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EFL INSTRUCTORS' PERCEPTIONS AND PRACTICES TOWARDS INTERCULTURAL COMMUNICATIVE COMPETENCE IN A UNIVERSITY CONTEXT

Büşra HARPUTLUOĞLU

Supervisor: Dr. Senem ZAİMOĞLU
Member of Examining Committee: Dr. Seden TUYAN
Member of Examining Committee: Dr. Deniz ELÇİN (Siirt University)

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(The Original Copy Hold in the Institute Directorate is Signed.)
Univ. Inside -Supervisor-Head of Examining Committee: Dr. Senem ZAİMOĞLU

(The Original Copy Hold in the Institute Directorate is Signed.)
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(The Original Copy Hold in the Institute Directorate is Signed.)
Univ. Outside - permanent member: Dr. Deniz ELÇİN
(Siirt University)

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To My Beloved Family, love you forever….

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Student's

Name & Surname: Büşra HARPUTLUOĞLU

Number: 20198005

Department : English Language Education

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Thesis Title: Perceptions and Practices of Turkish EFL Instructors Towards Intercultural Communicative Competence in a University Context

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Büşra HARPUTLUOĞLU

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ABSTRACT

EFL INSTRUCTORS' PERCEPTIONS AND PRACTICES TOWARDS INTERCULTURAL COMMUNICATIVE COMPETENCE IN A UNIVERSITY CONTEXT

Büşra HARPUTLUOĞLU

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Supervisor: Dr. Senem ZAİMOĞLU
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This study investigated Turkish EFL instructors' perceptions and practices of intercultural communicative competence in English language classes. Their cross-cultural experiences and perceptions of intercultural communicative competence (ICC) were examined according to age, gender, undergraduate degree, institutions, and last academic degree. The population of this study, which was conducted in the mixed-methods research model, was composed of 129 EFL instructors working in both state and private universities in Turkey. The data were gathered through a questionnaire and a semi-structured interview. The data analysis from both the questionnaire and the interview indicated that Turkish EFL instructors have moderate and positive perceptions of ICC. In addition, there was statistically significant differences between educators' gender and age and their attitude towards ICC perceptions. However, there was not statistically significant differences in participants' ICC levels with regard to undergraduate degree, institutions, and last academic degree. As gender and age seem to be effective variables in terms of EFL instructors' perceptions and practices of ICC, these results may not be surprising due to participants' demographic backgrounds.

Keywords: Intercultural communicative competence, ICC perceptions, culture teaching, foreign language education

ÖZ

ÜNİVERSİTE BAĞLAMINDA EFL EĞİTİMCİLERİNİN KÜLTÜRLER ARASI İLETİŞİM YETKİSİNE YÖNELİK ALGI VE UYGULAMALARI

Büşra HARPUTLUOĞLU

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Ana Bilim Dalı
Tez Danışmanı: Dr. Öğr. Üyesi Senem ZAİMOĞLU
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Bu çalışma, üniversite ortamında İngilizce dil sınıflarında Türk, yabancı dil öğretmenlerinin kültürlerarası iletişimsel yeterlilik algılarını ve uygulamalarını araştırmıştır. Kültürlerarası deneyimleri ve kültürlerarası iletişim yeterliliği algıları katılımcıların yaşları, cinsiyetleri, lisans dereceleri, çalıştıkları kurumlar ve son akademik dereceleri göz önünde bulundurularak incelendi. Karma yöntem araştırma modelinde yürütülen bu çalışmanın evrenini Türkiye'de hem devlet hem de vakıf üniversitelerinde görev yapan 129 İngilizce okutmanı oluşturmuştur. Veriler anket ve yarı yapılandırılmış görüşme yoluyla toplanmıştır. Hem anketten hem de görüşmeden elde edilen veri analizi, Türk İngilizce öğretmenlerinin kültürlerarası iletişim yeterliliğine ilişkin orta ve olumlu algılara sahip olduğunu göstermiştir. Ayrıca eğitimcilerin cinsiyet ve yaşları ile kültürlerarası iletişim yeterliliği algılarına yönelik tutumları arasında istatistiksel olarak anlamlı farklılıklar bulunmuştur. Ancak, lisans derecesi, kurumlar ve son akademik dereceleri ile ilgili olarak katılımcıların kültürlerarası iletişim yeterlilik seviyelerinde istatistiksel olarak anlamlı farklılıklar yoktur. Cinsiyet ve yaş, İngilizce öğretmenlerinin kültürlerarası iletişimsel yeterlilik algıları ve uygulamaları açısından etkili değişkenler gibi görünürken, katılımcıların demografik geçmişleri nedeniyle bu sonuçlar şaşırtıcı olmayabilir.

Anahtar Kelimeler: Kültürlerarası iletişim yeterliliği, ICC algıları, kültür öğretimi, yabancı dil eğitimi

TABLE OF CONTENTS

ABBREVIATIONS

EFL   : English as a Foreign Language

ELT   : English Language Teaching

L2   : Second Language

EIL   : English as an International Language

ELF   : English as a Lingua Franca

ICC   : Intercultural Communicative Competence

IC   : Intercultural Competence

CC   : Communicative Competence

SPSS   : Statistical Package for Social Sciences

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

1. INTRODUCTION

In today's increasingly globalized world, evolving social needs drive individuals to communicate in global locations for a variety of reasons, including the use of English as a universal language. This indicates that individuals connect globally with interlocutors from a variety of diverse cultural backgrounds. The ultimate purpose of English language education is to create effective contact between native speakers and those who learn it as a second or foreign language(s) (Wujiabudula, 2019). Besides this main purpose, as a result of globalization, English as a foreign language (EFL) or English as a second language (ESL) learners must be open-minded and develop an understanding of cultural diversity to establish an effective communication process. That is, they may come across disturbing situations, such as misunderstandings, and incompatibility due to different cultural backgrounds; even though they are having communication by using grammatically correct English. In this direction, intercultural communication provides an opportunity to improve cross-national comprehension and efficient human communication in the field of foreign language education.

English as a Universal Language

Using technology has become a significant part of people's lifestyle parallel to the growth of the technological age. Thanks to the ease of using technology, people can establish closer relationships with those from different countries or even different continents for different purposes, such as business, education, promotion, and travel. That is why individuals need a common language to set up international communications with everyone in the world (Lai & Gu, 2011). In conjunction with the need to interact with people from diverse countries, the fast-growing world of technology has established the English language as a global language. The English language has become the global standard to comprehend and interact with each other effectively. Moreover, Crystal (2003) pinpoints that "approximately one-quarter of the world's population is already fluent or competent in English. Furthermore, English is growing faster than any other language in the world " (p. 1). In this view, most of the people around the world, who have various cultural backgrounds from numerous territories, try to express themselves and understand others by using the English Language. In this sense, it is possible to highlight that the English language is mainly dominated by non-native speakers (McKay, 2012; Modiano, 2001). In other words, 375

million people use English as a second language all over the world. The number of EFL learners reaches one and a half billion people (Beare, 2017). To illustrate, Jenkins (2006) mentioned that ELF is characterized in its purest form as a contact language used only by non-mother tongue speakers. Commenting on the fast spread of the English language all around the world and its use as a universal language, Kachru (1985) categorized World Englishes into three circles, as illustrated in Figure 1.
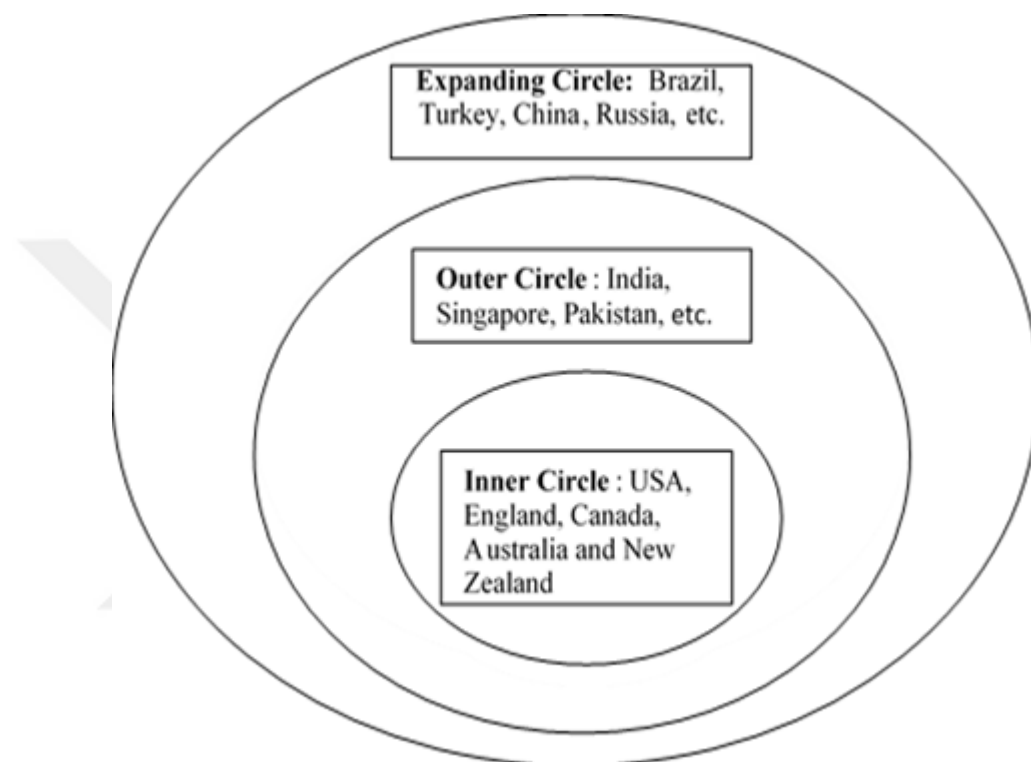
Figure 1. Kachru's (1985) Three Circles Model
Note. (Kachru, 1985, p. 242-243)

Kachru (1985) showed in Figure 1 that the "inner circle" as a fundamental one; because the inner circle includes countries such as the USA, the UK, Canada, Australia and New Zealand where English language is the mother tongue. The outer circle comprises India, Singapore, Pakistan, Nigeria, and Malaysia. What these countries have in common is that they were colonies of the British Empire and have adopted the English language both as the official language and partially, as a second language. The expanding circle consists of Brazil, Turkey, China and Russia. The English language is vital in these countries because people in these countries need English language for intercultural interactions. To stand out, many people learn English as a foreign language in educational institutions in these countries. While figure 1 differentiates between the

outer and expanding circles, Bayyurt (2013) claims no certain distinction among these countries exist. Because the speakers from these countries belonging to both circles are called bilinguals or multilinguals. Thus, it is possible to mention that these two circles reveal 'others' who need to learn English language exactly and meticulously.

As shown in Figure 1, the global population of non-native English language speakers is enormous. To draw attention to the usage of English by non-native speakers, several scholars have coined useful words in the area of English Language Teaching (ELT), such as English as an International Language (EIL) (McKay, 2002) and English as a Lingua Franca (ELF) (Seidlhofer, 2005). Thus, the focus of ELT has changed from native English speakers' norms and toward world Englishes (Brutt-Griffler, 2002).

The English language is not restricted to native speakers and stereotypes, since English is the most commonly spoken language among non-native speakers. Various speakers from all over the world prefer to use English language. Modiano (2001) asserts the number of non-native speakers is higher than natives all over the world. Namely, each English language speaker establishes the particles of English with their identity and specific culture while having a conversation, despite all of them seem to use just the English language.

Defining of Culture

Culture is not a narrow and simple term. In other words, culture is a kind of umbrella term which includes the basic characteristics of individuals' communities, their social limitations and laws. Thus, culture is rooted in the sense of economic, historical, and social circumstances and it is strongly influenced (Nieto, 2010). People carry the specific identities of their cultures to build their own social interactions. Hence, culture has been passed down from generation to generation (Liddicoat & Scarino, 2013; Suchankova, 2014).

The literature contains various explanations of culture. To be able to shed light on cultural issues, numerous scholars have tried to clarify different dimensions of culture for years (Robinson, 1988; Sapir, 2002; William, 1983). First, Porter and Samovar (1991) underlined that history, traditions and customs, and routines people share with the other members of their families and ancestors are the heart of culture. Culture continues to thrive in a community as a result of all of these major components. In other words, in the community in which people have been grown-up, ones' personality is shaped by culture and it separates members of one human civilization from those

belonging to another. (Hofstede, 1984; Kramsch, 1993; Yamada & Guardiola-Saenz, 2009).

In a nutshell, the definitions and comments on the culture above lead us to comprehend that nearly every civilization all over the world has different ethnicities and traditional principles that exhibit unique features. Culture is a kind of complementary element of life that widens our environment. In line with these definitions, culture is the consequence of a social artifact, and culture has many aspects in it.

Culture in English Language Learning and Teaching

Language and culture are inseparable components of the whole (Agar, 1994; Kramsch, 2000). The order of words used, the chosen expressions and structures, and even the tone of voice are part of people's culture. Culture has a magnificent power to shape individuals' worldview, decision mechanism, interpretations, and expressions (Alptekin, 1993). Besides, our social interactions, relationships with others, and even our diction are affected by our cultural dimensions. Therefore, languages cannot be independent in culture. In the normal flow of life, it is full of examples of cultural elements which are correlated with languages. Even though our ways of thinking and acting are associated with our own culture, we elucidate them by using our own language. That is why, Araya and González (2008) support the argument that integrating learning a foreign language and the culture of the target language facilitates improving language competence.

When it comes to English language education and culture, it is crucial to emphasize how the English language hides much of cultural backgrounds because it is one of the most widely used and taught languages in the world. Recognition of cultural diversity has enlightened a new field in both ELT and English language learning. Cunningsworth (1995) advocates that a study of language as an abstract system alone will not prepare students to utilize it effectively in the actual world. Also, Fantini (2000) highlights that individuals are able to serve strong aspects into their conception of the world with the help of improving proficiency in foreign languages and competence in cultures. In this sense, it is fundamental to mention the issue that English language education should be key for second language (L2) learners to create awareness of cultural diversity. This awareness gives them the opportunity to both develop themselves by expanding their horizons and figure out cultural multiplicity in the global context.

Like many other researchers mentioned above, Brown (2000) expresses that a language is a component of a culture, and culture is a component of a language; the two are inextricably linked to the point where they cannot be separated without diminishing the importance of either language or culture. Similarly, Sercu et al. (2005) emphasized the connection between culture and foreign language with these words: "Foreign language teaching should not only focus on language (and/or literature at later stages) but also includes a cultural dimension in a broader sense" (p. 6). To illustrate, Weaver (1993), supported the same idea and highlighted that culture is a significant dimension of ELT by using the iceberg theory to shed light on the importance of culture on learning a new language. Weaver's Iceberg Theory is presented in Figure 2.
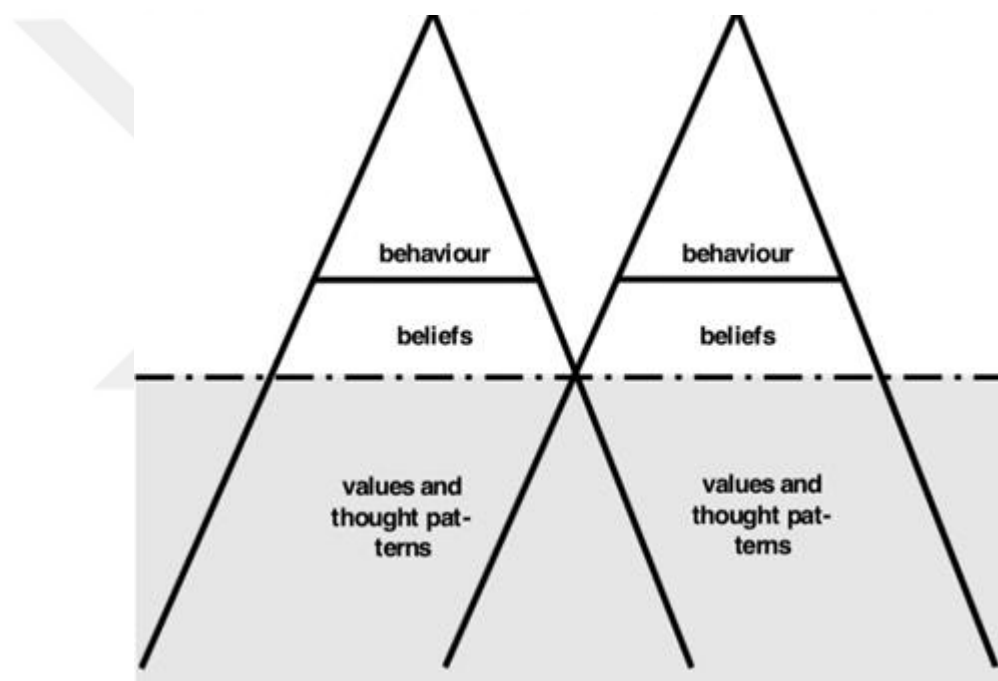
Figure 2. *Weaver's Iceberg Theory*

Note. Weaver, 1993, p. 135

Figure 2 shows that the top of the iceberg depicts concrete things such as art, literature, music, and games. They can be seen and explicitly learnt about the culture. However, below the iceberg represents abstract things such as emotion, justice, honesty and so on. They cannot be seen and they can be implicitly learnt through culture. To simplify, Byram (2008) interpreted the Iceberg metaphor as a small visible proportion of the whole iceberg. The small proportion represents consciousness towards culture in terms of folk traditions, food and clothing styles. However, the big part below the

waterline represents much more of the culture, such as values, attitudes and patterns. The researcher emphasizes that the part below, which is much more crucial yet invisible, is the part of unconsciousness towards culture. Thus, while the part above is related to our actions and practices, the portion below is related to our opinions, beliefs and attitudes.

Therefore, there is a strong link between culture and our behaviour. If cultural backgrounds are ignored by individuals, it can be chaos to understand exactly individuals' reflections and responses (Zelenková, 2012). Culture is also defined as a set of patterned behaviours and attitudes that contains individuals' perspectives of behaviour and cognition (Robinson, 1988). Similarly, Bailey (2009) asserts that culture shapes our own point of view and perceptions. To be able to show our practices and actions, or to reflect our limits, beliefs and personal opinions, we need a language or more than one language. Accordingly, it is possible to advert that even if two non-native speakers are having communication with each other by using the same language, there may emerge situations, such as misunderstanding, and incompatibility between these two due to different cultural backgrounds.

To prevent these ambiguities, Çetinavcı (2012) stated that learning a language is not just associated with learning linguistic features of the language but incorporating cultural transmission. Similarly, Kumaravadivelu (2008) pointed out that culture was primarily seen as a means of assisting L2 learners in developing the linguistic skill required for culturally acceptable target language usage. At this point, cultural diversity of second language learning and teaching has been taken into consideration in literature (Byram, 1989; Kordes, 1991; Risager 2007). This led to the emergence of various subtopics such as intercultural communicative competence (ICC), intercultural competence (IC), culture in EFL/ESL settings, cross-cultural communication (Alptekin, 2002; Byram, 1989; Ortaçtepe, 2013). While interchangeable use of these sub-topics is appropriate in certain contexts, the term "intercultural communicative competence" was examined in this research.

Intercultural communicative competence in the field of ELT has gotten more attention in recent decades (Fantini, 1997). However, the interest in conducting researches on ICC and publishing educational resources that support engaging culture into language teaching began in the late 1980s (Valdes, 1986). With the increasing interest in ICC and relevant studies in literature, many researchers have highlighted the issue that learning and teaching culture of the language cannot be separated from

English language education in their works (Alptekin, 1993; Bayyurt, 2006; Jabeen & Shah, 2011; Zelenková, 2012). Likewise, Jokikokko (2005), underlined that ICC is an ethical orientation that emphasizes particular ethically correct ways of being, thinking, and behaving. Similar to İnce (2020), Akyüz (2019) pointed out that ICC decreases the spread of misconceptions, generalizations, biases, and misinterpretations of others, allowing language learners to develop a better understanding of those who inhabit the same universe. To avoid misunderstandings, miscommunication or culture shocks while having communication with others, intercultural competence in the pedagogy of languages has gained importance in the field of English teaching (Gu 2016; Sundaravalli 2012). At this point, teachers play a crucial role in introducing and reflecting the English language and its cultural backgrounds. As such, one of the primary aims of foreign language education is to allow students to improve their communication skills with people from various cultural and personal backgrounds. Because of globalization, it is no longer necessary for language teachers to have only cultural knowledge and cross-cultural experiences; rather, they must possess intercultural communicative competence and be a transmitter of culture especially in the 21st century (Şen, 2020). In terms of culture, EFL or/and ESL teachers are simply a conduit for students to interact with the whole world (Corbett, 2003).

Simply, learning a new language is not based on grammar structures and linguistic features. Integrating ICC into the L2 classrooms play a crucial role in communicating effectively with both the target language speakers and speakers of other languages' (Alptekin, 2002; Devrim, 2006; Hymes, 1972). Thus, English language teachers serve as a bridge to reaching L2 learners in places without any cultural barriers by integrating ICC into their L2 classrooms. At this point, it is important to highlight the objectives of ICC to assess the current situation of the concept.

Intercultural Competence

In line with the confirmation of culture's importance in the field of both foreign language teaching and learning, some new terms such as intercultural competence and intercultural communicative competence have emerged in the literature. To accurately analyse the concept of intercultural communicative competence (ICC), it is worthwhile to highlight intercultural competence (IC). Even though these terms may be used interchangeably in some cases, researchers have shown that there are minor differences between them. According to Chen and Starosta (1996), Intercultural competence (IC) is

a kind of capability to demonstrate successful and appropriate actions when non-native speakers are having a conversation in a culturally diverse atmosphere. In other words, comprehension of the existence of a variety of cultures facilitates establishing more appropriate relationships while interacting with others by using English. That is why the ability of the IC play a crucial role in using the language properly. Besides using the language accurately, IC includes several different aims as well. Hence, being an ESL or EFL learner, having IC or raising non-native speakers with the awareness of IC gains quality in terms of social relationships. Correspondingly, Byram, Gribkova and Starkey (2002) list four items in order to shed a light on the purposes of IC as following;

- to help students figure out how intercultural contact happens,
- how cultural factors are a component of all communication in the world,
- how their impressions of others and the expectations of others impact the success of communication.
- how they are able to ascertain more details about the people they interact with on their own (p.5).

Furthermore, Bennet (1986) suggested the steps to gaining intercultural competence (IC). Bennet's Intercultural Development Continuum Theory is presented in Figure 3.
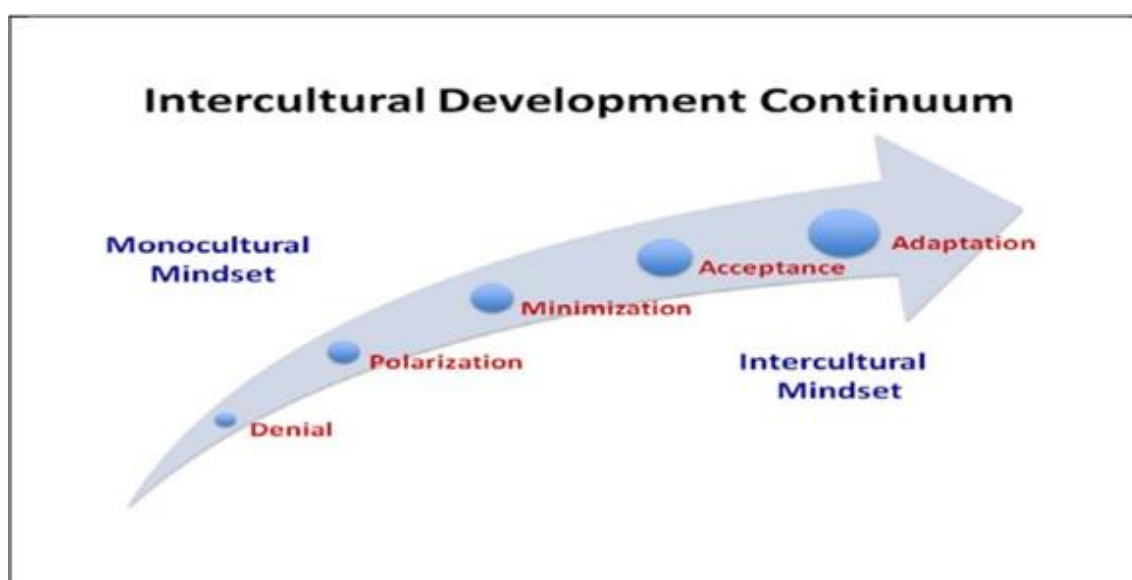
Figure 3. The intercultural development continuum
Note. Bennett, 1986; 1993

Figure 3 shows the process of reaching intercultural competence beginning with a denial stage in the monocultural mindset and the other three stages; polarization, minimization and acceptance are related to comprehending cultural awareness and internalizing differences. The final stage, adaptation indicates that individuals are able to adapt to a multicultural environment and receive the intended goal of intercultural competence.

To sum up, having different cultural backgrounds is a milestone in intercultural communication (IC) theory. Not only verbal languages but also non-verbal languages such as individuals' gestures and mimics may cause obstacles during the interaction. So, variation of non-native speakers' cultures or culture shocks may prevent establishing strong and proper linkage in cross-cultural environments. IC theory helps non-native speakers to avoid misinterpretations, misunderstandings, and conflicts. In other words, although people have different points of view, beliefs and attitudes, IC gives an opportunity to consider and welcome others from various countries. Correspondingly, it is essential to clarify that intercultural competence in the field of teaching foreign languages allows students to interact in all areas across the world.

Intercultural Communicative Competence

Intercultural communicative competence (ICC) has been described for years by many scholars, educators, and researchers. Most scholars use the term "ICC" from different points of views. Apart from the field of education of foreign languages, ICC has been studied in different fields. Before the term ICC was accepted in literature, many terminologies such as "Intercultural Sensitivity" (Bennett, 1993) and "Intercultural Awareness" (Quinlisk, 2005) preceded it. It is essential to underscore the existence of several alternative expressions for ICC in the literature. Yildiz and Ortactepe (2015) highlighted this as shown in Table 1.

Table 1.

Alternative Expressions of ICC

Transcultural communication	International communication	Ethnorelativity
Cross-cultural communication	Intercultural communication	Biculturalism
Cross-cultural awareness	Intercultural sensitivity	Multiculturalism
Global competitive intelligence	Cultural sensitivity	Pluralingualism
Global competence	Cultural competence	Effective inter-group communication
Cross-cultural adaptation	Communicative competence	
Intercultural competence	Intercultural cooperation	

Note. (Sinicrope, Norris & Watanabe, 2007, pp.3)

As seen in Table 1, although a lot of alternative terms are included in the literature, the term "Intercultural Communicative Competence (ICC)" was used for the sake of this study. Intercultural communicative competence (ICC) is the capability to establish influential dialogues with people from different cultures (Byram, 2000). Similarly, Beamer (1992) stated that ICC is the ability to encode and decode hidden meanings or messages in the target language. Therefore, it is necessary to clarify that language is a complex output which is mixed with different components of cultures, such as religion, traditions, and cults. To broaden and contribute to L2 language development, one must focus on enhancing ICC as it is one of the most influential issues in terms of L2 education. In order to improve ICC and gain this qualification, individuals need to be aware of the differences of the other cultures. Education, practices and experiences are significant components of ICC, because ICC is not an innate ability (Wiseman, 2002).

Considering that ICC is an acquired feature, foreign language education should have a great impact on both non-natives and natives to be open-minded and moderate towards different cultures. Namely, integrating intercultural communicative competence (ICC) into the L2 classroom setting is one of the most essential issues that has been studied in the field of ELT (Tseng, 2002). Sercu et al., (2005) put forward that foreign language teaching cannot ignore the issue of cross-cultural relationships and the researchers

underline that focusing only on structures of a target language and separating culture and language failed in terms of foreign language teaching.

Relevant Studies on ICC in Turkey

For several years, the importance of Intercultural Communicative Competence (ICC) and dimensions relevant to the ICC in learning and teaching of foreign languages have been recognized all over the world (Altan, 2018; Atay, Çamlıbel, & Kaslıoğlu, 2009; Castro, 2010; Eröz, 2020; Estaji & Rahimi, 2018; Güven, 2015; Kazykhankyzy & Alagözlü, 2019; Şen, 2020). Although many studies were conducted on ICC from the perspective of pre-service teachers and L2 students in Turkey (Atay, 2005), the literature includes many studies taking into account the in-service teachers' perceptions and practices of ICC as well.

In Turkey, Atay et al. (2009b) published a countrywide research on EFL teachers at primary, secondary, and tertiary levels. While EFL teachers from different schools and levels have a favourable attitude toward intercultural teaching, Atay et al. (2009b) stated that the EFL teachers appreciate more when their students reach a certain proficiency in using the English language for specific purposes rather than any other intercultural teaching objectives.

In the same vein, Güneş (2019) conducted a nationwide study in seven regions of Turkey to examine English teachers' dispositions towards culture in foreign language education. In this nationwide study, EFL teachers' attitudes of ICC concerning the participants' genders were examined. 160 English language teachers from seven regions of Turkey participated in this research. Data of the study was gathered through a web-based survey. In a general view, the results of the study revealed that the teachers have favourable attitudes toward incorporating culture into the foreign language classrooms, and they accepted that culture is an essential part of foreign language education; even if each teacher applies different methods to teach the culture of the target language in their L2 classrooms. Additionally, the results also highlighted that the male teachers are more reluctant to teach ICC in their classrooms while teaching the English language than female teachers.

Another study was conducted in the university context by Önalan. Önalan's work (2004), focusing on teaching British and American culture, shed light on the answer to the question; how Turkish EFL instructors define ICC in the university context. One of the most significant findings of the study is and according to the teachers, culture

consists of visible characteristics such as clothing styles and eating habits rather than beliefs and traditions. Even though university-level language teachers behave in a moderate way about teaching culture in EFL classrooms, they highlighted the importance of four skills. It means that teaching linguistic features and objectives of English language are more significant than teaching cultural objectives of the language and incorporating intercultural awareness into L2 classrooms.

Köroğlu (2016) examined the place of ICC from a different dimension. To answer how English language teachers evaluated 'English for Life' textbook series in terms of ICC, Köroğlu conducted a study in Turkey. The data of the study was obtained by a survey, and the results revealed that participants did not believe that textbooks were appropriate for enhancing students' ICC because ICC components were not included in the chapters of the material.

Hence, the study gives insight into which variables and components should be investigated to improve ICC while learning a new language. Additionally, they provide evidence about how to teach and integrate ICC to different levels and environments in an attempt to serve a clear image for further research. Given all that has been mentioned so far, the current study aims to investigate Turkish EFL instructors' perceptions, practices, and cross-cultural experiences. Also, the research focused on whether instructors' perceptions of culture teaching goals, culture teaching behaviours, and intercultural foreign language teaching varies with age, gender, undergraduate degree, institutions and last academic degree.

Background of the Study

Different cultural backgrounds block EFL or/and ESL learners to establish sufficient communication. The situation sometimes causes a communication problem. As a solution to the communication problems, many scholars have yielded attention to the importance of the relationship between intercultural communicative competence (ICC) and English second language (L2) education (Devrim, 2006; Köroğlu, 2016; Kramsch, 1993; Thanasoulas, 2000). In fact, although foreign language education and teaching culture are inextricably linked, the link between these two concepts has been overlooked for a long time in the field of English language education (Çetinavcı, 2012).

Seelye (1976) argued that if a learner tries to learn a language without taking into account the origins of the language, the language learner cannot be socialized. Because the language learning experience is not enough to reveal the language's historical and

political background. Knowing linguistic features and grammar structures is enough to express learners' situation somehow. On the contrary, being knowledgeable about grammar structures of the language or having a good vocabulary memory is not adequate to be truly and deeply exposed to others in every field. To response and enhance the cognition of language capacity sufficiently, it is necessary to build a bridge between culture and language.

To build this bridge, foreign language education should be a kind of tool for language learners in order to be global-ready language speakers and explore other cultures. This exploration provides them with the opportunity both to gain global cultural consciousness and to broaden their horizons (Şen,2020). However, high cultural awareness is required for students to be tolerant towards different cultures. In this regard, the classroom practices of EFL teachers and their perspectives on culture teaching have great importance in terms of enhancing the ICC level of L2 learners.

Statement of the Problem

With the rapid growth of technology and shifts in the world, English language has become an international language. English is one of the most spoken and taught languages in the world. It is possible to pinpoint that English language is used as the most widely spoken universal language in numerous different environments and areas such as education, business, and trade (Crystal, 2003; Phillipson, 1992). However, even though EFL or/and ESL learners are well-informed about grammar topics, pragmatics and structures of English language, they sometimes feel alienated while they use the language with native speakers due to the lack of comprehension of the target language (Wujiabudula, 2019). The situation is a clue that using the same language is not totally appropriate to build effective interaction with other speakers in global context.

To solve this struggle and raise global-ready L2 learners, the field of English Teaching (ELT) has focused on combining intercultural communicative competence (ICC) and English second language (L2) education. Despite some scholars have focused on the issue of the relationship between ICC and Turkish L2 teachers (Atay et al., 2009; Eröz, 2020; İnce, 2020; Karabinar & Guler, 2013; Saricoban & Oz, 2014), it is still vital to reveal Turkish EFL instructors' perceptions towards ICC and their practices on teaching culture in L2 classrooms.

This is why gender, age, undergraduate degree, institutions and last academic degree of Turkish EFL instructors were taken into consideration to reveal perceptions and

practices on ICC at university context in the present research. Besides, the issues of what kinds of cross-cultural experience EFL teachers have and how well they are informed about the importance of ICC in L2 classrooms played a crucial role in an attempt to reach the findings of this thesis. As a result, the current research, which was conducted in Turkey via demonstrating the perceptions and practices of Turkish EFL instructors toward teaching intercultural communicative competence in their foreign language classrooms.

Aims and Research Questions of the Study

The study's primary purpose is to explore Turkish EFL teachers' perspectives and behaviours regarding the aims of foreign language teaching and intercultural communicative competence in English language classrooms. This research was carried out in Turkey with the assistance of Turkish EFL lecturers employed at both public and private universities. Thus, the study plans to offer insight into the behaviours and perspectives of EFL teachers about ICC in the Turkish setting. Additionally, the present study aims to determine if Turkish EFL lecturers' practices and views of ICC differed by age, gender, undergraduate degree, institution, and also last academic degree. The study accomplished its aims via the use of the research questions listed below.

1) What kinds of intercultural visits have Turkish EFL instructors experienced?
2) What perceptions do Turkish EFL instructors have of ICC?
3) Do Turkish EFL instructors' perceptions of ICC alter regarding participants' gender, age, undergraduate degree, institutions and last academic degree?
4) What do Turkish EFL instructors think about the place of ICC in their current professional teaching process?

Significance of the Study

The English language has been a common language which establishes international communications in multi-cultural environments. Additionally, English has been used by non-native speakers from different continents and countries (Graddol et al., 1999). With advancing technology, cross-cultural affairs have been much easier and intercultural relationships have been common all over the world. However, some English language learners, who do not have any opportunity to improve their English levels and communicative competence in their homelands, are not so fortunate. Not living in a

multicultural environment and not being able to experience English in a cultural sense prevent them from using English fully and influentially. They endeavour to comprehend both the origins and culture of the English language to communicate effectively. Hereby, L2 teachers in EFL environments play a crucial role in transmitting information about language and culture. Within this scope, many studies concentrating on teachers and students' perceptions on ICC have been conducted in many different countries and continents, such as Europe (Young & Sachdev, 2011), China (Gu, 2016), Japan (Samimy & Kobayaski 2004), and the USA (Diaz-Greenberg & Nevin, 2003).

When it comes to EFL settings in Turkey, L2 learners do not have any chance to use English in their daily lives apart from the classroom. It is crucial to stress that Turkish L2 learners' language learning and cultural comprehension are limited due to a lack of exposure to the target language. Despite having a command of the grammar structures of English, vocabulary and other linguistic features, Turkish L2 learners sometimes encounter problems comprehending each other, hence cannot communicate effectively. To draw attention to this problem, many researchers have pinpointed the importance of ICC in the field of ELT concepts in Turkey (Ay, 2018; Basol & Inozu, 2019; Devrim, 2006; Sezer, 2019). To be able to contribute to the literature and shed a light on the place of ICC in Turkey, the current study explored Turkish EFL instructors' perceptions and practices of ICC in the university context. Additionally, it informs readers seeking the answer to how English language instructors evaluated the place of intercultural communicative competence in the field of ELT. The research also facilitates obtaining further and detailed information about Turkish EFL instructors' consideration of ICC and their practices on ICC. Revealing EFL instructors' perspectives on intercultural communicative competence might provide evidence and insights into different deficiencies in English language teachers' perceptions of this concept. The thesis offers an opportunity to learn more about ICC from the perspective of Turkish EFL instructors. As a result, the findings of this thesis can be instructive and useful for administrators, students, and researchers in the concept of intercultural communicative competence.

2. METHODOLOGY

The aim of this chapter is to explain the design and methodology of this thesis. The current study investigates Turkish EFL instructors' perceptions and practices of ICC. Participants' cross-cultural experiences also play role on research questions of the study.

Before the data analysis, detailed information regarding research design, the setting and the participants of the study are presented in this chapter. Furthermore, additional information about the data collection tool and procedure of the research is introduced. The first section is related to the research design of this study. Then, the participants and the setting of the research are presented. The instruments for the data collection and how the data was collected and analysed are indicated. In the final section of this chapter, is the validity and reliability of the study.

Research Design

The research was carried out through a mixed- method research design, aiming to determine Turkish EFL lecturers' perceptions of ICC and how they engage ICC in English language classes. Several different arguments reveal appropriate methods in the literature (Karakaş, 2013; Kılıç, 2013; Peng, 2007; Tamam, 2010; Wang & Zhou, 2016). According to Cook and Reichardt (1979), quantitative research is objective, controlled and based on production. However, Creswell (2012) emphasised that qualitative data include various points of view about the research topic and the method is based on constructivism and interpretivism.

Thus, a mixed-method research design was conducted to combine the best aspects of both quantitative and qualitative analysis methods for this study. In order to achieve a greater understanding of the research problem, the mixed-method research design involves gathering, evaluating, and integrating quantitative and qualitative datasets (Dörnyei, 2007). This design has the advantage of clearly stating the quantitative and qualitative aspects, which is beneficial to both readers and researchers. Another significant advantage of mixed method design is including multi-level analysis of complex subjects, improved test validity, and the ability to target different audiences (Dörnyei, 2007).

Among the mixed-methods research designs, the explanatory sequential design was used in this research. The order of priority of this research is as follows: First, researchers gather quantitative data from participants of the study. Then, qualitative data

is collected in an attempt to further clarify or expand on the quantitative findings. The idea behind this explanatory sequential design is that while quantitative data and findings offer a broad framework for the research question, qualitative data serve audiences more in-depth analysis to clarify, and broaden the broad framework (Creswell, 2012). This means the quantitative data gathered from a specific population was thoroughly elaborated with the assistance of a qualitative study (Şen, 2020).

Participants and Setting

The current research was conducted at both private and state universities in the 2020-2021 spring term in Turkey. Universities play a significant role in the study since various instructors and students come from other cities, regions and countries. This is the most effective reason for the research in order to concentrate on intercultural communicative competence. So, the setting is appropriate for the purpose of this study.

In this mixed-method research, the target population of this thesis is Turkish EFL instructors who are employed at both private and state universities in Turkey. To conduct this research study, necessary permission was obtained from the ethics committee (See Appendix A). The web-based questionnaire was administered to EFL instructors who volunteered to participate in the study after receiving approval for its implementation.

The participants of the questionnaire were randomly selected. There was a total of 129 participants in this study: 72 participants from state universities and 57 instructors from private universities in Turkey contributed to the questionnaire. It was expected that selecting an approximate number of participants would minimize discrepancies in the results. The age of the participants ranges from 22 to 69, with the majority being between 30-39 years old. The number of females was higher than the males. There were 74 females and 55 males among the participants. Demographic information of the participants is shown in Table 2.

Table 2

Demographic Background of Participants

	F	%
Gender		
Female	74	57,4
Male	55	42,6
Age		
30-39	54	41,9
22-29	40	31,0
40-49	15	11,6
50-59	11	8,5
60-69	9	7,0
Last Degree		
MA/MS	66	51,2
BA/BS	52	40,3
PHD	11	8,5
Undergraduate Degree		
ELT	76	58,9
Non-ELT	53	41,1

For the qualitative part of the research, 10 participants were selected on a voluntary basis among the survey participants. The genders and institutions of the participants were chosen equally. The further demographic information of the interviewers is shown in Table 3.

Table 3

Demographic Background of Interviewers

Interviewers	Gender	Age	Experience	University
Interviewee 1 (Mrs. Black)	Female	35	12	State
Interviewee 2 (Mrs. Sahin)	Female	29	4	Private
Interviewee 3 (Mrs. Cicek)	Female	42	17	State
Interviewee 4 (Mrs. Leyli)	Female	32	8	Private
Interviewee 5 (Mrs. Jellyfish)	Female	47	23	Private
Interviewee 6 (Mr. Ozturk)	Male	38	13	Private
Interviewee 7 (Mr. Sayın)	Male	36	12	State
Interviewee 8 (Mr. Bee)	Male	28	4	Private
Interviewee 9 (Mr. Sun)	Male	42	18	State
Interviewee 10 (Mr. Flash)	Male	45	20	State

To summarize, 5 males and 5 females were selected as the interviewers. Their age range was between 28 and 47. They had teaching experience ranging from 4 to more than 20 years. The names given in Table 3. are the pseudonyms chosen by the interviewees.

Instruments

The research design of this study was mixed-method. Two different instruments, which are a web-based survey questionnaire and an online semi-structured interview were conducted in order to examine EFL instructors' practices and perceptions of ICC within the Turkey context. Among quantitative tools, questionnaires were most instrumental as they provided the means to collect a large amount of multifaceted data (Dörnyei 2010).

Questionnaire

This study's questionnaire was adapted from two sources (Guilherme, 2002; Sercu, 2005). Guilherme's (2002) study focused on the role of critical citizens in a multicultural environment for the questionnaire's Parts 1.1 and 1.2. Later, other sections of the questionnaire (Parts 1.3, 2.1, 2.2, 2.3, and 3.1) were developed with the help of Sercu's (2005) study on international research on foreign language instructors. In Turkey, Yildiz's master thesis included the questionnaire (2015). The questionnaire is written in English and is divided into four sections: cross-cultural experiences (Part 1), cultural teaching practices (Part 2), intercultural education of foreign languages (Part 3), and demographic information (Part 4). (Part 4). Part 1 answers the first research question of this study. The questions of the first part focused on three aspects of cross-cultural experiences as follows: the countries the participants have recently visited or lived in where English is the mother tongue, the intent of their visits, the duration of their visits, and where instructors get knowledge about English-speaking countries.

In Part 2, items on teachers' teaching culture and classroom methods are included. This section is divided into three subsections that look at a variety of subjects including perceived L2 teaching objectives (Part 2.1), culture teaching activities in the classroom (Part 2.2), and the sharing of teaching time between language and culture teaching (Part 2.3). Part 2.1 and Part 2.2 include a three-point Likert-scale. The first subsection (Part 2.1) contains eight statements that concern culture teaching, language teaching, and general skills teaching goals in EFL courses, which are graded on a three-point Likert scale. In Part 2.2, 16 items about the types of culture teaching practices and how often participants apply them in their classrooms are described. Part 2.2 includes three-point Likert scale elements. Part 2.3 has a single answer item on classroom time sharing between language and culture teaching, with choices ranging from "100% language

teaching - 0 % culture teaching" to "100% incorporation of language and culture teaching."

The survey's third section focuses on the perceptions of EFL instructors on intercultural foreign language teaching. Participants were asked to express their opinion on a scale of 1 to 5, on 21 statements.

The final part of the questionnaire is related to participants' demographic information such as age, gender, undergraduate degree, work institutions and last academic degree. The questionnaire is four pages long and it takes approximately 15 minutes to complete (see Appendix B).

Before distribution, the questionnaire was piloted on 17 Turkish EFL instructors. After the pilot analysis to ensure reliability, the findings from three-point Likert-scale items in Parts 2.1 and 2.2, as well as five-point Likert-scale items in Part 3.1, were statistically examined. The Cronbach's Alpha values for Part 2.1, Part 2.2 and Part 3.1 were .83, .78 and .79 respectively. Fraenkel and Wallen (2003) highlighted that if the value of Cronbach's Alpha is .70 and above, it is considered to be reliable. Otherwise, the trustworthiness or reliability of the results from the study could be questionable. Additionally, some English language teachers were requested to review and proofread the questionnaire for content and face validity to develop it further. Following their suggestions, some of the items were reworded to make them more transparent and understandable in an attempt to prevent any potential misunderstandings. As a result, parts of the questionnaire can be assumed to be fairly reliable.

Interview

The semi-structured interview questions were prepared by the researcher taking into consideration the purpose of the study. The interview includes five main open-ended questions and two sub-questions regarding Turkish EFL instructors' perceptions and practices of ICC (see Appendix C). The interviews were conducted in Turkish to avoid misunderstanding and ambiguity and create a comfortable atmosphere during the interviews. Before starting the interview, the researcher explained the process of the interview and the participants were informed about the details of the research. Besides, a formal consent form (see appendix D) was signed by the participants in an attempt to substantiate the voluntary participation.

The interview served as an opportunity for the participants to add more information from their beliefs and experiences. Accordingly, they expressed their opinions about

ICC without any limitations. The interviews were conducted via Zoom due to Covid-19 in Turkey and the process of the interviews was recorded.

Data Analysis Procedure

Quantitative analysis was employed for the first three questions, and qualitative analysis was used for the last question. To address the research questions, the data were evaluated both quantitatively and qualitatively.

First of all, the data of the web-based questionnaire was computer coded using the Statistical Package for the Social Sciences (SPSS). The analyses of the quantitative data obtained from the survey were done using inferential statistics. The aim of inferential statistics is to make assumptions or inferences about a population based on observations and comparisons of a sample that is representative of the demographic of which it is being generalized (Crossman, 2012). Out-of-range values and missing values were determined to avoid misinterpretation of the results. Additionally, descriptive statistics such as means, standard deviation, frequencies and percentages were presented to highlight participants' perceived level of intercultural communicative competence. The questionnaire consists of demographic information. To find the relationship between participants of the study and demographic variables (age, gender, undergraduate degree, institutions and last academic degree), Independent Sample T-test and One-way ANOVA test were applied.

The recordings of the interviews were transcribed and translated from Turkish into English for qualitative data analysis. One of my colleagues who is an expert translator assisted in translating the data from Turkish to English. Afterwards, content analysis was applied to explore participants' perceptions on ICC and their implementation of ICC into the L2 lessons. The content analysis included data coding and it strengthened the reliability and validity of the analysis (Friedman, 2012). Some methods such as coding, categorizing and identifying were used to specifically analyse the data.

Data coding was handled in a standardized manner according to the steps. During the initial coding process, the researcher perused each piece of data one by one, assigning codes that corresponded to specific topics. Constant comparison was used to find similarities and variations in the results. The researcher used axial coding to discover patterns by comparing coding groups that elicit within categories. There were proven links between the various categories. In selective coding, the researcher created the selected codes by applying them to the remaining results.

Validity and Reliability

This thesis employs a mixed-method research design, which has the ability to provide evidence for the validity of research findings by corroboration and synthesis of data (Şen, 2020).

Particularly, to determine the reliability of the research, Cronbach's Alpha coefficient was calculated for each of the questionnaire items. In case of filling the questionnaire randomly, relevant items were excluded from the data. All items of the questionnaire were checked in detail in order to enhance the reliability of the research. That is, the values of every part of the questionnaire were higher than .70 which is considered acceptable (Fraenkel & Wallen, 2003). Besides, the validity of this study was established by triangulation for qualitative data analyses. To refine the interview further, three of my colleagues were requested to revise and proofread the responses gathered from the interviewer for content and face validity. Following their suggestions, some parts were made more understandable and clearer in order to prevent any potential misunderstandings and interpretations.

3. RESULTS

In this chapter, the answers of the questions were presented and described in detail. To indicate the order of the research questions clearly, the first question (RQ1) based on the cross-culture experiences of the EFL instructors' questionnaire results of Part 1 are shown. Then, results of Part 2 and 3 (2.1, 2.2 and 3.1) are reported to highlight the second research question (RQ2). Next, the findings of Parts 2 and 3 were analysed further, taking into account variables such as age, gender, undergraduate degree, work instutions and last academic degree (RQ3). Finally, in order to reveal Turkish EFL instructors' ICC perceptions and classroom practices more clearly in this mixed-method study, the answer to the last research question (RQ4) was examined by interviewing 10 voluntary basis selected lecturers.

3.1. Cross-cultural Experiences of Turkish EFL Instructors

The first part of the questionnaire addresses the first research question. The first set of questions concentrated on three dimensions of cross-cultural experiences: what countries the participants have recently visited in the inner circle, the purpose of their visits, the length of stay of their visits, and where they get information about English-speaking countries. The results of these questions are presented in Table 4.

Table 4.

Visitor Distribution in English-Speaking Countries

Inner Circle Countries	N	Percent
USA	25	34,7%
England	22	30,6%
Australia	15	20,8%
Canada	5	6,9%
Ireland	5	6,9%

According to Table 4, 34.7% of the participants visited the USA (n=25) and   30.6 % visited England (n=22). However, Canada and Ireland are the least visited inner-circle countries by participants (n=5). The results show that the USA is the most visited inner circle country among participants, and England was the second most visited.

Also, the participants were requested to choose their reasons for travelling to certain countries. The questionnaire consisted of 8 options and one open-ended question. Participants were asked to answer by selecting the suitable choices.

Table 5

Distribution of Visit Types

	N	Percent
Tourist visits	49	37,1%
Visits to friend	21	15,9%
Attend a course or conference	16	12,1%
Other work in country	13	9,8%
Visits to family	12	9,1%
Grown up in the country	11	8,3%
Student exchange	7	5,3%
Teacher exchange	3	2,3%

According to Table 5, the results show that the main reason participants visited inner-circle countries was tourist visits (n=49, 37.1%). Moreover, results revealed that visits to friends (n=21, 15.9%), attending a course or conference, and other works in the country were higher up on the table than other visit types. Furthermore, teacher exchange was the least opted reason by the participants for travelling to the inner-circle countries.

Another focus of Part 1 was created to indicate what sources the participants use to gather information about English speaking countries. In the questionnaire, seven sources were listed and the participants could check more than one options. Additionally, there is an open-ended option at the end of the items. Thus, multiple response analysis was carried out to learn where participants get information about English speaking countries.

Table 6

Frequencies of Information Resources about the English Speaking Countries

	N	Percent
The Internet	111	19,0%
Foreign radio or tv	71	12,2%
Foreign newspapers or magazines	68	11,6%
Teacher/student visits from the country	59	10,1%
Turkish radio or tv	51	8,7%
Contact with native speakers living there	50	8,6%
Own contact abroad	43	7,4%
Turkish newspapers or magazines	40	6,8%
Course and conferences	37	6,3%
Professional associations	28	4,8%
Cultural institutes	25	4,3%
Other (Social Media)	1	0,2%

According to results, The Internet had the highest frequency where participants get information about English speaking countries (N=111, 19.0%). Moreover, foreign radio or television (n=71, 12.2%), foreign newspapers or magazines (n=68, 11.6%) and teacher/student visits from the country (n=59, 10.1%) were higher compared to other information. The lowest frequency besides other was cultural institutes which are selected only 25 times (4.3%).

The final question in the first part of the questionnaire related to frequency of the participants' visits. The questionnaire included choices ranging from "more than twice a year" to "never."

Table 7.

Frequency of the Visits

	Frequency	Percent
Never	59	45,7
Less frequently	48	37,2
Once every five years	10	7,8
Once every two years	8	6,2
Once per year	3	2,3
Twice per year	1	,8

Table 7 revealed that almost 46% of the participants (n=59) never visit countries where L1 is English. Moreover, 37% of the participants stated that they visit less frequently compared to other participants. Thus, results illustrated that almost half of the participants visit countries, whereas almost half of them never visit countries where L1 is English.

3.2. Descriptive Statistics of Turkish EFL Instructors' Responses

In this section, the participants' responses on culture teaching objectives, culture teaching practices, and classroom time distribution is presented to analyse the RQ2 (Parts 2.1, 2.2, 2.3 and 3.1).

The first subsection, consisting of eight statements, sought to answer the question of how Turkish EFL instructors considered the objectives of culture teaching. This part was measured by a three-point Likert-scale (1= not important, 2= somewhat important and 3= very important).

Table 8

Descriptive Statistics for Teachers' Perceptions of Culture Teaching Objective

Items		Not Important	Somewhat Important	Very Important	M	SD
Culture Teaching Objectives						
1. Promote the acquisition of an open mind and a positive disposition towards unfamiliar cultures.	*f*	2	27	100	2,76	0,46
	%	1,6	20,9	77,5		
2. Promote my students' familiarity with the culture, the civilization of the countries where the language that they are learning is spoken.	*f*	1	38	90	2,69	0,48
	%	0,8	29,5	69,8		
3. Assist my students in developing a better understanding of their own identity and culture.	*f*	5	33	91	2,67	0,55
	%	3,9	25,6	70,5		
Language Teaching Objectives						
4. Promote the acquisition of a level of proficiency in the foreign language that will allow the learners to use the foreign language for practical purposes.	*f*	3	19	107	2,81	0,45
	%	2,3	14,7	82,9		
5. Encourage my students to learn foreign languages.	*f*	1	42	86	2,66	0,49
	%	0,8	32,6	66,7		
6. Assist my students to acquire a level of proficiency in the foreign language that will allow them to read literary works in the foreign language.	*f*	9	52	68	2,46	0,62
General Skills / Language skills Teaching Objectives						
7. Assist my students to acquire skills that will be useful in other subject areas and in life (such as memorization, summarizing, put into words, formulate accurately, give a presentation, etc.).	*f*	2	32	95	2,72	0,48
	%	1,6	24,8	73,6		
8. Promote the acquisition of learning skills that will be useful for learning other foreign languages.	*f*	4	34	91	2,67	0,53
	%	3,1	26,4	70,5		

Notes. N=129, 3-point Likert-scale items (1=not important, 2=somewhat important, 3=very important)

Table 8 illustrates the teachers' perception of cultural teaching objectives. It was composed of eight statements and included cultural teaching, language teaching and teaching objectives for general skills. A three Likert scale measured these items. According to the results, Item 4, "Promote the acquisition of a level of proficiency in the foreign language that will allow the learners to use the foreign language for practical purposes" (M=2.81, sd=0.45) had the highest mean score compared to other items. Also, Item 1 (m=2.76, sd=0.46), Item 7 (m=2.72, sd=0.48), and Item 2 (m=2.69, sd=0.48) all had higher mean score compared to others. Moreover, Item 6," Assist my students to acquire a level of proficiency in the foreign language that will allow them to read literary works in the foreign language" (m=2.46, sd=0.62), had the lowest mean score compared to others. However, all items in table 8 had a mean score of 2.00 or higher out of 3.00. Thus, the results demonstrated that the participants had a high tendency towards culture teaching objectives.

Another subsection 2.2 of Part 2 focuses on the participants' preferences for cultural teaching practices and how often they apply them in their classrooms. It consisted of 16 statements and grouped into three categories: teacher-centred, teacher and student-centred, and student-centred activities. A three Likert scale measured these items. Table 9 shows the findings of descriptive analysis.

Table 9

Descriptive Statistics for Teachers' Perceptions of Culture Teaching Activities

Items		Never	Once in a while	Often	M	SD
Teacher Centered Activities						
1. I tell my pupils what I heard (or read) about the foreign country or culture.	f	3	48	78	2,58	0,54
	%	2,3	37,2	60,5		
2. I use videos, CD-ROMs or the Internet to illustrate an aspect of the foreign culture.	f	7	47	75	2,53	0,60
	%	5,4	64,4	58,1		
3. I talk to my pupils about my own experiences in the foreign country.	f	27	46	56	2,22	0,77
	%	20,9	35,7	43,4		
4. I comment on the way in which the foreign culture is represented in the foreign language materials I am using.	f	15	69	45	2,23	0,64
	%	11,6	53,5	34,9		
5. I mention aspects of the foreign culture, which I feel negatively about.	f	24	64	41	2,13	0,70
	%	18,6	49,6	31,8		
6. I bring objects originating from the foreign culture to my classroom	f	67	45	17	1,61	0,71
	%	51,9	34,9	13,2		
7. I decorate my classroom with posters illustrating particular aspects of the foreign culture	f	68	32	29	1,70	0,81
	%	52,7	24,8	22,5		
8. I invite a person originating from the foreign country to my classroom.	f	87	30	12	1,42	0,65
	%	67,4	23,3	9,3		
Teacher and student centered activities						
9. I ask my pupils to compare an aspect of their own culture with that aspect in the foreign culture.	f	10	58	61	2,40	0,63
	%	7,8	45,0	47,3		
10. I ask my pupils to describe an aspect of their own culture.	f	7	65	57	2,39	0,59
	%	5,4	50,4	44,2		

11. I ask my pupils to independently explore an aspect of the foreign culture.	*f*	21	62	46	2,19	0,69
	%	16,3	48,1	35,7		
12. I talk with my pupils about stereotypes regarding particular cultures and countries or regarding the inhabitants of particular countries.	*f*	10	57	62	2,40	0,63
	%	7,8	44,2	48,1		
13. I ask my pupils to think about the image, which the media promotes of the foreign country.	*f*	8	69	52	2,34	0,59
	%	6,2	53,5	40,3		
14. I ask my pupils to participate in role-play situations in which people from different cultures meet.	*f*	34	56	39	2,04	0,75
	%	56,4	43,4	30,2		
Student Centered Activities						
15. I ask my pupils to think about what it would be like to live in the foreign culture.	*f*	8	55	66	2,45	0,61
	%	6,2	42,6	51,2		
16. I ask my pupils about their experiences in the foreign country.	*f*	11	57	61	2,39	0,64
	%	8,5	44,2	47,3		

Notes. N=129, 3-point Likert-scale items (1=never, 2=once in a while, 3=often)

According to the results, Item 1, "I tell my pupils what I heard (or read) about the foreign country or culture" (m=2.58, sd=0.54), had the highest mean score compared to other items. Moreover, Item 2 (m=2.53, sd=0.60), Item 15 (m=2.45, sd=0.61), Item 9 (m=2.40, sd=0.63) and Item 12 (m=2.40, sd=0.63) all had higher mean score compared to others. Besides, Item 8, "I invite a person originating from the foreign country to my classroom" (M=1.45, SD=0.65), had the lowest mean score compared to others. Furthermore, Item 7 (m=1.70, sd=0.81) and Item 6 (m=1.61, sd=0.71), both had the lowest mean score compared to others. The results show that the participants employ culture teaching activities often. The findings also indicated that teachers preferred teacher and students centred activities and students centred activities compared to teacher-centred activities.

In the last subsection Part 2.3 of the questionnaire, participants were requested to choose the best option to illustrate that how they allocate their teaching time over 'language teaching' and 'culture teaching'. Table 10 below shows the time allocation for all of the participants (N = 129) in percentages.

Table 10

Time Distribution of Language and Culture Teaching

	Frequency	Percent
80% language teaching–20% culture teaching	50	38,8
60% language teaching–40% culture teaching	36	27,9
100% integration of language and culture teaching	31	24,0
40% language teaching–60% culture teaching	7	5,4
100% language teaching–0% culture teaching	4	3,1
20% language teaching–80% culture teaching	1	,8

According to Table 10, 38,8% of the participants reported that (n=50), they distribute their time over 80% language teaching–20% culture teaching. Moreover, 24% of the participants (n=31) reported that they fully integrate the language and culture teaching. Thus, results indicated that most of the participants do not fully integrate culture with language teaching.

Part 3.1 focuses on the participants' perception of intercultural foreign language teaching. Table 11 shows the descriptive and frequency statistics of data gathered from all the participants (N = 129).

Table 11

Descriptive Statistics for Teachers' Perception of Intercultural Foreign Language Teaching

Items		Completely Disagree	Disagree	Neutral	Agree	Agree Completely	M	SD
1. In a foreign language classroom, teaching culture is as important as teaching the foreign language	*f*	1	4	19	40	65	4,27	0,88
	%	0,8	3,1	14,7	31,0	51,4		
2. Intercultural education has no effect whatsoever on students' attitudes.	*f*	72	28	16	2	11	1,85	1,22
	%	55,8	21,7	12,4	1,6	8,5		
3. In international contacts misunderstandings arise equally often from linguistic as from cultural differences	*f*	1	8	35	46	39	3,88	0,94
	%	0,8	6,2	27,1	35,7	30,2		
4. All students should acquire intercultural competence, not only pupils in classrooms with ethnic minority communities.	*f*	-	6	20	32	71	4,30	0,89
	%	-	4,7	15,5	24,8	55,0		
5. A foreign language teacher should present a realistic image of a foreign culture (e.g., touching upon positive & negative sides of the foreign culture and society).	*f*	1	4	18	44	62	4,26	0,86
	%	0,8	3,1	14,0	34,1	48,1		
6. Language and culture cannot be taught in an integrated way.	*f*	79	21	4	8	17	1,94	1,44
	%	61,2	16,3	3,1	6,2	13,2		
7. I would like to teach intercultural competence through my foreign language teaching.	*f*	1	5	19	36	68	4,28	0,91
	%	0,8	3,9	14,7	27,9	52,7		
8. Intercultural education reinforces pupils' already existing stereotypes of other peoples and cultures.	*f*	17	28	30	30	24	3,12	1,13
	%	13,2	21,7	23,3	23,3	18,6		
9. Providing additional cultural information makes pupils more tolerant towards other cultures and peoples.	*f*	-	5	16	54	54	4,22	0,81
	%	-	3,9	12,4	41,9	41,9		
10. Language problems lie at the heart of misunderstandings in international contacts, not cultural differences.	*f*	8	46	35	25	15	2,95	1,12
	%	6,2	35,7	27,1	19,4	11,6		
11. Foreign language teaching should not	*f*	1	2	15	50	61	4,30	0,79

only touch upon foreign cultures. It should also deepen pupils' understanding of their own culture.	*%*	0,8	1,6	11,6	38,8	47,3		
12. It is not the language teacher's task to teach about the foreign culture and country.	*f*	49	33	16	13	18	2,36	1,43
	%	38,0	25,6	12,4	10,1	14,0		
13. It is the task of the teacher to present a positive image of the foreign culture and society.	*f*	6	13	28	42	40	3,75	1,13
	%	4,7	10,1	21,7	32,6	31,0		
14. It is the task of the teacher to contribute to the breaking down of prejudices about relevant country/ies.	*f*	5	9	29	54	32	3,77	1,02
	%	3,9	7,0	22,5	41,9	24,8		
15. Personal contact with people from the relevant countries (exchange, etc.) creates tolerance towards the countries and their inhabitants.	*f*	-	3	17	58	51	4,22	0,76
	%	-	2,3	13,2	45,0	39,5		
16. The cultural dimension in language teaching is more important than the linguistic dimension.	*f*	7	25	52	27	18	3,19	1,07
	%	5,4	19,4	40,3	20,9	14,0		
17. If there is a lot of time pressure, culture teaching should give way to linguistic teaching.	*f*	4	13	53	35	24	3,48	1,00
	%	3,1	10,1	41,1	27,1	18,6		
18. My initial teacher-training course did not give me any help with teaching the cultural dimension.	*f*	15	21	29	34	30	3,33	1,31
	%	11,6	16,3	22,5	26,4	23,3		
19. I consider the introduction of "cultural awareness" into the national curriculum as an important innovation.	*f*	-	3	27	35	64	4,24	0,86
	%	-	2,3	20,9	27,1	49,6		
20. All English-speaking cultures around the world are equally valid to be represented in an English syllabus.	*f*	7	24	47	24	27	3,31	1,15
	%	5,4	18,6	36,4	18,6	20,9		
21. Learning about a foreign culture can change the student's attitude towards his/her own culture.	*f*	1	7	13	52	56	4,20	0,88
	%	0,8	5,4	10,1	40,3	43,4		

According to the results, both Item 4 "All students should acquire intercultural competence, not only pupils in classrooms with ethnic minority communities" (m=4.30, sd=0.89) and Item 11 "Foreign language teaching should not only touch upon foreign cultures. It should also deepen pupils' understanding of their own culture" (m=4.30, sd=0.79) had higher mean score compared to other items in the table. Moreover, Item 7 (m=4.28, sd=0.91), Item 1 (m=4.27, sd=0.88), Item 5 (m=4.26, sd=0.86), Item 9 (m=4.22, sd=0.81) and Item 15 (m=4.22, sd=0.76) all had higher mean scores compared to others. Besides, Item 2, "Intercultural education has no effect whatsoever on students' attitudes" (m=1.85, sd=1.22), had the lowest mean score than others, but it should be noted that Item 2 is a negative statement. Therefore, it can be said that most of the participants did not agree with Item 2. Moreover, both Item 10, (m=2.95 sd=1.12) and Item 12 (m=2.36 sd=1.43) had the lowest mean scores compared to others. Therefore, according to the results, it can be implied that participants had a moderate tendency on intercultural foreign language teaching.

3.3. Variables in Turkish EFL Instructors' Perceptions of ICC

Initially, it was reported whether teachers' perceptions of culture teaching objectives (part 2.1) vary by gender, age, undergraduate degree, institutions and last degree earned. First, an Independent t-test was utilized to see whether teachers' perception of ICC in terms of culture teaching objectives, culture teaching practices, overall culture perception and perception of intercultural foreign language teaching differ according to gender.

Table 12

Perceptions of ICC and Gender

	Gender	N	M	SD	t	p-value
Culture Teaching Objectives	Female	74	2,74	0,32	2,58	**0,01**
	Male	55	2,59	0,34		
Culture Teaching Practices	Female	74	2,30	0,35	4,17	**0,00**
	Male	55	2,03	0,34		
Culture Overall	Female	74	2,44	0,30	2,97	**0,00**
	Male	55	2,22	0,31		
Intercultural Foreign Language Teaching	Female	74	3,68	0,40	4,10	**0,00**
	Male	55	3,44	0,49		

Table 12 illustrated teaching objectives, practices, overall perception, and the intercultural foreign language teaching differences according to gender. Female participants' perception of culture teaching objectives, culture teaching practices, overall culture perception and intercultural foreign language teaching were higher compared to male participants. Therefore, it can be assumed that female participants' culture awareness was higher compared to males.

Another independent variable is age. Table 13 presents the allocation of the participants' age on perceiving the objectives of culture teaching.

Table 13

Perceptions of ICC and Age

	Age	N	M	SD	F	P-value
Culture Teaching Objectives	22-29	40	2,73	0,32	1,72	0,14
	30-39	54	2,71	0,32		
	40-49	15	2,49	0,37		
	50-59	11	2,63	0,24		
	60-69	9	2,59	0,45		
Culture Teaching Practices	22-29	40	2,32	0,37	2,64	**0,03**
	30-39	54	2,16	0,32		
	40-49	15	2,05	0,40		
	50-59	11	2,02	0,43		
	60-69	9	2,11	0,37		
Culture Overall	22-29	40	2,46	0,30	2,92	**0,02**
	30-39	54	2,34	0,30		
	40-49	15	2,20	0,34		
	50-59	11	2,23	0,36		
	60-69	9	2,27	0,37		
Intercultural Foreign Language Teaching	22-29	40	3,76	0,49	2,57	**0,04**
	30-39	54	3,53	0,35		
	40-49	15	3,43	0,50		
	50-59	11	3,51	0,40		
	60-69	9	3,36	0,56		

ANOVA was performed on the data in Table 13 to ascertain whether teachers' perception of ICC in terms of culture teaching objectives, culture teaching practices, overall culture perception and perception of intercultural foreign language teaching differ with their age. The results indicated that there is a significant difference between perceptions of culture and participants' age. According to the results, participants aged between 22 and 29 had a higher perception of culture than other age groups.

Yet another independent variable is undergraduate degree focusing on departments of the participants either ELT (n= 76) or non-ELT departments (n= 53).

Table 14

Perceptions of ICC and Undergraduate Degree

	UndergraduateDegreeN		M	SD	t	p-value
Culture TeachingELT Objectives		76	2,66	0,33	-0,39	0,69
	Non-ELT	53	2,69	0,35		
Culture TeachingELT Practices		76	2,20	0,40	0-57	0,56
	Non-ELT	53	2,16	0,32		
Culture Overall	ELT	76	2,35	0,35	0,55	0,57
	Non-ELT	53	2,34	0,29		
Intercultural Foreign Language Teaching	ELT	76	3,60	0,49	0,30	0,76
	Non-ELT	73	3,55	0,39		

In Table 14, an independent t-test was utilized to test whether teachers' perception of ICC in terms of culture teaching objectives, culture teaching practices, overall culture perception and perception of intercultural foreign language teaching differ from their undergraduate degree. Table 14 established that no significant difference between perceptions of culture and participants' undergraduate degree exist. Therefore, it can be concluded that participants' undergraduate degree did not vary with the perceptions of culture.

The last independent demographic variable is participants' last academic degree. ANOVA was performed to determine teachers' perception of ICC in terms of culture teaching objectives, culture teaching practices, overall culture perception, and perception of intercultural foreign language teaching change with their last degree (BA/BS, MA/MS, PhD).

Table 15

Perceptions of ICC and Last Degree

	Last Degree	N	M	SD	F	P-value
Culture Teaching	BA/BS	52	2,73	0,30	1,02	0,36
Objectives	MA/MS	66	2,64	0,36		
	PHD	11	2,67	0,37		
Culture Teaching	BA/BS	52	2,23	0,39	0,85	0,42
Practices	MA/MS	66	2,14	0,35		
	PHD	11	2,23	0,36		
Culture Overall	BA/BS	52	2,39	0,30	0,90	0,40
	MA/MS	66	2,31	0,33		
	PHD	11	2,38	0,33		
Intercultural	BA/BS	52	3,53	0,45	1,07	0,34
Foreign Language	MA/MS	66	3,59	0,44		
Teaching	PHD	11	3,72	0,53		

Table 15 shows the absence of differences among the groups. The group with the highest perception of the objectives of culture teaching is the BA/BS degree participants with a mean of 2.73 and a standard deviation of .30. Another group with the lowest perception of the practices of culture teaching is the MA/MS degree participants with a mean of 2.14 and a standard deviation of .35. Also, for the overall culture, BA/BS degree participants' perception is the highest (m=2.39, sd=0.30). The final group with the highest perception of the perceptions of intercultural foreign language teaching is the participants whose last earned degree is a PhD. with a mean of 3.72 and a standard deviation of .53. Nonetheless, ANOVA results indicated that there is no significant difference between perceptions of culture and participants' last academic degree. Therefore, it can be concluded that participants' last degree did not differ according to the perceptions of culture.

Yet another factor that was analysed to identify if culture teaching objectives, culture teaching practices and intercultural foreign language teaching, is related to the institutions at which the participants work.

Table 16

Perceptions of ICC and Institution

	Institution	N	M	SD	t	p-value
Culture Teaching Objectives	Private	56	2,73	0,31	1,61	0,11
	State	73	2,63	0,35		
Culture Teaching Practices	Private	56	2,18	0,37	-0,009	0,99
	State	73	2,18	0,37		
Culture Overall	Private	56	2,37	0,31	0,78	0,43
	State	73	2,33	0,33		
Intercultural Foreign Language Teaching	Private	56	3,61	0,40	0,55	0,58
	State	73	3,55	0,49		

An Independent t-test was utilized to examine whether teachers' perception of ICC in terms of culture teaching objectives, culture teaching practices, overall culture perception and perception of intercultural foreign language teaching differ with their host institutions. Table 16 showed that there is no significant difference between participants' institute and perception of culture. Therefore, it can be said that participants' institution did not depend on the perceptions of culture.

3.4. Turkish EFL Instructors' Perceptions and Classroom Implementation of ICC

In order to seek an answer to the last research question (RQ4) of this thesis, Turkish EFL instructors' opinions about culture teaching, overall language and culture teaching, their limitations and their classroom activities of ICC were investigated via interviews. The interview consists of five main open-ended questions (see Appendix C). The participants' general responses about ICC were illustrated and themes, codes and frequency (*f*) were presented in Table 15.

Table 17

General Responses about Foreign Language and Culture Teaching

Themes	Codes	F
General opinions	Significance	6
	Inadequacy	3
	Necessary	3
Positive opinions	World Language	2
	Effective communication	2
	Teachable	1
Negative opinions	Weak	2
	Limited Time	2

The importance of teaching culture, the necessity of teaching culture, and the inadequacy of teaching culture were some of the general ideas about cultural teaching. One of the concerns was the significance of ICC on foreign language classrooms (*f*=6). The importance of teaching culture was explained by Mrs. Leyli as follows:

> *"As an English teacher, I totally support teaching culture in foreign language classrooms. Especially for English. I mean, English education must include ICC because it is spoken by everyone. That's why, it is not enough having advance grammar input to interact and use the language effectively. It may be enough to pass exams but real world is so different. There is no way to use English without cultural knowledge."*

Likewise, Mr. Sayın highlighted the need for ICC in foreign language education in the following:

"We should prepare our students for the active use of a foreign language and the environments where that language is actively used… We cannot ignore the importance of culture in social life. We should also prepare our students for misunderstandings caused by cultural differences, especially in the use of foreign languages."

Three of the participants mentioned the necessity of ICC to preventing culture shock or intercultural problems when we meet people with different cultural backgrounds. Moreover, two of the participants draw attention to misunderstandings caused by cultural and linguistic differences in international interactions.

To be able to clarify the second question of the interview focusing on the ideas related to the integration of ICC in EFL classrooms, three of the participants emphasized the importance of incorporating culture into foreign language education. They mentioned that even within Turkey when a person moves from one region to another, their culture changes, and their language changes as well. They put forward that L2 learners struggle to understand a word, phrase or an idiom as a result of localism while learning a language. Therefore, they can learn more deeply by learning the culture of that language, rather than just learning linguistic items of the language. However, mrs. Jellyfish and mr. Flash stated that they strongly support the integration of culture into foreign language classrooms, but the integration cannot succeed only with the personal effort of the teacher. They added that the course flow, the books used and the curriculum should be arranged in accordance with cultural teaching.

In order to shed light on the third question of the interview concentrating on how to integrate culture teaching into the L2 lessons, all of the participants stated that technology is the easiest and the most significant tool to reach and visualize different cultures without wasting time. They demonstrated how they would promote their students' ICC through technology. Table 18 summarizes these findings.

Table 18

Implementation of ICC into Foreign Language Classrooms

Themes	Codes	F
Materials	Films – TV series	6
	Images	4
	Videos	4
	Songs	2
	Cartoons	1
Implementation	Pair works	5
	Talking about experiences	3
	Group tasks	3
	Comparing and contrasting	3
	Games	2
	Social media	1

The table summarizes different types of materials and classroom implementations which enhances the ICC of students as reported by the participants. The most frequently mentioned materials ($f = 6$) were films and TV series. According to the participants, films and TV series are crucial in teaching culture because they reflect ordinary people's lives in a social context. Additionally, they include cultural elements and various accents as well as how people use language in various contexts. Three of the participants mentioned that TV series and movies help to recognize and understand different cultures, traditions and habits.

In addition to TV series and movies, participants mentioned the use of videos and images in the lessons ($f = 4$). They put forward that videos and images are effective tools to engage and motivate students during the lessons. Supporting cultural elements with visual aids and videos are a way of depicting what constitutes others' daily lives.

However, pertaining to their use of technology in the classrooms, 6 participants strongly highlighted the inadequacy of coursebooks in terms of teaching culture. 2 of them expressed that they want to raise their students' cultural awareness of special occasions such as Christmas, Halloween or Thanksgiving by watching episodes of foreign TV series and getting help from some videos and visuals. Additionally, three of them noted their personal effort to learn English culture on their own. They expressed that they learnt English culture by using the internet, watching movies and TV series, just like the methods they currently apply to their L2 classrooms.

Besides the use of technology, three of the participants pointed out that some activities were carried out with the school administration to enhance cultural awareness. For instance, one of them stated that in order to introduce the tradition of English tea time to the students and organized a special booth in the afternoon and conducted an English tea time event. Another participant remarked:

"Sometimes, I invite colleagues from different cultures to my classes and ask them to share their unforgettable memories with my students. Unfortunately, I cannot invite somebody very often. You know ,... Time pressure. But I think, it definitely contributes to cultural teaching. They communicate with each other; they have a chance to interact with a person from somewhere else. Sometimes, my students ask what they are curious about. It's a great feeling to see them like that. You know, interaction ..."

When asked about the place of ICC in English language teaching as an English teacher, the participants stated various opinion. Firstly, all of the participants indicated that cultural education is an integral part of foreign language education. However, they also mentioned that they were stressed as an English teacher and the subject of teaching culture was seen as a waste of time. 4 of the participants expressed that foreign language education in Turkey is completely exam-oriented and far from reality. One of the participants remarked as follows:

"I do not believe that ICC is adequately addressed in our educational system. Nowadays, we, educators, have become aware of these issues. Thanks to the internet and the widespread use of social media, we learned to respect others' lives and cultures. I believe that teachers and their efforts increase the awareness of students on this issue."

Similarly, another participant reflected:

"Although English education has been given in Turkey for many years, we could not reach an effective foreign education level. We have always measured the success of our students with exams. That is why, our students rated getting high marks in exams superior to using and learning the language deeply. Cultural teaching is seen as a waste of time by some teachers and the school administration as well as by our students. Since our students are not used to this kind of teaching, they sometimes find it strange, weird. When I give extra information to highlight some cultural differences, they sometimes ask why we learn this because they are not interested in information that will not be included in exams."

Apart from the above-mentioned opinions, there was a different approach. While one of the participants expressed the importance of integrating culture and language teaching, she also stated that this issue is not the duty of a foreign language teacher. Stating that she does not believe that only a teacher's personal effort will have an effect on this issue, the participant argued that this issue is relevant to the whole Turkish education system and those who prepare the curriculum.

The subject frequently mentioned in the final question of the interview which asks about limitations and restrictions on teachers' inability to integrate culture teaching in their classrooms, was the curriculum follow-up (f =7). Also, limited time was one of the frequently mentioned issues. (f = 5). Two of the participants touched on their own students as a limitation. one of them expressed this situation as follows:

> *" ... Actually, I do not know how can I teach ICC to my students, how can I enhance their awareness towards other cultures and how can I be helpful for them. My students are so used to the exam-oriented system that whenever I devote time to a different subject, such as culture, I see at least 2 eyes that question why I am doing it, what the purpose of it."*

Another limitation emphasized by the three participants was the popularity of English culture. They advocated that every culture should be taught. According to them, cultural teaching has no order of importance. Every culture deserves to be introduced.

Apart from these, two of the participants emphasized cultural perceptions limited to literature, however, they claimed that culture does not consist of only literature and it has a lot of other dimensions. One of them exemplified:

> *"For example, I think greetings differ in every country and it has an incredible importance. How to greet, how to address, these are very important issues… such as, I am trying to show routines of others to my students. Let's say before, during or after breakfast or dinner. These are all fundamental principles of cultural teaching. Literary texts are of course a kind of treasure that give us information about culture and society in particular, but culture is not limited to literature, no way, never."*

4. DISCUSSION AND CONCLUSION

In this section, the findings of each research question are discussed in detail along with the previous studies in the current literature. Also, final conclusions are presented in three subsections which are Turkish EFL instructors' cross-cultural experiences, their dispositions towards intercultural communicative competence and general overviews about culture teaching.

Cross-cultural Experiences

Byram (1991) emphasized the value of instructors' intercultural experiences in influencing the quality of their culture teaching process. Therefore, the first research question of this thesis focused on instructors' cross-cultural experiences. First of all, the participants were asked a multiple-choice question about the English-speaking countries or nations they had lived in or visited. The responses showed that the majority of the participants had visited the USA. Also, the second most opted country was England. The findings revealed that when the culture of the English language was considered, people thought of either British or American culture. This could be because most of the textbooks used in Turkey are based on British and American culture. In addition, movies and TV series mostly reflect these two countries. Both second language learners and teachers are exposed to cultural knowledge about the UK and the USA. Namely, it is possible to say that the content of English educational materials and overexposure influenced their dispositions about the culture of English language.

Next, they were asked about the type of vacations. The main purpose of their visits was tourist visits. These findings agreed with the literature (Sercu et al., 2005; Yildiz, 2016) regarding cross-cultural experiences for touristic purposes; yet these visits take place less frequently. Furthermore, findings demonstrated that the majority of the participants has never visited countries where English is the L1. The reason behind this might be the lack of adequate financial resources as well as the authorities' restrictive rules. As a result, providing financial resources would enable them to engage in more cross-cultural experiences such as work allowance; teaching abroad and participating in teacher exchange programmes. Besides, very few participants reported that they have taken part in work visits; for example, attending a course, conference or teacher exchange programmes. This may be because these visits are for professional purposes

but optional foreign language teachers' professional improvements. Educators must make a personal effort to enrol in such programs (Sercu et al., 2005).

The findings related to resources for gathering information about English speaking countries indicated that the internet had the highest frequency where participants receive information about English speaking countries. This is expected in the 21st century. It is natural to benefit from technology to get information from different resources. A possible interpretation of this result might be easy and free access to the internet. These results share some similarities with the results from previous research in the literature (Aleksandrowicz-Pędich et al., 2003; Devrim, 2006; Sercu et al., 2005). Moreover, the second and the third most rated items were foreign radio or television and foreign newspapers or magazines. The participants stated that foreign news sources are more informative about current issues in the English-speaking countries. They believed they get accurate and unbiased information more effectively through foreign media.

Turkish EFL Instructors' Dispositions towards ICC

This study aimed to elucidate Turkish EFL instructors' dispositions towards ICC regarding how they consider culture teaching objectives and practices, how they apportion classroom time between linguistic and intercultural aspects of language teaching and how they perceive intercultural components of L2 teaching. The current study also concentrated on whether their dispositions towards ICC varied with age, gender, undergraduate degree, work institutions and last academic degree.

The teaching objectives of culture were divided into three categories: culture, language, and general skill learning objectives. The findings revealed that in general, Turkish EFL educators had a high tendency towards culture teaching objectives. It agrees with Mostafaei Alaei and Nosrati's (2018) and Saricoban and Oz's (2014) findings which indicated that EFL teachers' perceptions of ICC are high and positive. Accordingly, educators support the idea that foreign languages should be taught with cultural dimensions instead of rote-based foreign language education. It might be from lessons drawn from their experience. They may have observed that ignoring sub-themes of L2 teaching means harming L2 education. Following that, most of the participants encourage their students to use the target language for practical purposes such as memorization, summarizing, putting into words, formulating accurately. Therefore, we may deduce that instructors want to raise students' language competence levels so that they can utilize the foreign language in real-life situations. They may also want to assist

students in acquiring the language skills required to continue their academic careers. This result agrees with Clouet's study (2012) conducted on upper-secondary school English language teachers. The participants noted that their initial purpose is to assist their pupils achieve a practical level of competency in the foreign language.

When it comes to the results of the study focused on cultural teaching activities and the frequency in the classrooms revealed that participants frequently use cultural teaching activities in their current L2 classrooms. Moreover, the EFL instructors prefer teacher and student-centered activities, as well as student-centered activities, rather than teacher-centred activities. For these, teachers prefer sharing what they have heard or read about foreign countries and utilizing videos, CD-ROMs and the internet. Sharing information with the students may raise awareness of cultural diversity of the students. Furthermore, the participants also favour asking students to imagine what it would be like to live in a different cultural environment and to compare a feature of their culture with a feature of another culture. These activities contain not only teachers' perspectives but also students' thoughts about cultural differences. They may facilitate the deepening of L2 learners' ideas about both the target and their culture. Thus, an opportunity may have been created for students to express their own perspectives on foreign cultures in classrooms. Additionally, utilizing technological devices and the internet surely facilitates educator's responsibility to depict the target culture's dimensions. The most possible reason for the use of the internet, CD-ROMs and videos might be because most institutions have free internet connection and projectors in almost every classroom. Also, another reason may be that supporting cultural differences with visuals is more interesting and memorable for students. Therefore, it is important to mention that technological devices are one of the best assistants of English instructors to introduce cultural aspects.

When it comes to the least three frequent activities, the participants reported inviting a person from a different country, decorating classrooms and bringing objects originating from foreign cultures to the classrooms. These findings affirm the findings of Doğan's (2015) study. These least preferred activities are generally perceived as the most time consuming and toughest for the teachers to do. Also, considering that the majority of the participants have never been abroad, it is acceptable that bringing appropriate material to classes or inviting someone from a different cultural background is not always straightforward. Another reason for these findings may be the strict rules

applied by the school administration, such as the prohibition of sticking objects on the classroom walls or bringing a stranger to lessons.

The findings of another focus related to how they apportion their classroom time between linguistic and intercultural components of foreign language teaching, illustrated that culture teaching is not sufficiently included in L2 classrooms. Similarly, restrictive policies implemented by institutions and departments could be the reason. Follow-up curriculum and weekly schedules may be among the restrictive rules. This is in accordance with Young and Sachdev's (2011) findings in which the participants of this study reflected that they are not willing and capable to put the objectives of ICC into practice. Another possible explanation for this might be that the participants do not have adequate knowledge of culture teaching or they do not know how to integrate culture into the lessons.

The participants' attitudes and general view of intercultural communicative competence were investigated in order to gain an understanding of how Turkish EFL instructors consider intercultural aspects of foreign language education. The results indicated that a large majority of the participants agreed that intercultural competence should be a requirement for all students, not just those in classes with ethnic minorities. The reason behind this idea may be to prepare and raise all students for the global world. That is, to prevent misunderstandings arising from cultural differences, to be tolerant towards people from different cultural backgrounds and to be able to communicate effectively with them. Subsequently, the participants said foreign language education should not simply educate students about various cultures. It should assist pupils in gaining a thorough understanding of their own culture as well. It is possible to say that the participants consider foreign culture teaching as an opportunity for L2 learners to comprehend their own culture more deeply. This may be because being aware of ambiguities arising from home and other cultures during a conversation gives an opportunity for effective interaction. Besides, these findings showed that the participants perceive cultural teaching as important as foreign language education in terms of having sufficient interaction. In the same vein, Han and Song (2011) and Yıldız (2016) reported that both language and cultural teaching are equally important. Also, the majority of participants agreed that one of the duties of EFL instructors is to create and raise cultural awareness among L2 students. Outside of school, it may be difficult to draw attention to cultural diversity, particularly in some countries. Therefore, they might believe that teachers are the most important and effective resource in this regard,

and it is the duty of L2 teachers to gain perspective from their students about cultural differences. In addition, this finding can be anticipated as previous experiences the participants have had. In other words, the foreign language education they received by ignoring cultural differences during their student years may have pressured them because of a lack of knowledge of the cultural background. These concord with Kılıç's (2013) and Sercu et al.'s (2005) findings.

Regarding the variables (age, gender, undergraduate degree, institutions and last academic degree), the findings revealed a significant difference between perceptions of ICC and the participants' gender and age. First, female participants' scores were significantly higher than male's scores in terms of teaching objectives, practices, overall perception, and intercultural foreign language teaching. Previous studies also confirmed the statistically significant difference in overall ICC thoughts between female and male participants (Doğan, 2015; Şen, 2020; Yıldız, 2016). According to Uzum (2007), female participants are "more open to different cultures and have more access to their cultural products" (p.123). In other words, females are more aware of cultural issues than males. Nevertheless, the findings differed from Oz's (2015) and Saricoban and Oz's (2014) findings which noted that there was no significant difference between perceptions of ICC and participants' gender.

When it comes to the findings of another variable, age, indicated a significant difference between perceptions of ICC and participants' age. Participants aged between 22 and 29 had the highest perception of culture in other age groups. As mentioned in the introduction section, focusing on ICC in terms of foreign language education has gained much more importance recently. That is why young instructors may have expanded their perceptions of cultural teaching through the training they have received. Another reason might be student exchange programs such as Erasmus+ programmes in Turkey. Taking into account that such student exchange programs have gained more importance recently, the finding is not surprising. Through such programmes, the perspectives of younger Turkish EFL instructors towards ICC may have changed in a positive way. Therefore, compared to other age groups, the cultural understanding of the lecturers between 22 and 29 is more moderate.

However, participants' undergraduate degree, last academic degree and institutions were not statistically significant regarding perceptions of ICC. It can be interpreted that both ELT and non-ELT departments have equal attitudes towards ICC. These variables indicated that teachers from both ELT and non-ELT departments might have followed

similar procedures or process to culture teaching. This opposes Yildiz's (2016) finding which revealed that there was a statistically significant difference between an undergraduate degree and their perceptions of intercultural foreign language teaching.

Yet another finding focusing on the participants' last academic degree showed that there was not a statistically significant difference. Considering this result, it seems that lecturers' high academic degrees do not prove high levels of ICC. It can be concluded from this finding that whatever teachers' academic degree is, they give importance to cultural teaching in their current classrooms.

Eventually, the outcome of the last variable about institutions where the participants work demonstrated that there was no significant difference between institutions and ICC perceptions of the participants. A point that needs to be highlighted is that both private and state institutions might provide equal opportunities for educators to emphasize ICC. These can be the use of appropriate materials, easy access to needed tools, organized conferences or ICC-themed events, intercultural exchanges supported by institutions. Another possible interpretation may be similarities in the policies followed by institution administrations.

General Overviews about Culture Teaching

The findings of the last research question based on Turkish EFL instructors' general perceptions about ICC, language and culture teaching in general, and their practices of ICC were discussed under this title.

Overall, the participants are keen on teaching culture in foreign language classes. A large majority of the participants agreed that culture and foreign language education are inextricably linked. This may be due to the involvement of the ICC in the participants' developmental training. Another possible interpretation might be that the participants have been exposed to different cultures and they might have experienced the importance of ICC in foreign language education. This finding is consistent with the findings of previous research that has addressed the significance of teaching culture (Estaji & Rahimi, 2018; Kahraman, 2016; Şen, 2020; Yeşil & Demiröz, 2017).

Certainly, there were a few participants who thought that cultural education was not vital in L2 classrooms. They argued that the fundamental goal of foreign language education is to educate L2 learners on the use of the language. According to them, teaching the correct and appropriate use of English is the primary duty of English teachers. The reason behind these may be teachers' lack of knowledge about the

importance and place of ICC in terms of L2 education. In line with this, Atay et al., (2009) advocate that cultural education should be included in teacher training programs to raise awareness of the importance of culture teaching.

Another point worth mentioning is the lack of cultural dimensions in course books. The participants stated that it is not possible to reach a sufficient level of culture teaching without the personal effort of the teacher. The participating instructors suggested that the curriculum should be designed with an emphasis on cultural teaching. The reason behind this recommendation may be to underline how challenging making an extra effort on cultural teaching for EFL teachers. As suggested by Köroğlu (2016), if course books provide adequate activities to contribute to the development of ICC, students can unconsciously reach sufficient cultural awareness.

When it comes to classroom materials to enhance the ICC of students, English instructors suggest using different types of materials in L2 classrooms. The most mentioned three classroom materials were films-TV series, videos and images. These findings are compatible with Tuna and Razı's (2016) results regarding using videos and visuals to provide an opportunity to realize other cultures. A reason may be that visuals and videos motivate students to learn. And, such materials might facilitate students' visualization of cultural differences.

Following that, Turkish EFL instructors suggested introducing different activities such as pair works, group tasks, comparing and contrasting in their classrooms to integrate ICC into the lessons. The aim of the participants who give priority to the group and paired activities maybe to enable students to exchange ideas about culture with other students. Similarly, Larzen-Östermark (2008) stated that group works, pair works and role-plays are inspiring activities. Comparing and contrasting students' own culture and other cultures were among the activities. These are in parallel with the findings of Sercu's (2006) and Şen's (2020) research. An explanation is L2 learners' understanding of the similarities and differences between their own and other cultures can increase their ICC levels and facilitate the formation of cultural awareness. These activities might provide L2 learners with an opportunity to be more tolerant towards other cultures.

The minority of the participants mentioned that they organize special events and invite people from different cultural backgrounds to their classes. These findings confirm Demircioğlu and Çakır's (2015) study regarding special ways of promoting L2 learners' levels of ICC. These implementations may demonstrate to pupils that cultural

teaching is more than just an issue discussed in the classroom environment. In other words, they may also want to provide opportunities for their students to experience cultural diversity by living in a real context.

With limitations and restrictions which prevent the integration of ICC in classrooms, the curriculum follow-up was the most mentioned limitation by EFL instructors. This finding is most probably due to an exam-based foreign language education system in Turkey. Commenting, Kırkgöz (2009) stressed that foreign language education is compulsory in Turkey's education curriculum. Therefore, other aspects of foreign language education are neglected. Correspondingly, the participants' most common requests are for ICC to be included in the curriculum and to be given more prominence in course books. This finding aligns with Gu's (2016) research findings in terms of the necessity of integration of ICC into the curriculum.

Conclusion

This study was carried out to examine Turkish EFL instructors' perceptions and practices of ICC in a university context. It also aimed to investigate their cross-cultural visits. The findings revealed that Turkish EFL instructors' cross-cultural experiences are primarily for touristic purposes. Furthermore, the participants' perceptions of ICC in terms of cultural teaching differ with gender and age. That is, female English teachers had a more positive attitude compared to male instructors. Additionally, young teachers who are aged 22-29 reported a more positive and higher perception of ICC than other age groups. This research was further supported by a semi-structured interview. Finally, although teachers mentioned the constraints of culture teaching in their current teaching process, they noted to have a positive disposition of ICC.

Implications of This Study

The study's findings have a number of significant implications for foreign language education. First of all, exchange programs should be prioritized for all educational levels. The number of those benefiting from exchange programs should be expanded. Considering Turkish EFL instructors, cross-cultural experiences and exchange programs should allow them to develop their ICC awareness. Because of the fact that if teachers are not open-minded towards different cultures, they cannot raise the cross-cultural understanding of L2 students. For this reason, Turkish EFL instructors' cross-cultural visits should be encouraged providing sufficient financial resources.

Another implication is based on material designers. Educational materials should provide exercises to enhance ICC perceptions of students in intercultural environments. Culture education should have an effective position in the books in order for pupils to be familiar with other cultures. Thus, the pressure and limitations on teachers can be alleviated in terms of cultural teaching.

Limitations of the Study

There are a few limitations to this mixed-method study. One part of the data was collected via a quantitative research design. The prevalence of Covid-19 during the data collection process necessitated the use of a web-based questionnaire to gather the data for the study. The participants were responsible for distance education, so they had limited time to fill in the questionnaire. Limited time might have affected the participants' answers. Besides, the qualitative part of the data was collected through an interview. Due to Covid-19, the interviews were conducted online using Zoom. The natural atmosphere of the interview did not allow for efficient eye contact, gestures, and mimics due to the limited space.

Suggestions for Further Studies

The following are a few recommendations drawn from the results for further studies. First, this study was limited to the university context. English teachers working at different levels may be invited to participate. In this way, a wider perspective on teachers' perceptions of ICC can be presented.

Second, gender should be explored to confirm statistical significance between participants' genders and ICC perspectives. Although the finding of this study confirms some studies in the current literature, gender is still a factor that needs to be investigated.

Lastly, to enrich qualitative data, different data collection instrument such as a classroom journal can be used. Such instruments might provide detailed and clear information about EFL teachers' perceptions of ICC.

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LIST OF APPENDICES

Appendix A: Ethic Committee Approval of Çağ University

T.C
ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU
ÖĞRENCİ BİLGİLERİ

T.C. NOSU	
ADI VE SOYADI	Büşra HARPUTLUOĞLU
ÖĞRENCİ NO	20198005
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2020/ 2021 - Bahar Dönemi Kaydını Yeniledim.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Türk EFL Eğitmenlerinin "Kültürlerarası İletişimsel Yeterliliğine" Yönelik Algıları ve Uygulamaları
TEZİN AMACI	Bu çalışma, İngilizceyi yabancı dil olarak öğreten Türk öğretim görevlilerinin İngilizce derslerinde yabancı dil öğretimi ve kültürlerarası iletişimsel yeterliliğinin amaçlarına ilişkin algılarını ve uygulamalarını incelemeyi amaçlamaktadır
TEZİN TÜRKÇE ÖZETİ	Bu çalışma, üniversite ortamında İngilizce dil sınıflarında Türk yabancı dil öğretmenlerinin kültürlerarası iletişimsel yeterlilik algılarını ve uygulamalarını araştırmıştır. Kültürlerarası deneyimleri ve ICC algıları katılımcıların yaşları, cinsiyetleri, lisans dereceleri, çalıştıkları kurumlar ve son akademik dereceleri göz önünde bulundurularak incelendi. Karma yöntem araştırma modelinde yürütülen bu çalışmanın evrenini Türkiye'de hem devlet hem de vakıf üniversitelerinde görev yapan 129 İngilizce okutmanı oluşturmuştur. Veriler anket ve yarı yapılandırılmış görüşme yoluyla toplanmıştır. Hem anketten hem de görüşmeden elde edilen veri analizi, Türk İngilizce öğretmenlerinin ICC'ye ilişkin orta ve olumlu algılara sahip olduğunu göstermiştir. Ayrıca eğitimcilerin cinsiyet ve yaşları ile ICC algılarına yönelik tutumları arasında istatistiksel olarak anlamlı farklılıklar bulunmuştur. Ancak, lisans derecesi, kurumlar ve son akademik dereceleri ile ilgili olarak katılımcıların ICC seviyelerinde istatistiksel olarak anlamlı farklılıklar yoktur.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/	Erciyes Üniversitesi- Yabancı Diller Yüksekokulu

KURUMLARIN ADLARI	
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI-ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Erciyes Üniversitesi Yenidoğan Mah, Turhan Baytop Sokak No:1, 38280 Talas/Kayseri Telefon : (0352) 207 66 66
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Bu çalışmanın ana veri toplama aracı olan anket, 2020-2021 Akademik Yılı bahar döneminde uygulanacaktır. Katılımcılar çoğunlukla Kayseri Erciyes Üniversitesi Yabancı Diller Yüksekokulunda, İngilizce dilini yabancı dil olarak öğreten öğretim görevlilerinden oluşacaktır.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	**Part 1** Cross-cultural Experience **Part 2** Culture Teaching Practices **Part 3** Intercultural Foreign Language Teaching **Part 4** Demografic Information
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, …. V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) Kültürler arası deneyimler(2,5 sayfa) üç puanlı Likert Ölçeği, kültürlerarası yabancı dil öğretimi (1,5 Sayfa) beş puanlı Likert Ölçeği Ölçeği. 2) Uygulanacak olan anket, Kültürler arası deneyimler (Bölüm 1), kültür öğretimi uygulamaları (Bölüm 2), kültürlerarası yabancı dil öğretimi (Bölüm 3) ve demografik bilgiler (Bölüm 4) olmak üzere dört ana bölümden oluşmaktadır. (5 sayfa) 3) Röportaj soruları (6 ana soru) 1 Sayfa

ÖĞRENCİNİN ADI - SOYADI: Büşra HARPUTLUOĞLU			ÖĞRENCİNİN İMZASI: Enstitü Müdürlüğünde evrak aslı imzalıdır. TARİH: 19 / 03/ 2021			
TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU						
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.						
2. Anılan konu İngiliz Dili Eğitimi faaliyet alanı içerisine girmektedir.						
1.TEZ DANIŞMANININ ONAYI	**2.TEZ DANIŞMANININ ONAYI (VARSA)**		**ANA BİLİM DALI BAŞKANININ ONAYI**		**SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI**	
Adı - Soyadı: Senem ZAİMOĞLU	Adı - Soyadı: ……………….....…		Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ		Adı - Soyadı:Murat KOÇ	
Unvanı: Dr. Öğr. Üyesi	Unvanı: ………..…		Unvanı: Prof. Dr.		Unvanı:Doç. Dr.	
İmzası: Evrak onayı e-posta ile alınmıştır.	İmzası: ………….....…		İmzası: Evrak onayı e-posta ile alınmıştır.		İmzası: Evrak onayı e-posta ile alınmıştır.	
19/03 / 2021	.… / .... / 20....		19 /03 / 2021		21 / 03/ 2021	
ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER						
Adı - Soyadı: **Şehnaz ŞAHİNKARA KAŞ**	Adı - Soyadı: **Yücel ERTEKİN**	Adı - Soyadı: **Deniz Aynur GÜLER**	Adı - Soyadı: **Mustafa BAŞARAN**	Adı - Soyadı: **Mustafa Tevfik ODMAN**	Adı - Soyadı: **Hüseyin Mahir FİSUNOĞLU**	Adı - Soyadı: **Jülide İNÖZÜ**
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
İmzası : Enstitü Müdürlüğünde evrak aslı imzalıdır.	İmzası : Enstitü Müdürlüğünde evrak aslı imzalıdır.	İmzası : Enstitü Müdürlüğünde evrak aslı imzalıdır	İmzası : Enstitü Müdürlüğünde evrak aslı imzalıdır.	İmzası : Enstitü Müdürlüğünd e evrak aslı imzalıdır.	İmzası : Enstitü Müdürlüğünde evrak aslı imzalıdır.	İmzası : Enstitü Müdürlüğünde evrak aslı imzalıdır
.… / ….. / 20....	.… / .. / 20....	… / …. / 20.....	.. / …. / 20.....	… / …. / 20.....	… / …. / 20.....	… / …. / 20.....
Etik Kurulu Jüri Başkanı - Asıl Üye	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**
OY BİRLİĞİ İLE	X	**Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 31 / 03 / 2021 - 01 / 05 / 2021 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.**				
OY ÇOKLUĞU İLE	◯					
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.						

Appendix B: ICC Scale

Part 1 Cross-cultural Experience

1. Which countries have you visited where English language is spoken as a first language? What kind of visit/residence has it mainly been? *(Check as many options as necessary)*

Country 1:........	Country 2:.........	Country 3:..........	Country 4:..........
¨ Tourist visits ¨	Tourist visits	¨ Tourist visits	¨ Tourist visits
¨ Grown up in the country	¨ Grown up in the country	¨ Grown up in the country	¨ Grown up in the country
¨ Visits to family ¨¨	Visits to family	¨ Visits to family	¨ Visits to family
¨ Visits to friends	¨ Visits to friends	¨ Visits to friends	¨ Visits to friends
¨ Attend a course	¨ Attend a course	¨ Attend a course	¨ Attend a course
¨ Attend a ¨ conference	Attend a conference	¨ Attend a conference	¨ Attend a conference
¨ Teacher exchange	¨ Teacher exchange	¨ Teacher exchange	¨ Teacher exchange
¨ Student ¨ exchange	Student exchange	¨ Student exchange	¨ Student exchange
¨ Other work in ¨ country	Other work in country	¨ Other work in country	¨ Other work in country
¨ Other	¨ Other ¨	Other	¨ Other ....

2. How frequently do you usually visit countries where English is L1?

☐ More than twice per year
☐ Twice per year
☐ Once per year
☐ Once every two years
☐ Once every five years
☐ Less frequently
☐ Never

3. Where do you get information about the English speaking countries? *(Check as many options as necessary)*

¨ Turkish radio or television	¨ Teacher/student visits from the country
¨ Foreign radio or television	¨ Contact with native speakers living here
¨ Turkish newspapers or magazines	¨ Own contact abroad
¨ Foreign newspapers or magazines	¨ Courses and conferences
¨ Cultural institutes	¨ The Internet
¨ Professional associations	¨ Other (specify)...........................

Part 2 Culture Teaching Practices

2.1 How do you perceive the objectives of culture teaching?

	Not important	Somewhat important	Very important
1. Promote my students' familiarity with the culture, the civilization of the countries where the language that they are learning is spoken.	1	2	3
2. Assist my students to acquire a level of proficiency in the foreign language that will allow them to read literary works in the foreign language.	1	2	3
3. Assist my students to acquire skills that will be useful in other subject areas and in life (such as memorization, summarizing, put into words, formulate accurately, give a presentation, etc.).	1	2	3
4. Promote the acquisition of an open mind and a positive disposition towards unfamiliar cultures.	1	2	3
5. Promote the acquisition of learning skills that will be useful for learning other foreign languages.	1	2	3
6. Promote the acquisition of a level of proficiency in the foreign language that will allow the learners to use the foreign language for practical purposes.	1	2	3
7. Assist my students in developing a better understanding of their own identity and culture.	1	2	3
8. Encourage my students to learn foreign languages.	1	2	3

2.2 What kind(s) of culture teaching activities do you practice during classroom teaching time?

	Never	Once in a while	Often
1. I ask my pupils to think about the image which the media promotes of the foreign country.	1	2	3
2. I tell my pupils what I heard (or read) about the foreign country or culture.	1	2	3
3. I ask my pupils to independently explore an aspect of the foreign culture.	1	2	3
4. I use videos, CD-ROMs or the Internet to illustrate an aspect of the foreign culture.	1	2	3

5. I ask my pupils to think about what it would be like to live in the foreign culture.	1	2	3
6. I talk to my pupils about my own experiences in the foreign country.	1	2	3
7. I ask my pupils about their experiences in the foreign country.	1	2	3
8. I invite a person originating from the foreign country to my classroom.	1	2	3
9. I ask my pupils to describe an aspect of their own culture in the foreign language	1	2	3
10. I bring objects originating from the foreign culture to my classroom.	1	2	3
11. I ask my pupils to participate in role-play situations in which people from different cultures meet.	1	2	3
12. I decorate my classroom with posters illustrating particular aspects of the foreign culture.	1	2	3
13. I comment on the way in which the foreign culture is represented in the foreign language materials I am using.	1	2	3
14. I ask my pupils to compare an aspect of their own culture with that aspect in the foreign culture.	1	2	3
15. I mention aspects of the foreign culture, which I feel negatively about.	1	2	3
16. I talk with my pupils about stereotypes regarding particular cultures and countries or regarding the inhabitants of particular countries.	1	2	3

2.3 How is your teaching time distributed over 'language teaching' and 'culture teaching'?

☐ 100% language teaching–0% culture teaching

☐ 80% language teaching–20% culture teaching

☐ 60% language teaching–40% culture teaching

☐ 40% language teaching–60% culture teaching

☐ 20% language teaching–80% culture teaching

☐ 100% integration of language and culture teaching

Part 3 Intercultural Foreign Language Teaching

3.1 In this section, please rate each statement on a five-point-scale, ranging from 'agree completely' to 'disagree completely'.

	Disagree completely	Disagree to a certain extent	Uncertain	Agree to a certain extent	Agree completely
1. In a foreign language classroom, teaching culture is as important as teaching the foreign language.	1	2	3	4	5
2. Intercultural education has no effect whatsoever on students' attitudes.	1	2	3	4	5
3. In international contacts misunderstandings arise equally often from linguistic as from cultural differences.	1	2	3	4	5
4. All students should acquire intercultural competence, not only pupils in classrooms with ethnic minority communities.	1	2	3	4	5
5. A foreign language teacher should present a realistic image of a foreign culture (e.g., touching upon positive & negative sides of the foreign culture and society).	1	2	3	4	5
6. Language and culture cannot be taught in an integrated way.	1	2	3	4	5
7. I would like to teach intercultural competence through my foreign language teaching.	1	2	3	4	5
8. Intercultural education reinforces pupils' already existing stereotypes of other peoples and cultures.	1	2	3	4	5
9. Providing additional cultural information makes pupils more tolerant towards other cultures and peoples.	1	2	3	4	5
10. Language problems lie at the heart of misunderstandings in international contacts, not cultural differences.	1	2	3	4	5
11. Foreign language teaching should not only touch upon foreign cultures. It should also deepen pupils' understanding of their own culture.	1	2	3	4	5
12. It is not the language teacher's task to teach about the foreign culture and country.	1	2	3	4	5
13. It is the task of the teacher to present a positive image of the foreign culture and society.	1	2	3	4	5

14. It is the task of the teacher to contribute to the breaking down of prejudices about relevant country/ies.	1	2	3	4	5
15. Personal contact with people from the relevant countries (exchange, etc.) creates tolerance towards the countries and their inhabitants.	1	2	3	4	5
16. The cultural dimension in language teaching is more important than the linguistic dimension.	1	2	3	4	5
17. If there is a lot of time pressure, culture teaching should give way to linguistic teaching.	1	2	3	4	5
18. My initial teacher-training course did not give me any help with teaching the cultural dimension.	1	2	3	4	5
19. I consider the introduction of "cultural awareness" into the national curriculum as an important innovation.	1	2	3	4	5
20. All English-speaking cultures around the world are equally valid to be represented in an English syllabus.	1	2	3	4	5
21. Learning about a foreign culture can change the student's attitude towards his/her own culture.	1	2	3	4	5

Part 4 - Demographic information
(*Please circle the numbers that correspond to your choice*)

Your name will be kept strictly confidential and will only be used for the purposes of this study.

Name:…………………………………………..

Age	1	2	3	4	5
	22-29	30-39	40-49	50-59	60-69

Gender	1	2
	Female	Male

Undergraduate Degree	1	2
	ELT	Non-ELT

The last degree you earned	1	2	3	4
	BA/BS	MA/MS	Ph.D.	Other:…………..

Appendix C: Interview Questions

1. What do you think about importance of teaching and learning culture in L2 context?

2. What do you think about the integration of ICC in EFL classrooms?

3. How do you integrate ICC in your lessons?

   - Is it consciously or unconsciously?

   - Could you give me some examples from the techniques, methods and activities you use in your classrooms?

4. As an English teacher, what do you think about the place of ICC in English language education?

5. Are there any borders that limit you to integrating ICC in your classrooms, such as; following curriculum or management decisions?

Appendix D: Consent Form

Consent Form

Thank you very much for agreeing to participate in this interview. The purpose of this interview is to signify the perceptions and practices of Intercultural Communicative Competence in terms of Turkish EFL instructors. Participation is completely voluntary. The information provided by you in this study will be used for research purposes. It will not be used in a manner which would allow identification of your individual responses.

Your all questions will be answered during research process. You have the right of asking every question about research. You may also refuse to answer any questions you do not want to answer.

Participant's name and surname:

Signature:

Date:

Appendix E. Permission from Rectorate of Çağ University

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2100002296 25.03.2021
Konu : Bilimsel Araştırma ve Yayın Etiği
Kurulu Kararı Alınması Hakkında

REKTÖRLÜK MAKAMINA

İlgi: 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazınız.

İlgi tarihli yazınız kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü bünyesindeki Lisansüstü Programlarda halen tez aşamasında kayıtlı olan **Ahmet Engin, Betül Karamuş, Büşra Harputoğlu, Çağlar Aydın, Ece Salman, Nilgün Çukurova, Saim Serhat Arslan, Seda Arslan, Tuğçe İnaltekin** isimli öğrencilerimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'ler de sunulmuş olduğunu arz ederim.

Doç. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü

Ek : 9 Adet öğrenciye ait Bilimsel Araştırma ve Yayın Etiği Kurulu Onayı alınmak üzere
     gönderilen tez evrakları listesi.

E-Posta: aycankol@cag.edu.tr

Appendix F. Ethics Committee Approval

T.C.
ÇAĞ ÜNİVERSİTESİ
Rektörlük

Sayı : E-81570533-044-2100002767   15.04.2021
Konu : Bilimsel Araştırma ve Yayın Etiği
Kurul İzni Hk.

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi :

a) 25.03.2021 tarih ve E-23867972- 050.01.04-2100002296 sayılı yazınız.
b) 29.03.2021 tarih ve E-23867972- 050.01.04-2100002371 sayılı yazınız.
c) 31.03.2021 tarih ve E-23867972- 050.01.04-2100002395 sayılı yazınız.
ç) 27.03.2021 tarih ve E-23867972- 050.01.04-2100002342 sayılı yazınız.

İlgi yazılarda söz konusu edilen öğrencilerin tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY
Rektör

E-Posta: mertfikircioglu@cag.edu

Bu belge 5070 sayılı elektronik imza kanununa göre güvenli elektronik imza ile imzalanmıştır.

DoÄŸrulama adresi: https://ubs.cag.edu.tr/BelgeDogrulama - DoÄŸrulama kodu: 617C8AC

Appendix G. Permission Request Form of Çağ University

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2100002996   21.04.2021
Konu : Büşra HARPUTLUOĞLU'nun Tez
          Anket İzni

ERCİYES ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı olan **Büşra HARPUTLUOĞLU** isimli öğrencimiz, **"Türk EFL Eğitmenlerinin "Kültürlerarası İletişimsel Yeterliliğine" Yönelik Algıları ve Uygulamaları "** konulu tez çalışmasını Üniversitemiz Fen-Edebiyat Fakültesi öğretim üyesi **Dr. Öğr. Üyesi Senem ZAİMOĞLU** danışmanlığında halen yürütmektedir. Adı geçen öğrenci tez çalışmasında **Üniversiteniz Yabancı Diller Yüksekokulu bünyesinde görev yapan öğretim görevlilerini** kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, gerekli iznin verilmesini bilgilerinize arz ederim.

Prof. Dr. Ünal AY
Rektör

Ek : Tez Etik Kurul Onay Dosyası

E-Posta: senaydemir@cag.edu.tr

Appendix H. Permission Form of Erciyes University

T.C.
ERCİYES ÜNİVERSİTESİ REKTÖRLÜĞÜ
Personel Daire Başkanlığı

Sayı   : E-62637355-903.07.02-55517   27.04.2021
Konu   : Büşra HARPUTLUOĞLU'nun Tez
             Anket İzni

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE
Adana-Mersin Karayolu Üzeri PK:33800 Yenice-Tarsus/MERSIN

İlgi   :   Üniversiteniz Sosyal Bilimler Enstitüsü Müdürlüğünün 21/04/2021 tarihli ve E-
             23867972-044-2100002996 sayılı yazı.

          Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında
kayıtlı olan Büşra HARPUTLUOĞLU isimli öğrencinin "Türk EFL Eğitmenlerinin Kültürlerarası
İletişimsel Yeterliliğine Yönelik Algıları ve Uygulamaları" konulu tez çalışmasını Üniversitemiz
Yabancı Diller Yüksekokulu öğretim görevlilerini kapsamak üzere yapması için gerekli iznin verilmesi
ilgi yazınızla istenilmektedir.
          Adı geçenin söz konusu anket çalışmasını yapması Rektörlüğümüzce uygun görülmüştür.
          Bilgilerinizi arz ederim.

                                                            Prof.Dr. Mustafa ÇALIŞ
                                                            Rektör

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu :BSCNE4UTKF Pin Kodu :27192   Belge Takip Adresi : http://ebys.erciyes.edu.tr/enVision-
                                                                                        Sorgula/validate_doc.aspx?eD=BSCNE4UTKF
Adres:Yenidoğan Mahallesi Turhan Baytop Sokak No:1 38280 Talas KAYSERİ   Bilgi için: Mustafa Uçar
Telefon:+90 352 437 49 16 Faks:+90 352 437 52 64   Unvanı: Bilgisayar İşletmeni
e-Posta:personeldb@erciyes.edu.tr Web:http://personeldb.erciyes.edu.tr
Kep Adresi:erciyesuni@hs01.kep.tr   Tel No: 0