at representing the total population of both types of universities in Ankara. The gender question reveals that most participants (n=147) are females at 82,1%, while male involvement (n=32) is minor at 17,9 (%. 32).

The results show that EFL instructors participating in this study are between 24 and 59 years old, although the mean age is 35,69±, reflecting a dynamic profile. As to years of experience, the results reveal that 32 (14%) of the teachers have experience of 1-5 years, 53

(29.6%) participants have worked between 6-10 years and 82 (45.8%) of them have gained experience of 11-20 years. Lastly, 19 (10.6%) instructors stated that they have been experienced in teaching English for over 21 years. It is seen that most students have been experienced in teaching English between 11 and 20 years, showing that most are pretty experienced and dynamic.

Table 3.2. Demographic information of participants

Variables		Frequency	Percent
Teaching English Experience (years)	1-5	25	14,0
	6-10	53	29,6
	11-20	82	45,8
	21+	19	10,6
Bachelor's Degree	ELT	115	64,2
	ELL	49	27,4
	EL	7	3,9
	ACL	4	2,2
	Others	4	2,2
Master's Degree	ELT	81	45,3
	ELL	15	8,4
	EL	13	7,3
	ACL	4	2,2
	Others	28	15,6
	No degree	38	21,2
PhD Degree	ELT	9	5,0
	ELL	3	1,7
	EL	1	0,6
	Others	6	3,4
	No degree	160	89,4
Workplace	Private University	92	51,4
	Public University	87	48,6

Regarding educational background and work experience, each participant holds a bachelor's degree in one of the fields, such as ELT, ELL, ACL and EL except 4 participants who stated their fields as "others." Of the participants, 115 (64.2%) hold a bachelor's degree in English language teaching, 49 (27.4%) in English language and literature, 7 (3.9%) in English linguistics, 4 (2.2%) in American culture and literature, and 4 (2.2%) in other fields. Additionally, 78.8% of survey participants (n=144) hold a master's degree in one of the specified areas while the results indicate that ELT is the most prevalent field for EFL instructors, accounting for 45.3% (n=81). Even though the rate of PhD holders is low, 9, 6,

3, and 1 participant hold a PhD degree in ELT, others, ELL, and EL departments. The main goal was to create a balanced population from both public and private organizations in order to produce unbiased and trustworthy results.

Additionally, to help participants feel more at ease, open-ended questions were used to explore their age without assigning them to any category. Years of teaching English experience is another aspect of the demographic information, in which participants choose from five categories: 1-5 years, 6-10 years, 11-20 years, 21+, or others, enabling the analysis of trends across varying levels of professional expertise. Asking about the degree participants hold, including BA, MA, and Ph.D., has helped identify participants' academic qualifications. ELT, ELL, ACL, and EL are the five major departments English language instructors are expected to complete in the field, whereby these areas are added explicitly as options. However, the possibility of not holding on to any of them is not ignored, and alternative options: others, and no degree, are also involved. Lastly, participants indicated whether they worked for public or private organizations. Together, these items provided a comprehensive profile of the participants, supporting a deeper understanding of their backgrounds and potential influences on their perceptions and practices.

#### **3.4. Data Collection Procedure**

In the collection phase, Snowball Sampling was used to reach out to volunteers to complete the survey form. The survey employed a quantitative method to gather objective and measurable insights into the perceptions and practices of EFL instructors regarding ICC. A structured questionnaire was designed with Likert-scale items to quantify instructors' frequency of cultural integration activities and their perceptions toward teaching ICC. The researcher aimed to reach statistical and objective data from various demographic variables. Therefore, the demographic information section was first applied to gather participants' age, workplaces, and educational qualifications. After collecting responses for the demographic information, the survey proceeded to gather answers regarding their perceptions of ICC and in-class practices through two scale parts. This approach aimed to minimize bias and provide reliable and objective results through precise numerical data so that a generalization could be achieved to explore how much the results align with similar educational contexts. The use of the online Google Forms survey facilitated broad participation while maintaining efficiency and accessibility for instructors in Ankara universities.

### **3.4.1. Data collection instrument**

The study utilizes an ICC Survey using Google Forms, a thorough data-gathering tool. The survey consisted of four sections: the consent form, demographic data, perception questionnaire, and perceived classroom procedures.

The survey statements were formulated by the researcher while the ICC Scale used in the master's thesis titled "EFL Instructors' Perceptions and Practices Towards Intercultural Communicative Competence in a University Context" (Harputluoğlu, 2021) utilizing two ICC Scales (Sercu et al., 2005) served as a reference point. The new survey was designed to ensure validity, reliability, and effective data collection, while being specifically tailored to the context of this research.

To begin with, in the ICC Survey, the survey's first section was a consent form, which was intended to give participants precise information about the study's goals, their rights as participants, and the fact that participation was entirely optional. Before consenting to participate, participants should have had a chance to ask questions and be fully informed about the research procedure.

In Part 2 demographic information, which included relevant data such as participants' age, gender, academic qualifications, years of teaching experience, and institutional affiliation was gathered. Collecting this information was crucial for understanding the sample's composition and for conducting any necessary subgroup analyses based on demographic variables. This section aimed to provide contextual background that could inform the interpretation of the results, ensuring that findings could be contextualized within the specific characteristics of the participants.

In Part 3 statements to explore ICC Perceptions of Turkish EFL instructors were formulated. Outdated items (e.g., CD-Roms) were removed and revised to refer to modern tools and materials such as AI, Chatgpt, Jamboard, and digital platforms, ensuring the questionnaire effectively explored ICC in today's intercultural teaching environment and provided relevant, up-to-date insights. Significant changes were made to the survey to increase its applicability and efficacy.

15 original questions from ICC Slace (Harputluoğlu, 2021) were adapted and embedded in this study's survey as Part 4: Culture-Related Class Activities. The main reason

why the title of this part was altered is that during the feedback process carried out with an expert and 5 English language instructors, it became evident that the term "culture teaching" was not clear to readers, and they needed extra explanation about if it referred to in-class activities related to culture or teaching the culture itself. After all the adaptations (nearly 40%) from ICC Scale (Harputluoğlu, 2021) and newly designed items formulated by the researcher, the survey took its final form; the quantitative data for the study was collected through a Google Forms survey titled A Survey for Exploration of Intercultural Communicative Competence consisting of four distinct sections.

The survey had two crucial questionnaire sections. The first questionnaire was Part 3 designed to explore ICC perceptions of Turkish EFL instructors. This part consisted of 25 items based on Byram's five ICC components: *savoirs* (knowledge), *savoir être* (attitudes), *savoir comprendre* (skills of interpreting and relating), *savoir apprendre* (skills of discovery and interaction), and *savoir s'engager* (critical cultural awareness). This formulation resulted in a comprehensive, balanced set of questions to explore participants' perceptions. The culture-related class activities section (Part 4) explored how English language instructors implement culture in their lessons. In other words, Part 3 aimed to answer the first primary research question: How do Turkish EFL preparatory school instructors in public and private universities perceive intercultural communicative competence in teaching English? Of 25 questions, five questions were aligned with *savoir* (knowledge), 6 with *savoir être* (attitudes), four questions with *savoir comprendre* (skills of interpreting and relating), 4 with *savoir apprendre* (skills of discovery and interaction), and 5 with *savoir s'engager* (critical cultural awareness).

Part 4 was designed to explore how Turkish EFL instructors perceive their implementation of ICC-related activities in their classes at preparatory schools in private and state universities. These questions were also aimed at aligning with the ICC Model of Byram. While four questions are based on *savoir être* (attitudes), five questions are based on *savoir* (knowledge). 2 questions, three questions, and three questions were formed respectively by *savoir comprendre* (skills of interpreting and relating), *savoir apprendre* (skills of discovery and interaction), and *savoir s'engager* (critical cultural awareness).

Additionally, an expert opinion was consulted to further validate the survey. The expert, with substantial experience in the field provided valuable insights into the content, structure, and design of the survey. The feedback helped ensure that the survey statements

were not only relevant but also aligned with the theoretical framework of Byram's Model of ICC. Incorporating expert feedback further strengthened the validity and reliability of the survey, contributing to the overall quality of the research instrument.

Finally, a pilot study was conducted with a small sample of five instructors to assess the survey's clarity, reliability, and relevance. After the expert opinion was consulted, 5 EFL instructors were consulted for proofreading, reliability, and clarity of the edited survey. This initial testing allowed for the identification of any ambiguities or issues in the survey statements and provided an opportunity to refine the instrument before its full administration. Accordingly, more adaptation was made to the items so the survey could take its final form. The pilot study also helped assess the time required for participants to complete the survey and ensured that the instructions were easily understood. Feedback from the participants in the pilot study was used to make necessary adjustments, improving the survey's overall effectiveness and ensuring its suitability for the larger sample.

### **3.5. Data Analysis Procedure**

This study collected quantitative data through an online Google Forms survey prepared as a 4-point Likert scale, a psychometric measurement tool frequently used in surveys and questionnaires to measure attitudes, perceptions, viewpoints, or opinions (Batterton & Hale, 2017). This type of survey consists of statements to which respondents react and display ratings. In this context, the degree of importance of ICC was measured through rating scores as Not Important (0), No Idea (1), Important (2), and Very Important (3). Depending on participants' ratings, results were analyzed to explore their perceptions and interpret how important ICC was for them. The questions in the culture-related class activities in Part (4) were rated as Never (0), Not Sure (1), Often (2), and Very Often (3). Therefore, the frequency of their in-class practices was aimed at being measured. Following data collection through the survey, results were analyzed using Statistical Package for the Social Sciences (SPSS) to make a descriptive analysis with the objective of "providing a scientifically rigorous procedure with quantifiable results" (Sidel et al., 2018, p.288). Because the scale used closed-ended Likert scale items to collect data, the researcher obtained numerical data for the quantitative sets of data. The SPSS program was used to execute the required statistical tests based on the gathered information.

The data was determined not to have a normal distribution by controlling the Kolmogorov-Smirnov test (Table 3.3.). Even though The Shapiro–Wilk test and the Kolmogorov-Smirnov test are two of the most common normality tests, the latter test was performed in this study because of the population of participants (n=179). “The Shapiro–Wilk test is the more appropriate method for small sample sizes (<50 samples) although it can also be handling on larger sample size while Kolmogorov–Smirnov test is used for  $n \geq 50$ .” (Mishra et al., 2019, p.70). The normality tests' results point out that all p-values are significantly below 0.05, demonstrating that neither the scales nor the sub-dimensions exhibit a normal distribution. With p-values of 0.001, the normality of the Perceptions of EFL Instructors on the ICC Scale and its sub-dimensions—specifically, the five skills outlined in Byram's ICC—was rejected. Similarly, the Culture Related Class Practice Scale also showed non-normality, with a statistic of 0.093 and a p-value of 0.001.

Table 3.3. Normality test results

<b>Scales and Sub-Dimensions</b>	<b>Statistic</b>	<b>p</b>
Perception of EFL Instructors on ICC Scale	0,171	0,001
Knowledge	0,200	0,001
Attitudes	0,250	0,001
Skills of Interpreting and Relating	0,199	0,001
Skills of Discovery and Interaction	0,171	0,001
Critical Cultural Awareness	0,198	0,001
Culture Related Class Practice Scale	0,093	0,001

In this study, both descriptive and inferential analyses were conducted to provide a comprehensive understanding of the data. Descriptive analysis was performed to summarize and present the basic features of the collected data (Vaismoradi et al., 2013). The demographic data of the participants, including factors such as age, educational background, and teaching experience, were clearly summarized via descriptive analysis. Descriptive statistics, such as frequencies, percentages, means, and standard deviations, were calculated to illustrate the distribution of ICC perceptions across the sample. This form of analysis was essential for understanding the general characteristics of the data and providing an initial overview before proceeding to more complex inferential testing (Reid, 2013).

Inferential analysis was conducted to draw conclusions or make predictions about the broader population based on the sample data (Jose & Szabo, 2016). This type of analysis helps in testing the hypotheses and determining whether observed patterns in the data are statistically significant. In this study, various non-parametric tests were employed for inferential analysis due to the non-normal distribution of the data. These included the Mann-Whitney U Test to explore the impact of workplace factors on ICC perceptions, the Kruskal-Wallis H Test to assess the effect of educational background and English teaching experience on ICC perceptions, and Spearman's Rank Correlation Test to investigate the relationships between age and ICC perceptions, as well as ICC perceptions and culture-related classroom practices. Although the distributions were not normal, these inferential tests enabled the study to draw reliable inferences about the connections and variations within the data.

Initially, the normality test was conducted to ensure the normality distribution. The data were found to be not normally distributed based on the Kolmogorov-Smirnov test. Based on the results, non-parametric tests were conducted to test correlations and hypotheses. Specifically, the Mann-Whitney U Test was employed to explore the effect of workplace factors on ICC perceptions. The Mann-Whitney U Test is ideal for comparing two independent groups, such as workplaces and ICC perceptions, when the data are ordinal or continuous but do not follow a normal distribution. This test enables the exploration of workplace factors influencing ICC perceptions. The Kruskal-Wallis H Test was used to examine the influence of educational background and teaching experience on ICC perceptions. The educational background variable involved more than two groups (e.g., different levels of education). In this case, the Kruskal-Wallis H Test allowed for an assessment of whether there were significant differences in ICC perceptions based on the participants' varying educational backgrounds, while accounting for the non-parametric nature of the data. Furthermore, teaching experience represents different levels of experience years serving a multiple layer for the analysis. Finally, the Spearman Rank Correlation Test was applied to investigate the correlation between age and ICC perceptions, as well as the relationship between ICC perceptions and culture-related classroom practices. When exploring the relationship between ICC perceptions and culture-related classroom practices, the Spearman test is particularly useful because both ICC perceptions and the integration of cultural practices into teaching are likely to be measured on ordinal scales or continuous variables that do not follow a normal distribution. The test helps determine whether a

positive or negative association exists between instructors' perceptions of ICC and their use of culture-focused activities in the classroom.

To test scale reliability, Cronbach's alpha coefficient was examined. Cronbach's Alpha reliability coefficient of the EFL instructors on ICC scale was found to be 0,928 for the whole scale. The scale has very high reliability. Similarly, Cronbach's Alpha reliability coefficient of the culture related class practice scale was found to be 0,820 for the whole scale. The scale is highly reliable.

## CHAPTER 4

### FINDINGS

This chapter contains the findings of statistical analyses following the research questions of the study. The two main sections will discuss the results. While the first section focuses on analyzing perceptions in the context of 5 major components of Byram's ICC Model, the second section concentrates on if the in-class practices correspond to their positive ICC perceptions.

#### **4.1. Research Question 1: How do Turkish EFL preparatory school instructors in public and private universities perceive intercultural communicative competence in the context of teaching English?**

The results of the descriptive statistics show that most EFL instructors have a favorable opinion of the value of ICC. Most respondents valued ICC and had a positive attitude towards ICC, indicating a solid understanding of its importance in instruction. On the other hand, item 24 "I provide personal contact with people from different cultures to help them discover through experience." received a neutral or comparatively low grade. This item aimed to inquire about to what extent educators value to establish personal connections to promote cultural variety, EFL instructors may recognize the importance of ICC in their instruction; however, they might not see themselves as primarily responsible for fostering intercultural relationships between their students and foreigners. This contrast suggests a nuanced viewpoint: Teachers may place a higher priority on ICC but rely more on general educational practices and resources than on their contacts to provide for students in promoting a cultural variety.

The findings highlight that EFL instructors positively perceive ICC in distinct aspects. Depending on the items, their positivity levels vary in importance. While most value developing ICC, their responses reflect variable scores throughout five components of Byram's ICC Model. Overall, instructors showed that they value developing five significant skills of knowledge, attitudes, interpreting and relating, discovery and interaction, and

critical thinking awareness described in Byram’s Model, rating the items as “important” and “very important.”

#### 4.1.1. Perceptions on ICC within the context of savoir (knowledge)

Five items in Part 4 were addressed to explore perceptions of EFL instructors on ICC in alliance with savoir/ knowledge component of Byram (1997). The answers of EFL instructors explore their perceptions on how important it is to promote knowledge of and for cultures as seen in. Mean scores of items 1,2,8,9 and 17 relevant to savoir/ knowledge show the average of participants’ responses and offer a quick summary figure that shows the data's central tendency.

The mean score (Table 4.1.) provides a quick and easy approach to grasp a group or item's overall trend and performance, making it crucial in research, surveys, and assessments. Accordingly, there are slight variations in the central tendency across the data points. Item 2 has the highest mean score (2.74), suggesting it is the most consistently rated or observed compared to the other items, while Item 8, with mean values of 2.40 and 2.41 for its two occurrences, reflects the lowest average.

Table 4.1. Mean scores of savoir items

<b>Items</b>	<b>1</b>	<b>2</b>	<b>8</b>	<b>9</b>	<b>17</b>
<b>Mean</b>	2,65	2,74	2,40	2,41	2,53

These five items involve statements about the importance of savoir/ knowledge for ICC (Table 4.2.). Item 1 explores how important it is to make students familiar with the target language's culture because familiarization is considered to contribute to their knowledge/savoir. 173 (96,6 %) participants rated the first item as “important” and “very important”. This high percentage indicates that most participants value developing cultural knowledge while teaching languages, aligning with Byram's ICC Model's "savoir" (knowledge) component. Even though no participants had an abstaining response to the importance of developing cultural knowledge, 6 (3.4%) of responses represent "not important," accounting for a small minority, suggesting that a few participants underscored the significance of cultural familiarization in language learning. Item 2 aims to explore how

important it is to provide vocabulary and grammar knowledge to EFL learners so that they can engage in authentic materials with various cultures. 175 (97.8%) participants rated this item "very important" and "important," indicating that EFL instructors value equipping students with grammar and vocabulary knowledge to serve various cultural contexts. This finding is significant because it reveals that EFL instructors prioritize the knowledge of grammar and lexis when it comes to developing knowledge of ICC.

Table 4.2. ICC perceptions on savoir/ knowledge.

Items	Not Important n - %	Neutral n - %	Important n - %	Very Important n - %
1. I promote my students to become familiar with the culture of the countries where the language they are learning is spoken.	6 - 3,4	0 - 0	44 - 24,6	129 - 72,0
2. I assist my students to acquire a level of grammar and vocabulary that will allow them to read authentic materials in a foreign culture.	3 - 1,7	1 - 0,6	35 - 19,6	140 - 78,2
8. I include topics from diverse English-speaking cultures (e.g., Britain, the USA, Australia).	15 - 8,4	3 - 1,7	56 - 31,3	105 - 58,7
9. I include topics from non-English-speaking cultures (e.g., Türkiye, Spain, Italy).	15 - 8,4	3 - 1,7	55 - 30,7	106 - 59,2
17. I attach an importance to teaching about cultures in addition to teaching for linguistic forms	10 - 5,6	1 - 0,6	52 - 29,1	116 - 64,8

Furthermore, when EFL instructors were asked whether they include diverse cultural contexts in their lessons in items 8 and 9, 161 participants valued its importance equally as "important" and "very important". The purpose of these two questions was to explore whether EFL instructors value involving diverse cultures from English-speaking countries over those of non-English-speaking cultures. While the former item was scored as "very important" and "important" with a percentage of 90%, the latter one was scored with almost the same value (89,9 %), revealing that EFL instructors equally value developing cultural knowledge on English speaking and non-English speaking nations. Moreover, in item 17, the importance of cultural knowledge compared to linguistic knowledge was asked to explore if EFL instructors prioritize linguistics forms over the knowledge of cultures, revealing that teaching linguistic and cultural knowledge is valued highly. However, these item results do not equally align with those of item 2, showing language forms still attract more priority compared to culture knowledge.

Overall, the mean results indicate that EFL instructors rated most items as "important" and "significant" (2.40-2.74 range), showing a strong tendency on the significance of developing cultural knowledge in addition to language forms. Their responses strongly emphasize integrating cultural and linguistic elements in teaching, which will contribute to the communication skills of language learners in diverse cultural contexts. Nevertheless, instructors still rated the importance of grammar and vocabulary acquisition as the most crucial, whereas linguistic skill building was the secondary, most crucial item.

#### 4.1.2. Perceptions on ICC within the context of savoir être / attitudes

Six other items in Part 4 were directed to explore EFL instructors' perceptions of ICC in alliance with the savoir être / attitudes aspect. EFL instructors' answers explore their perceptions of the importance of fostering a positive learning environment and ensuring open-mindedness through a positive attitude towards cultural diversity.

The mean scores for the items, ranging from 2.59 to 2.73, indicate relatively consistent averages across the data set, with Items 4 and 10 sharing the highest mean score of 2.73 (Table 4.3.). These highest means suggest stronger performance or agreement compared to others. The lowest mean score, 2.59 for Item 23, reflects slightly lower ratings or occurrences. Items 3, 12, and 13 fall within a narrow range of 2.64 to 2.71, emphasizing uniformity in responses. Overall, the mean scores condensed all the data into a single value, simplifying the process of comparing performance or perceptions across multiple items and highlighting key patterns.

Table 4.3. Mean scores of savoir être

<b>Items</b>	<b>3</b>	<b>4</b>	<b>10</b>	<b>12</b>	<b>13</b>	<b>23</b>
<b>Mean</b>	2,64	2,73	2,73	2,65	2,71	2,59

The findings closely align with Byram's ICC Model, which emphasizes the importance of positive attitudes in an intercultural teaching environment. (Table 4.4.). Hence, it is evident that instructors generally perceive cultural dimensions and fostering welcoming environments as highly important in language teaching. Items 3, 4, 10,12, 13, and 23 were, therefore, directed to explore EFL instructors' perceptions of ICC through the savoir etre

aspect because their positive perceptions on the subject could raise awareness on how language instructors play a crucial role in developing ICC of EFL learners.

Table 4.4. ICC perceptions on savoir etre/ attitudes

Items	Not Important n - %	Neutral n - %	Important n - %	Very Important n - %
3. I encourage students to develop a deeper understanding of diverse cultural values.	7 - 3,9	0 - 0	43 - 24,0	129 - 72,1
4. I promote the acquisition of an open mind and a positive disposition towards unfamiliar cultures	6 - 3,4	1 - 0,6	29 - 16,1	143 - 79,9
10. I foster a welcoming environment where students feel comfortable expressing different cultural perspectives and experiences.	6 - 3,4	1 - 0,6	29 - 16,1	143 - 79,9
12. I encourage my students to approach other cultures with curiosity	7 - 3,9	1 - 0,6	40 - 22,3	131 - 73,2
13. I act as an open and welcoming role model towards unfamiliar cultures.	7 - 3,9	1 - 0,6	29 - 16,2	142 - 79,3
23. I contribute to the breaking down of prejudices about foreign cultures.	7 - 3,9	5 - 2,8	43 - 24,0	124 - 69,3

Items 4 and 10 have the highest values, similarly with 172 (96%) participants (143 rated "very important" and 29 rated "important") indicating strong support. This shows that EFL instructors exhibit positive attitudes towards creating an inclusive and secure classroom environment. They are willing to promote cultural diversity and enhance their intercultural knowledge to provide students with empathy and mutual understanding. Language educators have an optimistic view on diversity and are eager to provide a safe space for students to participate in cross-cultural interactions. The importance of interculturally positive attitudes is highlighted by these findings, which are consistent with Byram's conception of savoir etre in the ICC Model. Item 13 was the second most valued, with 142 (79.3%) rating it as "very important" and 29 (16.2%) as "important." EFL instructors view these items as role models for developing intercultural communication competence (ICC) and fostering open-mindedness toward cultural diversity.

Item 3 represents, reflecting that instructors place high importance on fostering openness and reducing ethnocentric attitudes (129 rates for "very important" and 43 rates for "important"). Responses to this item point out that language instructors know that they

need to raise interculturally competent students with respect and appreciation of diverse cultures and free learners from prejudices in an intercultural learning environment. Furthermore, the results from item 12 indicate that instructors prioritize fostering curiosity about various cultures, as they believe this curiosity can assist learners in navigating L2 within intercultural contexts.

The final item, number 23, shows relatively weaker support: 124 (69,3%) ratings for “very important” and 43 (24,0%) ratings for “important.” This indicates that EFL instructors might not specifically hold themselves accountable for disassembling bias and promoting empathy and cultural relativism despite their high intercultural awareness.

Overall, the findings of these six items demonstrate that language instructors are willing to be open, curious, and empathetic toward other cultures. They prioritize positive attitudes central to Byram's *savoir-etre*. At the same time, they value cultural diversity and relativize one's own cultural beliefs. Their positive perceptions reflect their awareness that they appreciate positive attitudes to engage students meaningfully and open-mindedly in intercultural communication.

#### **4.1.3. Perceptions on ICC within the context of *savoir comprendre* / skills of interpreting and relating**

In part 4 of the ICC Survey, five items were directed to explore ICC perceptions of EFL instructors in alliance with the *Savoir comprendre* / interpreting and relating component. The mean scores for these items range from 2.24 to 2.56, indicating some variation in average ratings or occurrences (Table 4.5.). Items 6 and 18 have the lowest mean score of 2.24, while item 20 has the highest mean score of 2.56. This suggests that Item 20 emphasizes the importance of intercultural communication (ICC) for more effective communication in a second language (L2). Item 19 follows closely with a mean score of 2.51, indicating a stronger performance or higher level of agreement. Item 5, with a mean score of 2.49, is slightly below these top performers. Analysis of these mean scores is essential as it provides a clear representation of the data, highlights overall trends, and allows for a comparison between items. This analysis reveals that EFL instructors strongly support the development of *Savoir Comprendre* skill in teaching English.

Table 4.5. Mean scores of savoir comprendre

<b>Items</b>	<b>5</b>	<b>6</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>Mean</b>	2,49	2,24	2,24	2,51	2,56

The findings demonstrate that EFL instructors place high importance on the practical implications of intercultural skills and are eager to promote effective communication in intercultural learning environments. Items 5, 6, 18, 19, and 20 aim to explore how instructors contribute to the development of skills in interpreting and relating (Table 4.6.).

With the highest rate, responses for item 20 suggest that EFL instructors value integrating culture into the L2 learning process because its implementation can contribute to their effective communication in the target language. A significant majority of instructors feel responsible for raising awareness of ICC to misunderstandings which stem from cultural differences. Furthermore, instructors believe that allowing students to compare diverse cultures with their own is valuable, aligning with the savoir comprendre component of ICC. That is, 163 (91 %) of EFL instructors rated item 5 as "important" and "very important," which shows a high awareness that they play an essential role in developing skills for interpreting different cultures and relating them with their own. Item 6 reveals that an impressive majority of participants (53.6%, n=96) believe it is "Very Important" to avoid lesson materials that perpetuate cultural stereotypes, with an additional 28.6% considering it "Important.", suggesting a moderate emphasis on balanced cultural portrayals.

This strong endorsement of culturally sensitive materials highlights the critical need for inclusive education. However, it is concerning that 17.8% of respondents rated this as "Neutral" or "Not Important." This suggests that some may overlook the potential damage caused by using such materials or prioritize other elements in lesson planning. Fostering awareness and commitment to culturally responsible teaching is essential for creating a respectful and enriching learning environment.

Table 4.6. ICC perceptions through savoir comprendre /interpreting and relating

Items	Not Important n - %	Neutral n - %	Important n - %	Very Important n - %
5. I help students to compare their own culture with different cultures.	13 - 7,3	3 - 1,7	46 - 25,7	117 - 65,3
6. I avoid using lesson materials that reflect stereotypes (love of tea, constantly eating kebabs, conservative parents) of only one culture.	21 - 11,7	11 - 6,1	51 - 28,6	96 - 53,6
18. I encourage students to attend international events so that they can get a chance to interact with people from different cultures.	22 - 12,3	9 - 5,0	52 - 29,1	96 - 53,6
19. I raise awareness that misunderstandings in international interactions may stem from cultural differences.	11 - 6,1	4 - 2,2	47 - 26,3	117 - 65,4
20. I encourage EFL learners to develop intercultural communicative competence to communicate in L2 effectively.	13 - 7,3	2- 1,1	36 - 20,1	128 - 71,5

The significant percentage of respondents rating Item 18 as "Very Important" (53.6%, n=96) and "Important" (29.1%, n=52) shows a strong consensus on the need to encourage students to engage in international events for cultural interaction and they encourage students to be involved in such events.

Overall, items 5,6, 18, 19, and 20 were designed to explore how EFL instructors perceive the importance of constructing a contrastive intercultural communicative perspective on students. The findings reveal that instructors value developing skills of differentiating diverse cultures whereas they are willing to help students with more inclusive lesson materials avoiding cliché stereotypes. Responses demonstrate a clear prioritization of developing skills of interpreting and relating cultures in EFL teaching to enable them to be interculturally communicative L2 speakers.

#### 4.1.4. Perceptions on ICC within the context of savoir apprendre / skills of discovery and interaction

In Part 4, items 14, 15, 16 and 24 aimed to explore ICC perceptions of EFL instructors through Savoir Apprendre. The mean scores for these items range from 1.22 to 2.46 as seen in Table 4.7.

Item 24 has the lowest mean score of 1.22, indicating that it is perceived as the least significant or least prioritized. In contrast, Item 14 has the highest mean score of 2.46, reflecting a greater level of agreement or importance. Items 15 and 16 fall in the mid-range, with mean scores of 2.21 and 2.33, respectively. This variation underscores differing levels of emphasis or agreement among the items. The low significance of Item 24 suggests it may need further investigation to understand the reasons behind its rating. Analyzing mean scores in this context helps identify varying perceptions of importance, allowing for targeted improvements or reevaluations.

Table 4.7. Mean scores of savoir apprendre

<b>Items</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>24</b>
<b>Mean</b>	2,46	2,21	2,33	1,22

The findings reflect that most instructors value developing skills of discovery and interaction in language teaching. However, responses to item 24 -exploring the importance of providing students with personal contacts with foreigners- do not align with the overall consensus on ICC that EFL instructors reached. (Table 4.8).

Even though data collected through these items reflect varying values given to discovery and interaction-related perceptions, the findings reveal that EFL instructors' positive perceptions align with prioritizing the development of savoir apprendre in teaching languages. Items 14,15 and 16 highlight that instructors emphasize the necessity for developing skills of cultural discovery and interaction in intercultural settings.

The highest-rated item (14) was scored as 63.1 % (n= 113) "Very important" and 26,8 % (n=48) "Important,", indicating that instructors give importance to setting a model for curious learners towards diverse cultures. Similarly, Item 16 aiming to explore the importance of teaching communication strategies to help students adapt to other cultures was rated "Very Important" by 58.7% (n=105), and "Important" by 27,4% (n=49).

Table 4.8. ICC perceptions through savoir apprendre / discovery and interaction

Items	Not Important n - %	Neutral n - %	Important n - %	Very Important n - %
14. I search and learn about other cultures to better inform my students about unfamiliar cultural values.	12 - 6,7	6 - 3,4	48 - 26,8	113 - 63,1
15. I expose students to new traditions & customs to experience such differences through role-playing activities.	23 - 12,8	12 - 6,7	48 - 26,8	96 - 53,7
16. I teach about communication strategies (e.g. non-verbal body language and facial expressions) to help students understand, adapt to, and engage effectively in other cultures.	21 - 11,7	4 - 2,2	49 - 27,4	105 - 58,7
24. I provide personal contact with people from different cultures to help them discover through experience.	75 - 41,9	29 - 16,2	35 - 19,6	40 - 22,3

That is, EFL instructors value developing linguistic and cultural strategies to manage intercultural dialogues. Item 15 findings reveal that exposing students to traditions and customs through role-playing is moderately valued (53.7%, n=96) "Very Important," , showing support for experiential learning methods. However, overall, while there is a focus on fostering cultural learning through teacher-led strategies, less emphasis is placed on creating opportunities for first-hand intercultural discovery.

#### 4.1.5. Perceptions on ICC within the context of savoir s'engager (critical cultural awareness)

In Part 4 of ICC Survey, items 7,11, 21, 22, and 25 were designed to explore the perceptions of EFL instructors on the importance of developing skills of critical cultural awareness.

The mean scores for these items are closely clustered, ranging from 2.44 to 2.50. (Table 4.9) Unlike the findings of previous items, range is narrow showing a stronger consensus on the importance of skill of Savoir S'engager. Item 21, which has the highest mean score of 2.50, is considered slightly more significant than the other items. In contrast,

Items 22 and 25 share the lowest mean score of 2.44. Overall, the narrow range of scores suggests that there is a general uniformity in the responses.

Table 4.9. Mean scores of savoir s'engager

Items	7	11	21	22	25
<b>Mean</b>	2,46	2,49	2,50	2,44	2,44

Through these items, participants were asked whether they promote students to critically evaluate cultural differences with their positive and negative sides, providing a welcoming intercultural environment as seen in Table 4.10. The results demonstrate that instructors highly value developing skills of critical cultural awareness. However, item 21 had the highest mean score (2,50) as 90,5 % participants rated this item as “important” and “very important”, showing that instructors tend to be objective as much as possible and reflect positive and negative sides of cultures in distinct societies.

Table 4.10. ICC perceptions through savoir s'engager

Items	Not Important n - %	Neutral n - %	Important n - %	Very Important n - %
7. I encourage students to critically evaluate both their own culture and foreign cultures.	13 - 7,3	4 - 2,2	50 - 27,9	112 - 62,6
11. I encourage students to critically think about similarities and differences in ethical values in different cultures.	14 - 7,8	3 - 1,7	44 - 24,6	118 - 65,9
21. I present a realistic image of another culture (e.g., touching upon the positive and negative sides of other cultures and societies).	13 - 7,3	4 - 2,2	43 - 24,0	119 - 66,5
22. I provide additional cultural information to make students more tolerant towards other cultures and peoples.	12 - 6,7	4 - 2,3	57 - 31,8	106 - 59,2
25. I teach about different cultural behaviors to help students compare/ contrast their own cultural behaviors and manners with other cultures'.	12 - 6,7	6 - 3,3	52 - 29,1	109 - 60,9

Therefore, EFL instructors leave room for integrating critical thinking into their language teaching practices and help them critically evaluate cultural diversities. Similar to this, role-playing exercises that introduce pupils to new traditions and practices are highly regarded (65.9% "Very Important," mean 2.49), highlighting experiential approaches to promote cultural engagement. Furthermore, instructors encourage students to research other cultures to help students develop their critical comprehension of cultural values, which is a crucial component of *savoir s'engager*. Even though items 22 and 25, designed to explore the importance of providing additional cultural information and of facilitating diverse cultural behaviors, had the lowest mean score (2.44), the high mean score still reflects that EFL instructors attach importance to encouraging students to critically analyze and juxtapose diverse culture with their cultural norms and practices. Overall, the data underscores the importance of both reflective practices and active, real-world interaction in developing students' ability to critically engage with other cultures.

As seen in the results, Turkish EFL preparatory school instructors highly value integrating cultures into English language teaching. Item 2, "I assist my students to acquire a level of grammar and vocabulary that will allow them to read authentic materials in a foreign culture." received the highest mean score of 2,74 among all items, which shows that instructors prioritize grammar and vocabulary teaching over linguistic and cultural aspects. However, they value these aspects, too. However, the data gathered from items 4 and 10, with the second highest mean score of 2,73 per each, uncover the fact that EFL instructors place importance on raising open-mindedness and interculturally tolerant language learners. Overall results highlight that five skills defined in Byram's ICC Model were valued; however, developing *Savoir Etre / Attitudes* skills had the primary importance with 91, 98% rating for "important" and "very important."

Most instructors think that conveying cultural perspectives is essential in teaching English language while they consider promoting open-mindedness as their responsibility for teaching the target language. In their perceptions, students ought to be well prepared for diverse cultural contexts where they could communicate effectively. Therefore, enhancing cultural comprehensions of students could improve their intercultural communicative competence because language and culture are indissociable elements. Instructors place importance on developing not only verbal but also non-verbal communication since they have a perception that L2 learners can cope with communication breaks more easily and adapt to diverse cultural aspects. EFL instructors tend to promote open-mindedness and

develop critical cultural awareness in language teaching processes, which equips learners to function well in increasingly globalized settings. Most instructors understand that cultural information enhances language learning and fills in the gaps between theory and practical application, even though some may place a higher priority on linguistic accuracy than cultural education.

#### **4.2. Research Question 2: How do Turkish EFL instructors perceive their implementation of intercultural communicative competence-related activities in their classes?**

Part 5 of the ICC Survey aimed to explore to what extent EFL instructors implement intercultural communicative competence-developing activities and whether their perceptions and practices align. Mean scores of practice-related items present an overall picture of the in-class implementations of EFL instructors on ICC skills (Table 4.11 & Table 4.12). Accordingly, overall, instructors place a high importance on practical implementation of cultural diversity and skills of ICC. All items were scored highly except item 7 -exploring if the instructors value inviting a person originating from a foreign country to my classroom, and item 11 – exploring whether they value decorating my classroom with posters illustrating aspects of other cultures, showing that instructors support ICC development despite not providing foreign contacts and not designing peripheral teaching environment.

Table 4.11. Mean scores of culture-related activities

<b>Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>Mean</b>	2,46	2,61	2,34	2,64	2,54	2,64	1,03	2,53	2,19	2,11	1,02	2,37	2,51	2,49	2,48

The answers to the culture-related class practice questions are shown with responses classified as "Never," "No Idea," "Sometimes," and "Often," each item represents a distinct teaching cultural practice, and a mean score is determined for each. Overall results show that instructors seem moderately engaged in cultural teaching practices.

The mean score for Part 5 is 2,33, which is a high score showing that practical implementation of culture teaching is valued. However, items 7 and 11 significantly lowered

the total mean score, as each of them gained a mean of 1,03 and 1,02, respectively. Seemingly, instructors do not consider themselves as responsible for decorating the classrooms and providing classroom visuals to prepare for culturally rich environments promoting peripheral learning while they also do not tend to engage students with foreigners physically.

Table 4.12. ICC related in-class practices

Items	Never n - %	No Idea n - %	Sometimes n - %	Often n - %
1. I make my students think about the image of other countries reflected in the media.	2 - 1,1	4 - 2,2	82 - 45,8	91 - 50,9
2. I tell my students what I heard (or read) about other countries' traditions and customs or cultures.	2 - 1,1	4 - 2,2	56 - 31,3	117 - 65,4
3. I use videos, AI tools (e.g. Chatgpt), online platforms (Padlet, Jamboard) or the internet to illustrate an aspect of other cultures.	3 - 1,7	14 - 7,7	81 - 45,3	81 - 45,3
4. I ask my students to think about what it would be like to live in other cultures.	2 - 1,1	2 - 1,1	55 - 30,7	120 - 67,1
5. I talk to my students about my own experiences in different countries.	5 - 2,8	9 - 5,0	49 - 27,4	116 - 64,8
6. I ask my students about their experiences in a foreign country.	5 - 2,8	1 - 0,6	47 - 26,3	126 - 70,3
7. I invite a person originating from a foreign country to my classroom.	48 - 26,8	93 - 52,0	23 - 12,8	15 - 8,4
8. I ask my students to describe an aspect of their own culture in English.	5 - 2,8	1 - 0,6	67 - 37,4	106 - 59,2
9. I use real materials originating from different cultures in the classroom (movie trailers from Belgium, restaurant menus from the UK...).	4 - 2,2	28 - 15,7	77 - 43,0	70 - 39,1
10. I ask my students to participate in role-play situations in which people from different cultures meet.	5 - 2,8	31 - 17,3	83 - 46,4	60 - 33,5
11. I decorate my classroom with posters illustrating aspects of other cultures.	43 - 24,0	103 - 57,5	20 - 11,2	13 - 7,3
12. I comment on the way in which different cultures are represented in the foreign language materials I am using.	8 - 4,5	8 - 4,5	73 - 40,8	90 - 50,2
13. I ask my students to compare an aspect of their own culture with that aspect of another culture.	1 - 0,6	2 - 1,1	81 - 45,3	95 - 53,0
14. I mention different negative and positive aspects of foreign cultures I have experienced about.	4 - 2,2	7 - 3,9	65 - 36,3	103 - 57,6
15. I talk with my students about stereotypes regarding cultures and countries or regarding the inhabitants of countries.	8 - 4,5	4 - 2,2	61 - 34,1	106 - 59,2

EFL instructors integrate cultural activities in their classrooms through various activities and engage students mostly in less resource-intensive tasks that do not require extra demand for materials design and preproduction. Instructors allow students to discuss

stereotypes or imagine living in different cultures to raise intercultural awareness. The main reason why instructors avoid role-play activities or preparing peripheral decorations could be because of two factors. They might lack funding and necessary sources to set up such activities although lack of visuals may restrict students' exposure to concrete cultural representations, which could improve their comprehension of various cultural contexts.

On the other hand, they might also perceive developing language forms as prior to cultural competency. Nevertheless, the latter possibility seems low as instructors obviously displayed how much importance they place on cultural awareness. Items 5,6 8 with high means scores of respectively 2,54, 2,64, and 2,53 are evident that culture discussions are implemented frequently in teaching English because this method may be simpler to use because it makes use of students' knowledge and experiences rather than necessitating a lot of outside preparation or resources.

The contrastive results of the highest and lowest rated items draw attention to a weakness in cultural education methods. Instructors are much less likely to use visual aids, even if they are more likely to participate in dialogue-based exercises. To promote more diverse and multimodal approaches to incorporating cultural factors into language instruction, this disparity points to the need for professional development and resources.

Consequently, it is seen that the perception of EFL instructors on ICC scale average score of the participants is 2,45. Knowledge mean is 2,55; attitudes mean is 2,67; skills of interpreting and relating mean is 2,44; skills of discovery and interaction mean is 2,06 and critical cultural awareness mean is 2,46 whereas the culture related class practice scale average score of the participants is 2,26. Even though mean scores are high in general, skills' means do not equally align with those of culture practices. This show instructors do not embed ICC activities and practical exercises in their English teaching process in parallel to their high ICC perceptions level.

Overall, the results show that cultural teaching approaches vary among teachers, which could lead to better chances for training and better resources to help teachers include cultural elements more thoroughly into their lessons.

## Relationship Between EFL Instructors on ICC Scale and Subdimensions Scores and Culture-Related Class Practice Scale Score

To explore the relationship between numeric variables of perception items and practice-related items, spearman correlation analysis was applied. The findings revealed that there was a significant relationship between the culture-related class practice scale score and the EFL Instructors on ICC scale scores ( $r=0,415$ ;  $p<0,05$ ), knowledge ( $r=0,336$ ;  $p<0,05$ ), attitudes ( $r=0,286$ ;  $p<0,05$ ), skills of interpreting and relating ( $r=0,447$ ;  $p<0,05$ ), skills of discovery of interaction ( $r=0,332$ ;  $p<0,05$ ), critical cultural awareness ( $r=0,393$ ;  $p<0,05$ ) (Table 4.13).

Briefly, the high perception of EFL Instructors aligns with practical implementation scores. The strongest relationship was observed with the skills of interpreting and relating, suggesting that instructors with higher ICC scores are particularly skilled in understanding and connecting cultural information in their teaching English process. The moderate correlation with critical cultural awareness highlights the importance of evaluating cultural practices critically in fostering ICC and raising critical cultural thinking in EFL teaching is valued by instructors. The relationships with knowledge and skills of discovery and interaction indicate that cultural knowledge and the ability to explore and engage with new cultural contexts are also key contributors to ICC. Despite the lesser correlation with attitudes, this shows that greater ICC levels are linked to openness and appreciation for cultural diversity.

Table 4.13. Correlation between culture related class practice scale score and the EFL instructors on ICC scale and subdimension scores

	Culture Related Class Practice Scale Scores	
	r	p
Perception of EFL Instructors on ICC Scale	0,415	<b>0,001</b>
Knowledge	0,336	<b>0,001</b>
Attitudes	0,286	<b>0,001</b>
Skills of Interpreting and Relating	0,447	<b>0,001</b>
Skills of Discovery and Interaction	0,332	<b>0,001</b>
Critical Cultural Awareness	0,393	<b>0,001</b>

\* $p<0,05$ ; Spearman Correlation test used.

The findings revealed that there are significant positive relationships between scores on the culture-related class practice scale and various components of EFL instructors' ICC perceptions. A moderate positive correlation was found between culture-related practices and overall ICC scores ( $r = 0.415$ ,  $p < 0.05$ ). This means that instructors who incorporate culture into their teaching tend to demonstrate higher levels of ICC although the practice frequency does not equally align with the high perception level.

Similarly, culture-related practices were moderately associated with instructors' knowledge ( $r = 0.336$ ,  $p < 0.05$ ) and their skills in discovery and interaction ( $r = 0.332$ ,  $p < 0.05$ ). This indicates that these practices enhance instructors' understanding of intercultural communication and their ability to navigate cultural nuances. Although the correlation with attitudes was weaker ( $r = 0.286$ ,  $p < 0.05$ ), it still suggests that such practices foster openness and curiosity toward other cultures.

Notably, results show that the strongest relationship was between culture-related practices and skills in interpreting and relating ( $r = 0.447$ ,  $p < 0.05$ ), highlighting the significant impact of cultural integration on instructors' ability to understand and connect cultural information. Additionally, a moderate relationship was found with critical cultural awareness ( $r = 0.393$ ,  $p < 0.05$ ), emphasizing the role of cultural practices in promoting critical evaluation of cultural perspectives and practices.

Overall, these findings reveal the significance of embedding culture-related activities in EFL classrooms to enhance instructors' intercultural competence, particularly in developing critical awareness and relational skills.

#### **4.3. Research Question 3: Are EFL instructors' Perceptions of ICC affected by any demographic variable?**

The findings of demographic information were analyzed through different non-parametric tests. The findings revealed that there is no significant impact of demographic backgrounds except experience. The teaching experience results revealed that there is a correlation between the teaching English experience and ICC perceptions of EFL instructors. These included the Mann-Whitney U Test to explore the impact of workplace factors on ICC perceptions, the Kruskal-Wallis H Test to assess the effect of educational background and experience years of teaching English on ICC perceptions, and Spearman's Rank Correlation

Test to investigate the relationships between age and ICC perceptions, Although data on gender and educational backgrounds, such as MA and PhD degrees, were collected, these variables were not included in the analysis due to the imbalance and insufficiency of the data. Specifically, the dataset comprised 142 female participants and only 37 male participants, as well as 83 participants with a master’s degree compared to just 6 with a PhD. This significant disparity in representation made it challenging to draw reliable or meaningful conclusions, leading to the exclusion of these factors from the study's analysis.

#### 4.3.1. EFL Instructors’ ICC perceptions according to age characteristics

The Spearman Correlation test results revealed no significant relationship between EFL instructors' ICC perception scores and their ages as shown in Table 4.14. This indicates that age does not play a meaningful role in determining instructors' perceptions of ICC. The negligible correlation coefficient suggests that the variation in ICC scores cannot be explained by the age of the instructors. These findings imply that intercultural competence is likely influenced by factors other than age, such as professional training, teaching experience, exposure to diverse cultural contexts, or deliberate engagement in culture-related practices.

Table 4.14. Correlation between the EFL instructors’ ICC scale score and age

	Age	
	r	p
EFL Instructors on ICC Scale Scores	0,034	0,643

\* $p < 0,05$ ; Spearman Correlation test used.

#### 4.3.2. EFL instructors’ ICC perceptions according to teaching experience

The Kruskal-Wallis H test revealed that ICC scores varied across the four groups of teaching experience (Table 4.15). According to teaching English experience, it was determined that the EFL instructors with 1-5 years of experience had 2,25 points at average for ICC perception items, which was the lowest score compared to scores of other categories.

That may mean less experience has a parallel correlation with perception level. EFL instructors with experience over 21 years had the second lowest mean score (2,37). Instructors with 11-20 years of experience had 2,47 points whereas instructors with experience of 6-10 years had the highest mean score.

Table 4.15. The EFL instructors' ICC perceptions by teaching experience

Teaching English Experience	n	Mean	Sd	$\chi^2$	p	Difference
1-5 Years	25	2,25	0,53	10,313	<b>0,016</b>	1-5 years-6-10 years
6-10 Years	53	2,56	0,48			
11-20 Years	82	2,47	0,50			
21+ Years	19	2,37	0,56			

\***p<0,05**; Kruskal Wallis-H test and Benferroni test used.

Consequently, Benferroni test was applied to have a post-hoc analysis. The findings of this test identified a significant difference between instructors with 1-5 years of experience (Mean = 2.25, SD = 0.53) and those with 6-10 years of experience (Mean = 2.56, SD = 0.48). This finding suggests that instructors with 6-10 years of experience demonstrate higher ICC scores compared to those with less experience. According to these findings, ICC may reach its peak during the first 6-10 years of professional experience, but it does not always keep growing when more teaching years are added. ICC perception is likely to be influenced by teaching experience, which may require a focus on experience while fostering ICC among instructors.

#### 4.3.3. EFL instructors' ICC perceptions according to workplaces

To compare results of EFL instructors of public and private universities, Mann Whitney U test was applied. The findings indicate that there is a significant difference between two groups (Table 4.16). While the mean score for private university instructors was 2,35, that of public university was 2,56, showing a significant difference ( $p<0.05$ ).

Table 4.16. The EFL instructors' ICC perception by workplace

<b>Workplace</b>	<b>N</b>	<b>Mean</b>	<b>Sd</b>	<b>z</b>	<b>p</b>
Private University	92	2,35	0,59	2,245	<b>0,025</b>
Public University	87	2,56	0,39		

\***p**<0,05; Mann Whitney-U test used.

This implies that teachers at public universities are more interculturally competent than those at private universities. Differences between public and private institutions may be due to differences in institutional settings, access to possibilities for professional growth, or the level of exposure to other cultures. Public universities, for example, may offer greater training, resources, or a varied student body that could improve the intercultural competency of their faculty. On the other hand, the higher standard deviation, which indicates a wider range of scores among professors at private universities, points to a less consistent level of ICC in this group.

In conclusion, the work environment seems to have a significant influence on EFL instructors' ICC levels, with those in public universities demonstrating higher competency.

#### **4.3.4. EFL Instructors' ICC perceptions according to BA degree**

The relationship between educational background and ICC perceptions of EFL instructors was analyzed through Kruskal Wallis-H test. The results represent different variables. Data on three levels of degrees: BA, MA and PhD were collected, however, when analyzing the relationship between instructors' educational degrees and their perceptions of ICC, only the results for participants with a BA degree were included. This decision was made because the number of instructors holding MA and PhD degrees was insufficient to provide a reliable basis for analysis, limiting the ability to draw meaningful conclusions for these groups.

The relationship between EFL instructors' perceptions and BA fields were compared via Kruskal Wallis-H test (Table 4.17). The results revealed that there was no statistically significant difference. However, the findings represent that ELT graduates performed the highest mean score (2,54), indicating that instructors with ELT BA degree have a higher ICC perception than other groups. In contrast, instructors with a degree in EL had the lowest mean ICC score (2,11), suggesting weaker intercultural competence. Other fields, such as ELL and ACL scored similarly as 2,33 and 2,34 respectively but with no statistically meaningful differences.

Table 4.17. The EFL instructors' ICC perceptions by BA degree

<b>Bachelor's Degree</b>	<b>n</b>	<b>Mean</b>	<b>Sd</b>	<b><math>\chi^2</math></b>	<b>p</b>
English Language Teaching	115	2,54	0,44		
English Language and Literature	49	2,33	0,58		
English Linguistics	7	2,11	0,80	9,433	0,051
American Culture and Literature	4	2,34	0,43		
Others	4	2,24	0,46		

\* $p < 0,05$ ; Kruskal Wallis-H test used.

In summary, while ELT graduates appear to have slightly higher ICC scores than other groups, the lack of statistical significance suggests that bachelor's degree fields alone may not strongly influence instructors' ICC perceptions.

#### **4.4. Discussion**

The literature review reveals that there are several studies on ICC perceptions of EFL teachers, and they focus primarily on teachers working at primary, secondary, and high school levels, supporting the results of this study. Moreover, studies carried out with EFL instructors reveal similar results to this study, showing that instructors display positive attitudes towards intercultural communication, and they are willing to develop ICC among their students even if they are challenged with a lack of culture-related materials and funding for peripheral decoration or/ and lack of enthusiasm to provide students with these needs. Moreover, one of the most striking findings shows that there is a gap between the level of

ICC perceptions and perceived ICC implementations, suggesting a discrepancy, aligning with similar studies' results. This section will discuss the study's findings in relation to the previously mentioned research on the subject and provide insights into relevant studies.

According to the results of ICC perception survey, EFL instructors have positive attitudes towards ICC development which replies to the Research Question 1: How do Turkish EFL preparatory school instructors in public and private universities perceive ICC concerning teaching English? The results reveal that Turkish EFL teachers generally tended to focus more on cultural teaching goals, which align with the findings of Banjongjit and Boonmoh (2018), Çoban et al., (2010), Gu (2016), Harputluoğlu (2021) and Yıldız (2016) who acknowledge the positive perceptions of EFL instructors in their studies. Moreover, Estaji and Rahimi (2018) highlight in their studies that positive ICC perceptions were explored among EFL teachers. In general, the findings show that EFL teachers perceive that ICC is essential to teaching English and they are responsible for developing the competence of L2 learners. Similar results were reached by Tosuncuoğlu (20019) who emphasizes that effective language learning is intrinsically linked to cultural awareness as he explores the crucial relationship between language and culture in the development of ICC level. Ensuring and incorporating ICC instruction within the English language course could help students' ICC and survive more successfully in intercultural contexts (Li, 2017). This view displays both a favorable attitude toward helping students build their intercultural knowledge and a certain amount of awareness of its importance in effective communication. According to findings, ICC development is valued by instructors even though they prioritize building positive attitudes towards different ICC skills. Whereas the development of skills of discovery and interaction ( $X= 2.06$ ) is the least valued among the five ICC skills of Byram. Overall, the results of research on EFL instructors' perceptions of ICC revealed that most of these teachers had favorable opinions on it. In most cases, they seemed to promote ICC development and plan positive interculturally welcoming attitudes among students.

One of the main parts of the study was to explore perceptions of EFL instructors of developing ICC skills such as knowledge, attitude, interpreting and relating, discovery and interaction, and critical cultural awareness. Results clearly show that items exploring perceptions of ICC attitudes were scored the highest ( $X= 2,67, SD= 0,49$ ). Therefore, among the sub-dimensions promoting positive attitudes towards cultural diversity was the primary importance. This aligns with Byram's (2002) framework, where attitudes—such as curiosity and openness—are central to developing ICC while these results also align with

those of Kaya (2021), concluding that “Turkish EFL teachers have highly positive attitudes towards culture teaching in EFL classes” (p74). The importance of ICC is valued, and an intercultural awareness is presented by instructors as Oruç (2022) and Sobacı (2023) emphasized in their studies. Similar findings relevant to the importance of positive attitudes were also reached in studies of Adıyaman (2016) and Yağcı (2016). The relatively low standard deviation (0.49) further indicates consistency among participants regarding their attitudes. EFL instructors rated other items related to Byram’s ICC skills as “important” and “very important” and the mean scores for skills of knowledge, critical cultural awareness, and interpreting and relating respectively 2.55, 2.46 and 2.44 whereas the importance of skills of discovery and interaction was the lowest ( $X = 2.06$ ,  $SD = 0.70$ ). That means fostering skills that allow students to investigate cultural contexts and communicate successfully across cultural boundaries may provide challenges for instructors whereas it could be inferred that some instructors require extra tools and expertise to be able to foster these skills among their students, as evidenced by the high standard deviation (0.70).

Elsewhere, Research Question 2: How do Turkish EFL instructors perceive their implementation of intercultural communicative competence-related activities in their classes at preparatory schools in private and state universities? aimed to explore the perceptions of EFL instructors on implementation of cultural activities into their language teaching processes to develop ICC. Young and Sachdev (2011) revealed that teachers prioritize integrating diverse cultures into English teaching process despite the external challenges they face such as lack of sources and trainings on ICC. Results of this study also align with Thi (2019) suggesting that teachers are willing to integrate ICC into their language teaching process since there is a consensus that language cannot be taught separately from culture.

Nevertheless, the frequency of ICC implementation had lower mean scores than the mean scores gained from the perception survey. These results are congruent with findings of Akdemir (2017), Sercu and Bandura (2005) and Yıldız (2016). In other words, the frequency of culture teaching activities did not well correspond with highly positive perceptions even though the mean scores of practical items were high. The minor difference observed between perceptions and practices may stem from lack of opportunities for instructors. That is, results reveal that they are challenged by absenteeism of cultural materials and culturally communicative activities in curriculums. Similar findings were revealed by Kelahmetoğlu Tunçer (2019). His study at TED University showed that the

school does not explicitly incorporate ICC in its materials, and there is no systematic method and intercultural relevant sources even though some materials touch upon awareness and knowledge aspects of ICC. Moreover, they may need pedagogical teacher training and institutional support to implement diverse cultures into their lessons. Despite challenges they experience in adequacy of resources such as classroom decoration, peripheral teaching environments, and culturally original diverse materials, EFL instructors recognize the importance of ICC and tend to carry out practical culture activities such as promoting discussions, and role play scenarios. Hence, stakeholders and pedagogical authorities should pay attention to recommendations made for promoting practical teacher training and designing necessary materials.

Similar findings were reached by other researchers carrying out studies on ICC perceptions and practices of instructors. This study shows very similar results with Akdemir (2017), Bilici and Gezegin (2022), and Harputluoğlu (2021) revealing that English language instructors tend to develop ICC and promote a tolerant mindset among L2 learners while teaching English. EFL instructors try to integrate cultural elements into English instruction through developing different skills such as cultural knowledge, inclusive attitudes, interpreting and relating, discovery and interaction as well as critical cultural thinking. Although their high perception levels of ICC, instructors' practices display a lower mean score. This means that instructors appreciate ICC concept and tend to perceive its development as highly important (Mostafaei Alaei & Nosrati, 2018; Yıldız, 2016). Likewise, Çandırılı (2018) highlights its importance and highlights that using relevant literary sources can give EFL teachers ideas for overcoming cultural differences and forming their roles as educators by successfully enhancing intercultural attitudes and communication. However, EFL instructors do not prioritize developing cultural competence of learners just in one cultural aspect. They do not concentrate on the cultures of English-speaking countries but rather equally involve cultural elements from both English speaking and non-English speaking nations, allowing students to be global EFL speakers.

The findings on discrepancy between ICC perceptions and perceived practices align with the studies carried out to explore the relationship between cognitions and practices of teachers (Oranje & Smith, 2018; Thi, 2019). Even though EFL teachers have positive cognition towards ICC development, the practice of ICC relevant activities mismatches their beliefs. This study explores the connection between teacher cognition and actual classroom

practice and results suggest that teachers' beliefs and knowledge influence how they implement ICC development into teaching English and manage classroom activities. However, the level of perception and practice do not equally align, which corresponds with the findings of Young and Sachdev (2011). While most participants score the importance of ICC development through different aspects, their perceived engagement of diverse cultures into English teaching process did not always reflect the perception. This misalignment suggests that teacher cognition and in-class practice of ICC do not overlap equally, which may result from several challenges such as lack of motivation, knowledge or resources, and contextual constraints of curriculum.

Finally, Research Question 3: Are Turkish EFL instructors' Perceptions of ICC affected by any independent demographic variable? aimed to explore whether any independent demographic variable could have an impact on ICC perceptions of EFL instructors. The results of age category revealed that there was no significant impact on ICC perceptions of EFL instructors in alliance with the findings of Harputluoğlu (2021). Moreover, the educational background of BA was not found to be a significant factor in ICC perceptions. This finding refutes those of Estaji and Rahimi (2018) who revealed the importance of educational background. However, the findings of this study also revealed that English teaching experience have a significant effect, which aligns with the findings of Akdemir (2017), Estaji and Rahimi (2018), and Harputluoğlu (2021). In this study, instructors with the experience of 6-10 years of teaching English had the highest mean score while those with 1-5 years of experience represented the lower values, which shows a positive correlation between experience and ICC perception. Yet, the findings also highlight that the instructors experienced over 20 years represented a relatively lower mean score.

## CHAPTER 5

### CONCLUSION

This chapter summarizes the study, discussing its pedagogical implications along with its limitations.

#### 5.1. Summary of the Study

This study examined the Turkish EFL instructors' ICC perceptions and their culture-related practical implementations at preparatory schools in public and private universities. With this goal in mind, 179 EFL instructors voluntarily participated in this study. 92 participants are working in a preparatory school of private universities in Ankara, while 87 are currently working in a preparatory school of public universities in Ankara. The study used an ICC Survey through Google Forms, which had four parts: a consent form, questions about perceptions, demographic data, and class activities pertaining to culture. The survey included both newly created questions specific to the study's context and items from Harputluoğlu's (2021) ICC Scale. The survey was improved using expert input and pilot research with five teachers to guarantee its validity, reliability, and clarity. Based on Byram's five ICC components, the final tool thoroughly examined Turkish EFL teachers' perspectives of ICC and how they incorporate culturally relevant activities into their lessons. The study collected data from 179 Turkish EFL instructors (82.1% female, 17.9% male) working in preparatory schools at public and private universities in Ankara, using random sampling for a representative sample. Demographic details, including age, gender, teaching experience, academic background, and workplace, were gathered to provide essential context for understanding ICC perceptions and practices.

This study examining EFL instructors' perceptions of ICC and related practices aligns with existing research that highlights the increasing significance of ICC in education, especially in language instruction. The findings suggest that while Turkish EFL instructors recognize the value of ICC and appreciate cultural diversity, the practical implementation in the classroom often falls short of their positive attitudes. This gap reflects the issues

identified in previous studies, which commonly cite insufficient ICC training, inadequate resources, and limited institutional support as significant challenges faced by educators.

The findings of the first research question aimed to explore ICC perceptions of Turkish EFL instructors and discovered that instructors presented positive attitudes towards ICC. Several comparable results were also revealed in the previous studies by Gu (2016) and Yıldız (2016) demonstrating that while teachers generally possess a positive attitude toward intercultural communicative competence (ICC), their classroom practices tend to emphasize linguistic aspects, with cultural elements being inconsistently integrated. Likewise, Akdemir (2017) highlighted that the implementation of ICC in language teaching is often dependent on individual instructors, underscoring the absence of standardized practices. The findings of the current study, which reveal minimal use of peripheral teaching methods and limited opportunities for students to engage directly with foreign cultures, reflect these previous observations and suggest that teachers may not have sufficient training or resources to effectively incorporate ICC into their lessons.

According to the second research question, there is a discrepancy between EFL teachers' favorable opinions of ICC and their actual classroom practices since they seldom ever employ auxiliary teaching strategies such promoting direct cultural interaction or decorating classrooms for cultural variety. This is consistent with some earlier research (Akdemir, 2017; Harputluoğlu, 2021; Yıldız, 2016) that pointed to comparable issues, including a lack of standardized frameworks, institutional hurdles including time constraints and curriculum limitations, and a lack of resources. Teachers find it difficult to apply ICC successfully despite its value because of these systemic problems, highlighting the need for improved curriculum revisions, training, and resources to close the gap between perception and practice.

As to the third research question aiming to explore the impacts of an independent demographic variable such as age, experience, workplace and educational background, the findings indicate that both experience and workplace context play a significant role in shaping perceptions of ICC. Notably, instructors at public universities and those with 6 to 10 years of teaching experience tend to achieve higher scores on ICC surveys. This observation is consistent with research by Estaji and Rahimi (2018), who highlight how teaching experience and institutional factors affect educators' ability to effectively integrate ICC into

their practice. However, the findings on age refute those of Harputluoğlu (2021) highlighting the significant differences among diverse age groups.

A common theme emerging from this study and previous research is the necessity for systemic changes, including the incorporation of ICC into curricula alongside increased resources, training, and opportunities for intercultural interaction. Collectively, these findings underscore the importance of addressing these gaps to better equip educators and students for the demands of intercultural communication in an increasingly globalized world.

## **5.2. Pedagogical Implications**

The findings of this study identify some possible challenges that EFL instructors might be experiencing in implementing ICC into their English teaching processes. Therefore, a two folded survey was carried out to explore ICC perceptions and in-class practices of EFL instructors on ICC. On top of this, there are some implications for EFL instructors and stakeholders.

### **5.2.1. Implications for EFL instructors working in private and public universities**

As seen in the findings of this study, EFL instructors may experience some challenges while teaching English and simultaneously implementing cultures into their lessons. Having the knowledge and awareness of ICC, they realize and promote the development of ICC among students. Moreover, they are willing to create a welcoming and inclusive learning environment for learners from diverse cultures. EFL instructors are aware of their contributions to ICC development through designing intercultural discussions and debates, valuing stereotypes of diverse cultures, and encouraging students to be involved in the learning process. Nevertheless, the instructor may use pre-existing or pre-made instructional materials (textbooks, internet resources, etc.) that are interculturally appropriate. Therefore, they may need more materials adaptation and designs to serve as a more culturally inclusive lesson; for example, they could add examples or questions about how people act in different cultures for specific scenarios and contexts that students are learning (e.g., greetings, eating out in a restaurant, etc.). As the findings reveal, EFL instructors do not show high performance in discovery- and interaction-based activities. Therefore, they could employ more interactive activities in their syllabuses, such as case studies, role-plays, or narratives

that are based on actual cultural exchanges, and also Sierra Ramírez and Ballén Jiménez (2019) highlight that intercultural relevant activities can be beneficial “as a key component of students’ learning” (p.87). Despite requiring few resources, these activities give students important intercultural assignments. Moreover, students could be involved in these activities if the teacher provided purposeful context such as a role-play activity where students act out in a distinct cultural setting, such as a job interview in an international and intercultural company or greeting rituals in different cultures.

In other words, the gap between the ICC perceptions and perceived practices has important pedagogical implications particularly in teaching English, which requires more concrete activities and cultural diversity focused lesson plans. In this context, teachers must create opportunities for meaningful engagement of ICC in authentic contexts through diverse interactive activities such as:

- **Self-reflection and journaling:** Teachers can encourage students to keep reflective journals or literary blogs where they explore and write about diverse cultures. Students may choose a culture they are interested in, or the teacher can assign specific cultures to each student. For example, in the preparatory school where I currently work, students have two hours of club lessons designed by instructors. In my club, titled "World Cuisines and Cultures," we focus on a different nation's cuisine, culture, and traditions each week. Through reading texts, discussion activities, and a writing exercise centered on the same theme (for instance, exploring Italian cuisine and culture), students gain cultural awareness and develop intercultural competence (ICC) while learning English. At the end of the term, the journals (outputs) students have kept during the lessons are assessed based on creativity, originality, and reflection of diverse cultures, providing a concrete opportunity for self-reflection and the development of intercultural competence.
- **Peer observation for ICC awareness:** Teachers can encourage students to observe their peers and provide feedback. To facilitate this, the teacher can create an ICC (Intercultural Communication) checklist and distribute it to each student. This checklist will help them assess the cultural awareness and sensitivity of their classmates during role plays and discussions. For example, two students representing different cultures can discuss the most interesting traditions and

customs from their cultures. While they engage in this discussion at the board, their classmates can use the checklist to evaluate specific items, such as whether the listener appreciates the diversity of other cultures, or whether the speaker refrains from judging the cultures of others.

- **Experiential Learning through Cultural Immersion:** Teachers can encourage students to explore diverse cultures through local or national trips. With the support of school management, students can visit museums, galleries, and cultural heritage sites. They can be assigned tasks that require critical thinking about culture, comparing different cultures, and evaluating their similarities and differences. If trips are not feasible, students can reach out to individuals from diverse cultures in their hometowns and conduct brief informal interviews with them. Afterward, students can share their experiences, allowing them to exchange knowledge about various cultures.
- **Debates and Discussions on Cultural Topics:** The implementation of cultural awareness and ICC through debates fosters critical cultural thinking skills and communicative competence (Lee et al., 2012) because a dynamic classroom environment can be created, and students can be actively involved authentic practices to apply their ICC knowledge. Moreover, discussions can help students break the prejudgments against cultural diversity as they are being exposed to different perspectives. To support this goal, teachers can provide a wide range of cultural activities with real-life case studies, news articles, TED Talks, and documentary clips that highlight cultural conflicts and perspectives. These activities allow students to develop openness to different perspectives, engage in respectful argumentation, and adopt effective cross-cultural communication strategies, all of which align with Byram's ICC Model.

By merging these approaches into language instruction, teachers can assist students in overcoming passive awareness and acquiring the active abilities required for successful cross-cultural communication.

Elsewhere, EFL instructors with high ICC awareness and positive perception could be provided with professional support. They could have some workshops to develop interactive activities, projects and lesson plans integrating ICC skills. EFL teachers could get valuable

techniques and strategies to develop more interesting and culturally sensitive teaching methods through workshops centered on material designs and adaptation. These programs and training could have significant implications to provide professional development among EFL instructors. Additionally, peer observation targeted by most professional development training such as DELTA and CELTA of TESOL programs could benefit these instructors. They could benefit from learning from their colleagues who are proficient in these fields and who have more experience in teaching intercultural settings while class observations can also enable educators to observe students' interactions and motivations (Baroudi, 2017). Moreover, they could benefit from being observed by colleagues who could provide them with constructive feedback to improve their ICC-relevant strategies and techniques. To put it briefly, teachers should also develop their own ICC knowledge and awareness through engaging activities such as

- **Carrying out Peer Observations and Self-Reflection:** Peer observations promise an excellent feedback for teachers who are willing to receive continuous reflection and assessment. Just like the checklist suggested for students to peer-check cultural awareness and sensitivity of their classmates, teachers can carry out a checklist activity with their colleagues. To illustrate, during DELTA training provided by my workplace, my colleagues visit my lessons to observe different aspects of teaching criteria (questioning techniques, classroom management, teaching aids etc.). However, I provide them an extra ICC checklist so that they also observe my ICC implementation in teaching English. Thanks to the feedback given by my colleagues, I could gain more awareness and opportunity to improve my implementation strategies.
- **Engaging in Cross-Cultural Experiences:** Developing ICC in teaching English requires first-hand intercultural experience. Studies show that teachers with intercultural experience have a more positive ICC perception and better performance in ICC implementation (Harputluoğlu, 2021). Therefore, it is important for teachers to actively seek opportunities to gain intercultural experiences, whether through individual efforts or professional support. Teachers can immerse themselves in diverse cultural and educational environments by taking part in exchange programs like Erasmus+, Fulbright, or other teacher mobility initiatives. Moreover, teachers can also participate in online forums, webinars, and communities for international

teacher networks when they do not have any chance to have intercultural trips and experiences. I have participated in several intercultural projects such as Erasmus+, Youth Exchanges and EVS student exchange projects, thanks to which I have been to 12 different countries providing me with cultural richness.

By embracing these implications, EFL instructors may support more inclusive and culturally responsive classrooms, improve their professional practices, and better equip their students to navigate and communicate in a diverse, globalized society.

### **5.2.2. Implications for material designers, curriculum developers and teacher trainers**

This study reveals that EFL instructors face some pedagogical challenges while teaching English. These challenges may stem from insufficient knowledge and experience; however, most may also stem from external reasons such as curriculum, syllabus, and lack of necessary materials. Stakeholders: materials designers to educational authorities must give priority to specific professional development opportunities and resources. EFL instructors need intercultural communicative training and workshops to gain awareness. Frequent ICC-focused training can give language instructors valuable tools to include cultural sensitivity while also programs that aim to integrate the language and subject components of the degree can provide opportunities for critical interaction with culture (López-Rocha, 2016; Saricoban & Oz, 2014).

Furthermore, current coursebooks and lesson materials need to be updated to implement intercultural sensitivity because offering resources that are culturally rich and varied and represent a range of global viewpoints will improve students' involvement. To be current, relevant, and suited to the needs of students in a world that is becoming more interconnected by the day, educational institutions need to make sure that their resources are updated regularly. By funding these programs, stakeholders may enable educators to design inclusive, culturally sensitive classrooms that equip kids for cross-cultural communication.

### **5.3. Limitations of the Study and Further Suggestions**

This study aims to explore Turkish EFL instructors' ICC perceptions and relevant practical implications in their classes designed as quantitative research in which an online survey was conducted to collect data. The population of participants was limited to 179, who were reached using snowball sampling. Moreover, the researcher carried out the study in the context of Ankara for efficiency and time-saving purposes; however, as this context is limited to a minor sampling group, it opens the door for a larger participant group and a more extensive study in the future.

Moreover, as this is not a case study allowing objective observations, findings are assumed to be honestly given by the participants. However, nuanced information about the in-class implementations of intercultural competency may not be captured by quantitative surveys in actual teaching situations, notwithstanding their honesty. With an awareness that their responses will reflect their perceptions, participants may have been over-careful in giving high scores to prove their positive attitudes towards ICC, moving them away from naturality.

Additionally, EFL instructors' opinions and perceptions of ICC might not be typical of more significant trends since they are shaped by their workplaces' resources, policies, and culture. Every higher education institution in Türkiye follows its unique policies within the limited national curriculum. This uniqueness may affect EFL instructors' vocational perspectives and teaching perceptions, and the study's findings may not reflect thoroughly natural and reliable responses.

Finally, the researcher recommends that those who aim to explore the perceptions and practices of language educators and instructors on ICC should carry out a study to gather data through not only surveys but also in-depth interviews to greatly enhance reliability and generalizability.

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## APPENDICES

### 4.4. APPENDIX 1: A SURVEY FOR THE EXPLORATION OF THE INTERCULTURAL COMMUNICATIVE COMPETENCE

#### PART 1: CONSENT FORM

Dear Participants,

I am Yeliz Arslan Turan, working as a language instructor at Atilim University and a master student at the Department of English Language Teaching (ELT), at Başkent University. I'm currently working on my MA thesis under the supervision of Asst. Prof. Dr. Sevgi Şahin. The aim of this study is to explore the perceptions and culture-related practices of Turkish EFL instructors while teaching intercultural communicative competence. I am incredibly grateful for your participation as the findings of this thesis contribute to developing teacher preparation and education implications with the implications on intercultural communicative competence.

The data of this study will be used for education, publication, and/or presentation. Participants who feel uncomfortable for any reason during the study will be provided with all kinds of help and support. You will also be given the right to leave the research at any time to request the deletion of your personal information and the data in which you are involved. If you have any questions about the study, please do not hesitate to ask. Thank you in advance for participating in this study. You can send an e-mail to \_\_\_\_\_ for more information about the current study.

I want to participate in the data collection procedure of this study.

## PART 2: DEMOGRAPHIC INFORMATION

**GENDER :**

- Female  
 Male  
 Other

**AGE:** \_\_\_\_\_

**YEARS OF TEACHING EXPERIENCE:**  1-5     6-10     11-20     21+

**YOUR DEGREES :**

	English Language Teaching	English Language and Literature	American Culture and Literature	English Linguistics	Others
<b>BA</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>MA</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>PhD</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**WORKPLACE:**

- PUBLIC UNIVERSITY  
 PRIVATE UNIVERSITY

## PART3: Perceptions on Teaching about Cultures and Intercultural Communicative Competence

How do you perceive the role of culture and intercultural communicative competence in EFL teaching?

	Not important (0)	Not sure (1)	Important (2)	Very important (3)
1. I promote my students to become familiar with the culture of the countries where the language they are learning is spoken.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I assist my students to acquire a level of grammar and vocabulary that will allow them to read authentic materials in a different culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I encourage students to develop a deeper understanding of diverse cultural values.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I promote the acquisition of an open mind and a positive disposition towards unfamiliar cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. I help students to compare their own culture with different cultures (e.g. Arabic traditions vs German customs).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I avoid using lesson materials that reflect stereotypes (love of tea, constantly eating kebabs, conservative parents) of only one culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I encourage students to critically evaluate both their own culture and other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I include topics from diverse English-speaking cultures (e.g., the UK, the USA, Australia).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I include topics from non-English-speaking cultures (e.g., Türkiye, Spain, Italy).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I foster a welcoming environment where students feel comfortable expressing differing cultural perspectives and experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I encourage students to critically think about similarities and differences in ethical values in different cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I encourage my students to approach other cultures with curiosity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I act as an open and welcoming role model towards unfamiliar cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I search and learn about other cultures to better inform my students about unfamiliar cultural values.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I expose students to new traditions & customs and encourage them to experience such differences through role-playing activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I teach communication strategies (e.g. non-verbal body language and facial expressions) to help students understand, adapt to, and engage effectively in other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I attach an importance to teaching about cultures in addition to teaching for linguistic forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I encourage students to attend international events so that they can get a chance to interact with people from different cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. I raise awareness that misunderstandings in international interactions may stem from cultural differences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I encourage EFL learners to develop intercultural communicative competence to communicate in L2 effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I present a realistic image of another culture (e.g., touching upon the positive and negative sides of the other culture and society).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I provide additional cultural information to make students more tolerant towards other cultures and peoples.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I contribute to the breaking down of prejudices about other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. I provide personal contact with people from different cultures to help them discover through experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. I teach about different cultural behaviors to help students compare/ contrast with their own cultural behaviors and manners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### PART 4: Culture-Related Activities

What kind(s) of culture and interculture-related activities do you practice in your classes?

	Never (0)	No idea (1)	Sometimes (2)	Often (3)
1. I make my students think about the image of other countries reflected in the media.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I tell my students what I heard (or read) about other countries' traditions and customs or cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I use videos, AI tools (e.g. Chatgpt), online platforms (Padlet, Jamboard) or the internet to illustrate an aspect of other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I ask my students to think about what it would be like to live in other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I talk to my students about my own experiences in different countries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I ask my students about their experiences in different cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I invite a person from a different country to my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. I ask my students to describe an aspect of their own culture in English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I use real materials originating from different cultures in the classroom (movie trailers from Belgium, restaurant menus from the UK...).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I ask my students to participate in role-play situations in which people from different cultures meet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I decorate my classroom with posters illustrating aspects of other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I comment on the way in which different cultures are represented in the foreign language materials I am using.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I ask my students to compare an aspect of their own culture with that aspect of another culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I mention different negative and positive aspects of different cultures I have experienced about.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I talk with my students about stereotypes regarding cultures and countries or regarding the inhabitants of countries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 4.5. APPENDIX 2: CONSENT E-MAIL

ATILIM UNIVERSITESI

Posta Kişiler Takvim Görevler Tercihler Connect Ara

Yeni Mesaj Yanıtla Tümüne Yanıt Ver İlet Arşivle Sil İstenmeyen Posta İşlemler

Posta Klasörleri

- Gelen Kutusu (31)
- Gönderilenler
- Taslaqlar (16)
- İstenmeyen Posta
- Çöp Kutusu
- Aramalar
- Etiketler
- Zimbra uygulamacıları

Tarih ta

Saygılar, sevgiler.

Kimden: "Yeliz ARSLAN TURAN"  
Kime: b  
Gönderenler: 10 Eylül Pazartesi 2024 20:10:02  
Konu: YÜKSEK LİSANS TEZ ÇALIŞMASI

Sayın Büşra Harputluoğlu Onursoy,

İsminim Yeliz Arslan Turan,  
Ankara'da, Atılım Üniversitesi, Yabancı Diller Yüksek Okulu'nda Öğretim Görevlisi olarak çalışmaktayım. Aynı zamanda Başkent Üniversitesi, Eğitim Bilimleri Enstitüsü, İngiliz Dili Eğitimi alanında ikinci yüksek lisans eğitimimi sürdürmekteyim. Hacettepe Üniversitesi, İngiliz Dili ve Edebiyatı bölümünden lisans, Ankara Üniversitesi Eğitim Sosyolojisi alanında ise tezli yüksek lisans derecem tamamlamış bulunmaktayım.

Başkent Üniversitesi'nde yaptığım yüksek lisans tez çalışmamda atfen Siz'inle iletişime geçmiş bulunmaktayım. Tez çalışmam, Ankara bağlamında, yabancı uyruklu öğrencilere ev sahipliği yapan üniversitelerde çalışan EFL öğretim görevlileri ile yürütülecek olup, onların kültürlerarası iletişim yetisi üzerine farkındalığı, algıları, sınıf içi kültür kapsamlı ders pratikleri gibi konuları incelemek odaklıdır.

"EFL INSTRUCTORS' PERCEPTIONS AND PRACTICES TOWARDS INTERCULTURAL COMMUNICATIVE COMPETENCE IN A UNIVERSITY CONTEXT" Harputluoğlu (2021) isimli çalışmanızda kullanmış olduğunuz Likert ölçeği ve görüşme sorularınıza referans göstermek ve herhangi bir maddi kazanç elde etmemek şartıyla, ölçme aracı olarak kullanmak istiyorum. Etik hususlar çerçevesinde, ölçeğinizin çalışmamda büyük katkısı olacağını düşünüyorum.

Anket sorularınız Ankara örneklemi üzerinden devlet ve özel üniversitelerde çalışan Yabancı Dil Yüksek Okulu Öğretim Görevlilerine uygulanacaktır. İzin verdiğiniz takdirde çalışmalarına hızla başlamak isterim.

Desteğiniz ve anlayışınız için şimdiden teşekkür ederim.  
Saygılarımla.  
Öğr. Gr. Yeliz Arslan Turan.

Aralık 2024

Sa	Ça	Pe	Cu	Ct	Pa
26	27	28	29	30	1
3	4	5	6	7	8
10	11	12	13	14	15
17	18	19	20	21	22

Kimden: "Büşra HAF

Kime: "Yeliz ARSLAN

Gönderilenler: 17 Eylül Salı 2024 11:44:18

Konu: Re: YÜKSEK LİSANS TEZ ÇALIŞMASI

Sayın hocam merhabalar,

Öncelikle başarılar ve kolaylıklar dilerim. Tabi ki böyle ilim dolu çalışmalara katkı sağlayabilmek beni çok mutlu eder. Ölçeğimi kullanmanızda hiç bir mahsur yoktur.

Yalnız etik şartlar çerçevesinde son yazar olarak çalışmanıza adımı eklemenizi ve ya teşekkür sayfasında bahsetmenizi rica ederim.

Başarılarınız daim olsun.

Saygılar, sevgiler.

#### 4.6. APPENDIX 3: ETHICS COMMITTEE APPROVAL

Evrak Tarih ve Sayısı: 12.07.2024-359835



**T.C.**  
**BAŞKENT ÜNİVERSİTESİ REKTÖRLÜĞÜ**  
Akademik Değerlendirme Koordinatörlüğü



Sayı : E-62310886-302.14.01-359835  
Konu : Yeliz Arslan Turan'ın Etik Kurul Onayı

12.07.2024

#### EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 25.06.2024 tarih ve 352774 sayılı yazımız.

Enstitünüz İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Yeliz Arslan Turan'ın, Dr. Öğretim Üyesi Sevgi Şahin'in danışmanlığında yürütmekte olduğu, "İngilizceyi Yabancı Dil Olarak Öğreten Öğretim Görevlilerinin Kültürlerarası İletişim Yetisi Üzerine Farkındalık Seviyeleri, Algıları ve Kültür Kapsamlı Ders Pratiklerinin Araştırılması" başlıklı tez çalışması değerlendirilmiş ve bilgilerinize ekte sunulmuştur.

Prof. Dr. Sadegül AKBABA ALTUN  
Kurul Başkanı

Ek: Değerlendirme Formu

Evrak Tarih ve Sayısı: 12.07.2024-359835

Sayı : 17162298.600- 179  
Konu : Tez Çalışması

8 Temmuz 2024

Telef

138



## İlgili Makama

Üniversitemiz Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Yeliz Arslan Turan'ın, Dr. Öğretim Üyesi Sevgi Şahin danışmanlığında yürütmekte olduğu, "İngilizceyi Yabancı Dil Olarak Öğreten Öğretim Görevlilerinin Kültürlerarası İletişim Yetisi Üzerine Farkındalık Seviyeleri, Algıları ve Kültür Kapsamlı Ders Pratiklerinin Araştırılması" başlıklı tez çalışması değerlendirilmiş ve yapılmasında bir sakınca olmadığı tespit edilmiştir. Bilgilerinize saygılarımızla sunarız.

### Başkent Üniversitesi Sosyal ve Beşeri Bilimler ve Sanat Alan Araştırma Kurulu

Ad, Soyad	Değerlendirme	İmza
Prof. Dr. Gözen Güner Aktaş	Olumlu/ <del>Olumsuz</del>	
Prof. Dr. Sadegül Akbaba Altun	Olumlu/ <del>Olumsuz</del>	
Prof. Dr. Fatih Çetin	Olumlu/ <del>Olumsuz</del>	
Prof. Dr. Hasan Tahsin Fendoğlu	Olumlu/Olumsuz	
Prof. Dr. Filiz Kalelioğlu	Olumlu/ <del>Olumsuz</del>	
Prof. Dr. Hidayet Hale Künüçen	Olumlu/Olumsuz	
Prof. Dr. Özcan Yağcı	Olumlu/ <del>Olumsuz</del>	

Evrak Tarih ve Sayısı: 12.07.2024-359835

"İngilizceyi Yabancı Dil Olarak Öğreten Öğretim Görevlilerinin Kültürlerarası İletişim Yetisi Üzerine Farkındalık Seviyeleri, Algıları ve Kültür Kapsamlı Ders Pratiklerinin Araştırılması" başlıklı tez çalışması yapılabilir; ancak, onama formu ile katılımcılardan izin alınması gerekmektedir.