Intercultural Communicative Competence (ICC) in ELT Classrooms

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ABSTRACT

The current study's aim is to investigate the Intercultural Communicative Competence (ICC) in ELT classrooms at Eastern Mediterranean University (EMU). For this purpose. The students' ICC levels were identified by using the adapted version of Fantini's (2007) questionnaire, and their attitudes towards promotion of ICC in ELT classrooms were found out through five open-ended questions. Then, the instructors' attitudes about ICC and their practices of promotion of ICC were examined through instructor interviews, and the course policy sheets were analyzed accordingly.

The research study was designed as a mixed method approach case study with a sample of 127 students and 10 instructors from the Foreign Language Education Department (FLED) at EMU. The study employed triangulation approach to collect the data. The study collected data from various sources such as: 1) Student questionnaire 2) Instructor interviews 3) ELTE course policy sheets.

The results of the study reveal that the ELT students of EMU have a fairly average of ICC level. According to the findings, the ELT students and instructors believe that ICC is significant in ELT and they show positive attitudes accordingly. Thus, in order to foster ICC, the instructors attempt to include some classroom activities and tasks that help students to gain intercultural awareness and competence. Furthermore, around 1/3 of the course policy sheets do address ICC which can be considered acceptable. Based on these results, ICC is promoted in ELT classrooms at EMU.

Finally, the results may offer a clear feedback to the instructors about students' ICC levels. This study may also raise the awareness of both students and instructors regarding the importance of ICC in ELT. Further studies can be conducted to expand the scope of the research in this field.

Keywords: Intercultural Communicative Competence, English Language Teaching, Culture.

ÖZ

Bu çalışmanınamacı Doğu Akdeniz Üniversitesi'ndekiİngiliz Dili Öğretimi (İDÖ) sınıflarında kültürler arası iletişim yeterliliğini (ICC) araştırmaktır.Öğrencilerin kültürler arası iletişim yeterlilikleri Fantini'den (2007) uyarlanan anket kullanılaraktespit edilmiştir. Ayrıca, beş tane açık uçlu soru ile de kültürler arası iletişim yeterliliğine (ICC) karşı tutumları ve bu yeterliliğin geliştirilmesi için kendi sınıflarında yapılan sınıf içi uygulamalarla ilgili düşünceleri belirlenmiştir. Daha sonra, öğretim elemanlarının kültürler arası iletişim yeterliliği (ICC)ile ilgili tutumları ve sınıf içi uygulamaları mülakatlar yolu ile incelenmiştir.Son olarak, ders tanıtım formları buna uygun olarak incelenmiştir.

Doğu Akdeniz Üniversitesi Yabancı Diller Eğitimi Bölümü'nden 127 öğrencinin ve 10 öğretim elemanınınkatılımı ile yapılan bu araştırma, karma yöntem kullanılarak yürütülmüş bir durum çalışmasıdır. Bu araştırmada veriler üçgenleme yaklaşımı kullanılarak çeşitli kaynaklardan toplanmıştır: 1) Öğrenci anketleri 2) Öğretim elemanı mülakatları 3) Ders tanıtım formları.

Çalışma sonuçları Doğu Akdeniz Üniversitesi'ndeki İDÖ öğrencilerinin kültürler arası yeterlilik seviyelerinin ortalamanın üzerinde olduğunu göstermektedir. Sonuçlara göre, İDÖ öğrencileri ve öğretim elemanlarıkültürler arası iletişim yeterliliğinin(ICC'nin)İngiliz dilinin öğretimindeönemli olduğuna inanmakta ve bu yönde olumlu bir tutum sergilemektedirler. Bundan dolayı, öğretim elemanları, kültürler arası iletişim yeterliliğini geliştirmek içinöğrencilerin çok kültürlü bir ortamda iletişim kurabilecekleri sınıf çalışmalarıyapmaktadırlar. Dahası,ders tanıtım

formlarının üçte birinde kültürler arası iletişim yeterliliği konusuna değinildiği görülmektedir. Bu sonuçlara göre, Doğu Akdeniz Üniversitesi'ndeki İDÖ sınıflarında kültürler arası iletişim yeterliliği üzerinde durulmaktadır,

Son olarak, Çalşmanın sonuçları, öğretim elemanlarına öğrencilerin kültürler arası iletişim yeterliliği(ICC) seviyeleri. Dahası, bu çalışma hem ögrenci hem de öğretim elemanlarınınkültürler arası iletişim yeterliliğininİngiliz dilinin öğretiminde ne kadar önemli olduğu konusunda farkındalıklarını artırabilir. Bu konudaki araştırmaların kapsamını genişletmek içinçeşitli çalışmalar yürütülebilir.

Anahtar Kelimeler: Kültürlerarası iletişimyeterliliği (ICC), İngiliz DiliÖğretimi, Kültür Öğretimi

DEDICATION

To my beloved mother and father

To my loving brothers and sisters Mohamed, Sondes, Aicha, Youssef, brothers-in-law Boussairi and Hamadi and my sister- in- law Intissar for their encouragement and support throughout my study.

To my kind friends who always encourage me

To the innocent people all over the world who passed away

May Peace and love prevail among all human beings

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LIST OF ABBREVIATIONS

ELT	English Language Teaching
EFL	English as a Foreign Language
ESL	English as a Second Language
ELF	English as a Lingua Franca
ICC	Intercultural Communicative Competence
IC	Intercultural Communication
CC	Communicative Competence
CLT	Communicative Language Teaching
ICLT	Intercultural Communicative Language Teaching
FLE	Foreign Language Education
EMU	Eastern Mediterranean University

Chapter 1

INTRODUCTION

This chapter aims to introduce the thesis. First, it presents the historical background of the study. Then, it states the problem and the purpose of the study. The research questions and significance of the study are presented, respectively. The chapter ends with definition of key terms.

1.1 Background of the Study

The study of intercultural communicative competence can be traced back to the 1950's and 1960's. During this period, the U.S.A and the U.K were on the verge not only of geo-political change but also of great social and economic transformation. This alteration has led many linguists and anthropologists in the U.S like Edward T. Hall, Sapir and others to perceive language as a medium of communication. Indeed, nobody can deny the contribution of Hall's work the Silent Language (1959) which is considered as a great revolution in the intercultural communication field. This field is manifested by the link between culture and communication.

In an attempt to find what a real communication is, Dell Hymes coins the term communicative competence (1972) as a reaction to Chomsky's (1965) concept of "linguistic performance". Hymes argues that communicative competence cannot be achieved without a socio-cultural context. He states "From a communicative standpoint, judgments of appropriateness may not be assigned to different spheres, as between the linguistic and the cultural; certainly, the spheres of the two will interact"

(Hymes, cited in Byram 1997, p. 8). Although Hymes highlights the sociolinguistic aspect of the language use, he was criticized that he neither addressed foreign language teaching nor focused on cross-cultural communication (Byram, 1997).

This emphasis on the inter-cultural communication is addressed by Van Ek (1975) and Canale and Swain (1983). Indeed, Van Ek (1975) expands the communicative competence sphere and link it to the objectives of foreign language learning, for him 'the communicative ability' includes linguistic, sociolinguistic, discourse, strategic, socio-cultural and social competence. Canale and Swain (1983) also propose a framework for communicative competence which covers four competencies: the grammatical competence, sociolinguistic competence, strategic competence and discourse competence

All these models of communicative competence proved to be essential in EFL classrooms. However, the rise of globalization and the learners' need to communicate and interact worldwide has led to rethink about the efficiency of the communicative competence. In this context, many studies uncover the limitations of the communicative competence and calling for the alternative, a competence that makes learners interact locally as well as globally (Byram, 1997; Alptekin, 2002; Corbett, 2003).

The emergence of the intercultural communicative competence can be considered as the combination of intercultural competence and communicative competence and it is defined as the ability to effectively and appropriately executes communication behaviors that negotiate each other's cultural identity or identities in a culturally diverse environment (Chen and Starosta, cited in Chunhong & Griffiths, 2011).

This relation between the intercultural competence and the intercultural communicative competence is expressed by Byram (1997), who refers to it as the ability to interact in different situations with different people from different countries and so cultures. According to Byram (1997), to be interculturally competent is to have the ability to communicate with people from different countries and negotiate meaning and also to mediate between cultures; thus, there is a strong link between culture and linguistic, sociolinguistic, and discourse competence. Consequently, along with these competencies, acquiring the cultural understanding promotes communication in the target culture.

Along with Van Ek (1983) and Canale and Swain (1980), in 2001, the Council of Europe set the Common European Framework of References to Languages (CEFR) which stresses on the importance of ICC in Foreign Language Education (FLE) (Olaya and Gómez Rodríguez (2013). According these two scholars when learners communicate, they are actually developing their intercultural ability and all the linguistic and cultural content they receive contribute in a way or another in developing their ICC and gain positive attitude respectively.

1.2 Statement of the Problem

It is agreed that developing learners' Intercultural Communicative Competence (ICC) has been given a high priority in teaching and learning. Indeed, the classroom is the place where learners gain the ability of intercultural communicative competence(Byram, 1997) and ICC is a discipline that show teachers the way how learning about culture may differ from one classroom to another (Dogancay-Aktuna, 2005). Thus, the great demand for boosting ICC in EFL/ESL classrooms derives from the context where cultural contact has become an inevitable fact and real

communication is highly required. Therefore, it is necessary to investigate students ICC   in a multicultural classroom where students   need to acquire this ability to interact with people from different cultures.) Also, the development of ICC   is of high concern for teachers because it could offer a new perspective on the role of foreign language teaching (Piatkowska, 2015).

Centralizing the concept of Intercultural Communicative Competence (ICC) is of high importance, most specifically in ELT classrooms, because of the need of not only the current ELT learners but also the future prospective teachers of English. According to Baker (2012), ELT classrooms are the appropriate places for ICC elaboration to develop students' Intercultural Communicative Awareness (ICA) and to prepare them to communicate in a multicultural context. This implies that choosing ELT context to investigate students' ICC is highly justified. Hismanoglu (2011) urges stakeholders to make further steps to promote ICC through integrating culture courses in ELT curriculum.

Regarding the case of Eastern Mediterranean University (EMU) Foreign Language Education Department (FLED), ELT students come from different countries and various cultures, and they find themselves in a direct contact with learners from different countries; so, ICC is of main concern mainly to be able to communicate and interact in a multicultural context. It is also significant in this context to prepare those pre-service teachers for teaching English and so highlighting the intercultural communicative competence, which is a parameter for the success of learning in a globalized world.

1.3 The Purpose of the Study

The main purpose of this study is to find out to what extent ICC is promoted in ELT classrooms at the FLED at EMU.

For this purpose, the students' levels of ICC and their attitudes towards ICC in their ELT classrooms are identified and the instructors' attitudes towards and practices of promoting ICC are explored. In addition, ELTE course policy sheets are analyzed to obtain whether or not the ELT courses foster ICC.

1.4 Research Questions

This study aims to answer the following research questions:

1) Are the ELT students in the Department of Foreign Language Education (FLE) of Eastern Mediterranean University (EMU) interculturally competent?

2) How is ICC promoted in the ELT classrooms?

3) What are the instructors' attitudes towards and practices of developing ICC in their classrooms?

4) To what extent do ELTE course policy sheets address ICC?

1.5 The Significance of the Study

With the rise of globalization, communication between people around the world has become an obvious phenomenon so that the realization of this diversity in the ELT classroom has gained the attention of scholars, instructors and practionners in general. This demand is from learners as well as from teachers to develop the intercultural competence (Olaya& Gomez Rodriguez, 2013).

This study can be considered significant in different ways. Firstly, it may offer a comprehensive study of ICC in ELT classrooms and show the important role of

students, teachers and materials collaboratively in shaping this competence. Secondly, the findings of this study may increase the intercultural awareness among the ELT students and instructors. Thirdly, it may give an idea to the instructors about their students' various ICC levels and needs as regards ICC so that they can improve their courses or offer new ELTE courses in a way to promote ICC. Finally, the findings may help to uncover the challenges that the students and the instructors face when teaching or learning in a cross-cultural context.

1.6 Definition of Key Terms

Cultural awareness: is the understanding of how culture contributes to language learning and communication (Baker, 2012)

Intercultural communicative competence: "A complex of abilities needed to perform *effectively* and *appropriately* when interacting with others who are linguistically and culturally different from oneself" (Fantini, 2007, p. 9)

Host culture: the culture of the country you stay in.

1.7 Summary

This chapter introduces the study through providing the background to the study, stating the problem, presenting research questions and explaining the significance of the study. Related literature is reviewed in the second chapter. The third chapter focuses on the methodology of this research study and the fourth chapter presents the results of the study. Finally, the last chapter discusses these results and explains pedagogical implications of the study in addition to presenting the limitations of the study as well as suggestions for further research.

Chapter 2

LITERATURE REVIEW

This chapter generally presents the literature review about the Intercultural Communicative Competence (ICC) which contributes to the current study. One of the aims of teaching English is to make it easier for learners to interact with people from different cultures through language use (Sun & Easton, 2008). Thus, the literature focus on culture and language are discussed first. Then, due to the significance of ICC, studies related to it are reviewed and various frameworks of ICC are presented. Moreover, research studies that examine students' and teachers' beliefs and perceptions regarding teaching ICC, and some other studies that focus on teaching materials, techniques and approaches to enhancing ICC are reviewed. In addition, other related studies of ICC are presented in this chapter.

2.1 Culture and Language Teaching

The significance of the concept of culture stems from its relatedness with language and its role in teaching a foreign language.

2.1.1 Culture and Language

Historically, educators tend to define culture in terms of "Big C" and "little c". In fact, languages teachers have viewed culture either as aesthetic (fine arts, literature, architecture….) or as anthropological (festivals, food, folklore, music….). Later on this definition widens to include everything related to individuals (Moore, 1995). Recently, many different perspectives start giving the term a deeper meaning. Kramsch (2013) considers culture in a post-modernist perspective as "a social

semiotic construction"(p.68). It means it is about constructing the meaning. She states that culture is related to the conventional meaning given by the community to the practices and the lack of this process results in a misunderstanding of the others.

Moreover, the manifestation of culture derives from its symbolic aspects that people share in their daily communication. This view is shared by Suneetha and Sundaravalli (2011) who also consider "the major component of a culture is its systems of values, beliefs, and material product" (p.124). Furthermore, culture in its wider sense includes many aspects of life. However, this concept cannot be explained without referring to language. This interconnection between language and culture is of high concern for many scholars and researchers.

Many research studies shed light on the relationship between language and culture. In fact, Kramsch (2013), Holmes (2003), Arnaudova (2006), Baker (2012) and Byram (2012) agree that culture cannot be separated from language. Kramsch (2013) explains the complementary role for each, and states respectively that culture is the incarnation of language and its symbolic features and culture stipulates the meaning of theses aspects that is manifested in everyday life.

In other words, meaning is required through contextualization that occurs in the classroom. This cannot be fulfilled without teacher's readiness and awareness about culture and language. Thus, cultural awareness is based mainly on the relationship between the use of language in teaching and this transmission of cultural knowledge and putting it in practice because it is hard to teach language without referring to its cultural context (Baker, 2012).

Therefore, awareness echoes this relationship between language and culture. Byram (2012) considers language and cultural awareness as important for gaining cultural knowledge and he believes that understanding the complementarity role of both should be through social, linguistic, cultural aspects of the individual.

Theoretically, although the relation between language and culture is clearly explained, the inclusion of culture still is considered as problematic when it comes to teaching English as a foreign language due to its intricacy in practical term.

2.1.2 Teaching Culture and Language

One of the main concerns of the foreign language designers is meeting students' proficiencies to apply the American Council on the Teaching of Foreign Languages (ACTFL) principles. The ACTFL defines language goals in terms of the 5 C's (communication, cultures, connections, comparisons, and communities), which is designed to guide learners toward becoming viable contributors and participants in a linguistically and culturally diverse society.

The Standards 2006 considers that a culturally appropriate interaction occurs when two individuals engage in reciprocal conversation based on mutual understanding and an attitude of openness (cited in Moeller & Nugent, 2014).

A strong link ties, all of the five components of foreign language education, and culture is one vital part in this circle (see figure1)

Figure 2.1: The Five C's of Foreign Language Education

Many views regarding teaching culture and language have emerged. For Byram and Grundy (2003) teaching or learning culture should be in a context. Thus, Context and culture are considered significant in ELT. Providing the appropriate contextual educational milieu is teachers' responsibility, That's why teachers' perceptions regarding teaching culture and the ways of its inclusion are very significant because when teachers have positive attitude and cultural awareness, they will be able to implement techniques and strategies and so find ways for cross-cultural activities in the classroom. Holmes (2003) introduces five principles for integrating culture in the language curriculum:

- **The Communicative view:** which perceives culture as a 'carrier' for language.

- **The classical curriculum view:** where culture functions as a means to promote intellectual aspects.

- **The instrumental or culture-free view:** which considers that language transmits the intellectual values and aspects of the target culture.

- **The deconstructionist view:** which embraces different strands of thoughts.

- **The competence view:** which highlights the importance of acquiring a competence that gives language its real meaning.

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As can be seen teaching culture in English language classrooms is a debatable issue due to the various perspectives and views regarding the inclusion of cultural components and to the difficulty that EFL teachers face when choosing which aspects of culture should be covered (Wandel, 2003).

Like Kramsch, Wandel and Holmes (2003), Arnaudova (2006) also agrees about the strong bond between culture and language in teaching and she asserts that it is an inseparable and interdependent entity and basic concepts in foreign language teaching. For this reason, an EFL teacher should be the one who focuses on providing cultural information, knowledge, and equip learners with appropriate skills for communicating in a multicultural context.

Some scholars perceive that there is an analogy between teaching culture and teaching inter-culture. The principle of interculturality is emphasized in the works of (Byram, 1997; Arnaudova, 2006 and Lee, 2012).

2.2 Intercultural Communicative Competence (ICC)

Intercultural communicative competence comes as a result of the need of an approach in teaching a foreign language that favors the learners' intercultural ability.

2.2.1 Communicative Language Teaching

Communicative competence coined for the first time by Dell Hymes (1972) comes as a reaction to the Chomsky's notion (1965). In the same respect, for Canale and Swain (1980) communicative competence is a combination of four competencies: the knowledge of the grammatical rules, the socio-cultural context, the strategic competence and discourse competence.

Nobody can deny the advantages that communicative competence has brought to learning English as a foreign language. It is true that this competence was widely promoted in a classroom during the last decades and it focuses on bringing learners' attention to what is appropriate in a specific context in a community. This has led many researchers to evaluate learner's communicative competence and investigate the extent that the learners can interact in a wider context.

Furthermore, some scholars Alptekin (2002), Corbett (2003), Lee (2012), and Piątkowska (2015) urge for an approach that could focus more on developing skills related to cross-cultural communication. Alptekin (2002) makes the point that the communicative competence is not realistic in its basic norms and it does not match with the need for using English as an International Language (EIL). This results in the necessity of a paradigm shift in ELT pedagogy. Indeed, this new pedagogy considers 'the bilingual' speaker as the successful model. (Alpetkin, 2012 and Kramsch, 1995).

Similarily, Byram (1997) attempts to substitute the native- speaker model with "the intercultural speaker" who should acquire not the native speaker level competence on the target language but to acquire the knowledge and could interpret beliefs, values, and awareness of one's culture and other cultures as well.

Besides, as a reaction to the communicative language competence, Corbett (2003) considers that by bridging a series of information gaps, learners will 'naturally' develop their linguistic knowledge and skills to attain the native-speaker competence. However, realizing reaching the native speaker model is no longer become the

ultimate goal of learning English, he agrees with Byram' s notion of the "intercultural speaker".

In the same context, Piątkowska (2015) shares the same view regarding the limitations of the communicative language teaching methodology. She states that communicative language teaching methodology is not sufficient to bring out a competent language user in the target language. Thus, her view comes as the product of an age of globalization where an international communication is a fact and English language as the medium of interaction.

What is more, some case studies focus on the failure of Communicative Language Teaching (CLT). For instance, Hu's empirical study (cited in Docancay-Aktuna, 2005) proves the failure of CLT by reporting that it failed to have the expected impact on ELT in China because assumptions underlying CLT are in conflict with the Chinese culture of learning.

However, not all scholars criticize the communicative language teaching approach, Byram (1997) considers intercultural approach as an extended version of communicative language teaching.

2.2.2 Intercultural Competence

Many researchers agree that there is no precise definition of intercultural competence due to the loose characteristics of this competence. However, some attempts to conceptualize this term have emerged in the literature.

Suneetha and Sundaravalli (2011) define intercultural competence as a skill that equips the language learner with the capability to adapt in any cultural context. They

explain that the cross-cultural communication theory is based mainly on the assumptions of cultural variations and differences. Indeed, these variations like the knowledge of verbal and noun- verbal language are the main barrier to communication. The two researchers warn about the lack of cross-cultural communication can cause misunderstanding or even culture shock.

Hence, only one precondition that makes learners of language able to interact in the global world is to integrate intercultural competence in English language teaching. By doing so, learners gain not only the experience to use language in an intercultural context, but also a wide understanding and awareness of members of other cultures.

2.2.3 Intercultural Communicative Competence (ICC)

The term Intercultural Competence(IC) and Intercultural Communicative Competence (ICC) are indistinguishable in a wider sense. Even some scholars went beyond to replace the term intercultural competence with intercultural communication competence (Gu, 2016). This intersection is clarified in Byram's model.

Byram (1997) defines someone with intercultural communicative competence is someone who "is able to interact with people from another country and culture in a foreign language" (p.71). For Byram, an interculturally competent individual is someone who has the willingness about the knowledge of the others' culture and in return makes the other understands his own culture. Moreover, ICC addresses the learners' needs for communicating in English not only locally but also internationally. Indeed, Intercultural communicative competence is the ability to communicate and interact across linguistic and cultural borders.

Furthermore, it is also defined as "…a complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself" (Fantini, 2007, p. 9). Fantini draws a detailed assessment that includes Byram's model adding some sub-components that are closely related and contribute to the development of the ICC.

In the above-mentioned definitions, what Fantini (2007) and Byram (1997) have in common is that they both agree about the necessity to communicate interculturally in foreign language education. This view is well expressed and detailed in Baker (2012) who confirms that ability to communicate appropriately needs not only the linguistic competence but also communicative skills.

In other words, intercultural communication refers to the interaction between learners who must be equipped with a set of knowledge, attitudes, skills, awareness related to culture to form what is called Intercultural Communicative Competence (ICC). The combination of all these components reinforces the argument that acquiring ICC needs knowledge, skills, attitude and values (Byram, 1997; Fantini, 2007; Baker, 2012).

Ho (2009), Kramsch (1993), and Byram (1997) believe that the non-native speaker model is no longer the objective of the English language learner. Consequently, teachers find themselves in a challenging task to change from the traditional stance in English Language Teaching where cultural content is neglected and avoided to a new pedagogy that promotes the intercultural communicative ability. Although this shift from the traditional to intercultural view is demanding, it can bring lots of benefits for learners and teachers. It contributes to teachers' professional development and

raise their awareness about the strong link between language and culture and teaching culture as an integral component of language teaching (Ho, 2009).

2.3 Frameworks for ICC

Foreign language educators have drawn insights from second language acquisition and intercultural communication and tried to build up models that integrate culture in foreign language teaching (Gu, 2016). ICC is seen from different views and there are different models explained (Bennett 1993; Byram, 1997 and Deardorff, 2006).

2.3.1 Bennett's Developmental Model of Intercultural Sensitivity

According to Bennett (1993), the process of intercultural development occurs through six stages which can be divided into two groups: the ethnocentric and the ethno relativism stages.
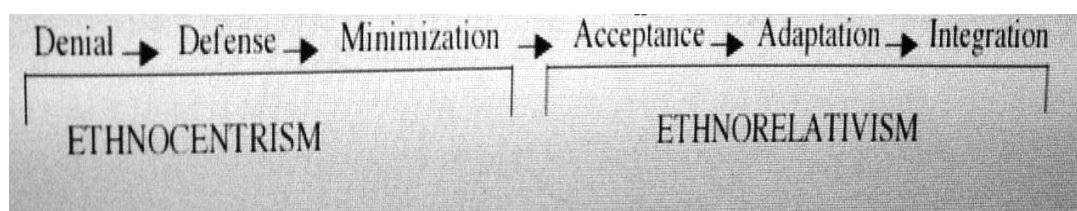
Figure 2.2: Benett' Developmental Model of Intercultural Sensitivity

On one hand, the first stage refers to the individual's tendency for showing his acceptance of the other culture, gradually he starts adapting and accepting some cultural aspects unconsciously. On the other hand, the individual can show a total or a degree of rejection.

Furthermore, this model reveals the continuum in the development of intercultural competence passing through stages that sways between acceptance and denial of other culture. This model helps teachers to determine students' interaction and

response in classroom activities. It also helps to avoid any problems that can happen when students work in groups or express their cultural differences.

2.3.2 Byram's Multidimensional Model of Intercultural Competence

Byram (1997) suggests a comprehensive model of ICC (see figure3) that involves the linguistic, sociolinguistic and discourse competences and he focuses on the intercultural components (knowledge, skills, critical cultural awareness, and attitude).
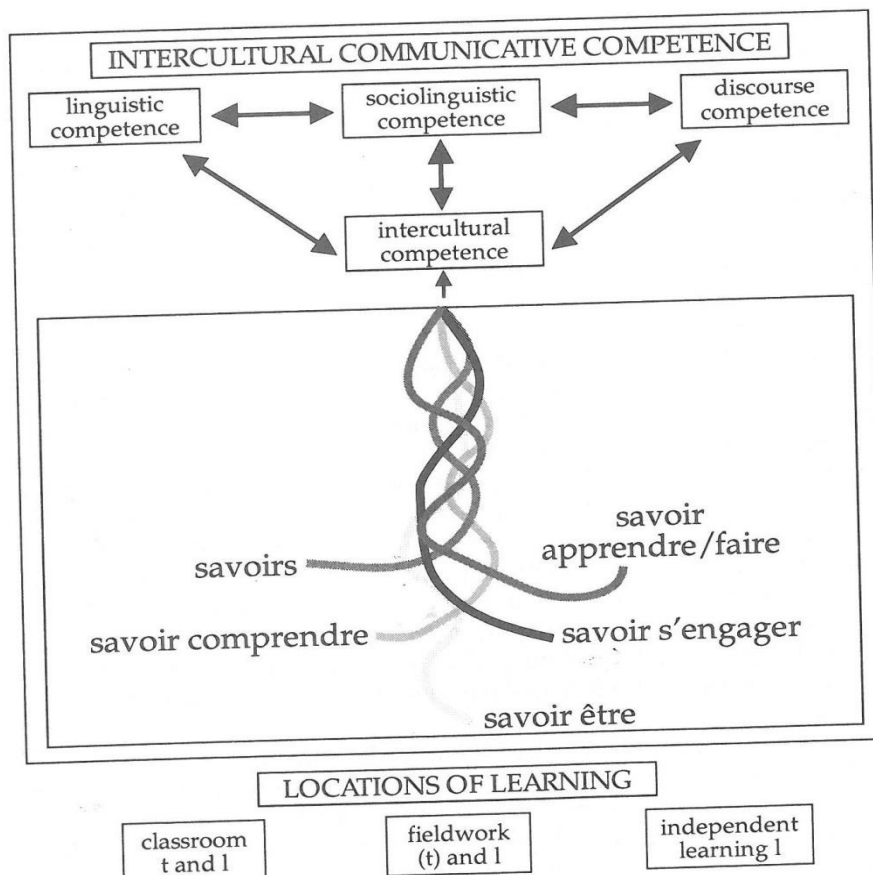
Figure 2.3: Byram's model of Intercultural Communicative Competence

The intercultural dimension is at the core of Byram's model which comprises interdependent factors and it is also a prerequisite to being an "intercultural speaker". He considers the intercultural components as the objectives of foreign language education.

Hence, this explains why Byram focuses on the components of the intercultural communication (see figure4).

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

Figure 2.4: Byram's components of Intercultural Communication

In other words, according to Byram (1997), you cannot communicate interculturally without acquiring these components. They are listed as the following: attitudes, knowledge, skills, and cultural awareness.

The components of intercultural competence are explained as the following:

> *Attitudes***:** is manifested in curiosity and openness, to the other and accepting the differences

> *Knowledge:* is related to getting information about the community culture and practices.

> *Skills of interpreting and relating:* are defined as the ability to interpret something related to culture and to explain it from one's own perspective.

> *Skills of discovery and interaction:* include getting new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills in the constraints of real-time communication and interaction.

➢ *Critical cultural awareness /political education:* is the capacity to make evaluation and criticism based on different perspectives, originated from cultures and countries.

All these factors combine and complement each other to form a successful intercultural communication.

2.3.3 Deardorff's Process Model of Intercultural Competence

In her model, Deardorff (2006) explains the importance of a continuous process toward intercultural competence. It is considered a process model that allows learners to move throughout the components freely. This meant to develop the learners' intercultural competence and make them in an endless process of acquiring intercultural competence. Therefore, this model comprises internal outcomes and external outcomes, knowledge, skills and attitudes (see figure5).

Individual

Attitudes:
Respect (valuing other cultures);
Openness (withholding judgment);
Curiosity & discovery (tolerating ambiguity)

Knowledge & Comprehension:
Cultural self-awareness, deep cultural knowledge, sociolinguistic awareness
Skills: To listen, observe & evaluate; To analyze, interpret & relate

Process Orientation

External Outcome:
Effective and appropriate communication & behavior in an intercultural situation

Internal Outcome:
Informed frame of reference shift (adaptability, flexibility, ethrnorelative view, empathy)

Figure 2.5: Deardorff' s Process Model of Intercultural Competence

Deardorff's process model consists of the following components:

- ➢ External outcomes: behaving and communicating effectively and appropriately.

- ➢ Internal outcomes: Adaptibility, flexibility, ethno-relative view and empathy.

- ➢ Knowledge: cultural self- awareness, deep understanding and knowledge of culture, culture specific information and sociolinguistic awareness.

- ➢ Skills: listen, observe, interpret/analyze, evaluate and relate.

- ➢ Attitudes: respect, openness, curiosity and discovery.

Overall, although the three models differ in some way, they share one aspect that is the intercultural dimension, presented awareness as a parameter to acquire the intercultural communicative competence.

2.4 Perceptions on Teaching ICC

It is significant to gain a clear insight regarding how to perceive ICC either from learners or teachers' perspectives. In this respect, a number of studies have been conducted on students' and teachers' perceptions and practices regarding ICC.

2.4.1 Students' Perceptions on ICC

The inclusion of ICC in foreign language teaching makes it necessary to refer to students' views and their attitudes regarding cultural activities in classroom practices. Dealing with this competence enables students to express their cultural belonging and their identities. Galante (2015) and Houghton (2013) investigate the relation between students' identities and their developing of ICC in classroom practices.

Galante (2015) confirms that implementing ICC in English Language Teaching allows learners to express their identities through expressing their own culture, discussing and interpreting their cultural views in the classroom activities. For this

reason, it becomes important for to the teachers to provide opportunities for students to reflect on and express their own identities and cultural views. Galante (2015) considers that integration of ICC in ELT classrooms is good for students as it enables them to communicate easily with people from other cultures and it facilitates the understanding of aspects and values of the others' cultural identities.

In other words, knowing about students' perceptions and attitudes facilitates facing diversity in the classroom. This can lead teachers to think about strategies to develop students' intercultural skills and make a clear path for assessing this competence. Indeed, Houghton (2013) investigates into how student identity is developed through a model that makes them able to make the decision and reflect themselves through the existent link between the development of student identity and ICC.

2.4.2 Teachers' Perceptions on ICC

A large body of literature discusses teachers' perspectives regarding teaching ICC. For instance, Baker (2012) and Lee (2012) emphasize the importance of teachers' awareness regarding ICC.

Lee (2012)states that teachers' awareness is a prerequisite for students gaining intercultural communicative competence so that teachers' awareness is important to develop one's intercultural knowledge, behaviors and attitudes and critical thinking. This view is shared by Baker (2012) who also stresses that the intercultural awareness particularly, and the positive attitude regarding teaching culture, in general facilitate gaining ICC in the classroom. He confirms that one of the most important points in teaching English is the awareness about the multicultural context and he asserts that the ELT classroom is a suitable place where teachers and learners find

themselves practicing a series of multicultural activities in the classroom and unconsciously developing their intercultural awareness (IA).

However, some studies reveal teachers' inability to show clear and consistent attitudes towards ICC. For example, Gu, Meng and Li (2012) investigate different ICC dimensions Chinese students in English program assessed by teachers. He found that when assessing students, high priority is given to knowledge profile than attitudes, behaviors and skills dimensions. This explains that these teachers have unclear perceptions regarding the construct of ICC.

In the same context, Xiaohui and Li (2011) also try to find out about Chinese teachers' cognition and beliefs regarding ICC in relation to ELT. The study investigates the English teachers' conceptualization of ICC and its relation with ELT in addition to teachers' attitudes and promotion of ICC in classroom teaching. The findings reveal that ELT Chinese teachers do not have a clear idea about the concept of ICC and its relevance to ELT, although they show enthusiasm and positive attitudes regarding ICC and classroom practices.

Consequently, more clarification about ICC should be given to teachers to facilitate classroom practices of students' ICC. In an attempt to uncover this unclarity and ambiguity, Bastos and Araújo e Sá (2015) design a path for "the intercultural teacher" in secondary schools in Portugal to permit teachers to get a positive perception and so a dynamic and reflective process when developing ICC in the classroom.

2.5 Teaching Intercultural Communicative Competence

In this review, some scholars focus on techniques and strategies of teaching ICC, in addition to choosing the appropriate materials that enhance learning.

2.5.1 Approaches and Techniques

In general, teaching culture can be considered as a basic and vital component of the learners' acquisition of ICC because culture is manifested in one's attitudes, emotions, beliefs, and values. In fact, gaining these components depends on the success of the involvement of the relevant strategies, approaches, techniques and activities in the English language teaching and learning (Xu, 2016).

In this context, Galloway (1985) proposes four different approaches to teaching culture:

- '*The Frankenstein approach*: A taco from here, a flamenco dancer from there, a gaucho from here, a bullfight from there.

- *The 4- F approach:* folk dance, festivals, fairs, and food.

- *The Tour Guide approach:* the identification of monuments, rivers, and cities.

- *The By-the- way approach:* Sporadic lectures or bits of behavior selected indiscriminately to emphasize sharp difference' (cited in Omaggio, 1993, pp. 348-349).

Through these approaches, Galloway emphasizes the use of authentic materials and "realia" as they play an important role in raising cultural awareness. The researcher considers teaching culture is not only about giving cultural information but also how to make students thinking, looking, learning and integrating and make them engaging in learning and so promoting cultural thinking.

In addition to Galloway, Lafayette (1978) also suggests some strategies or pedagogical techniques for teaching culture. In other words, integrating cultural activities and materials into the lesson is one of the main priorities of teaching a

foreign language. In other words, culture can be included in writing, reading, listening or speaking and through using materials like audio, visual aids and activities like role play; mini-drama.

Overall, Galloway (1985) and Lafayette (1978) could offer a general understanding of teaching culture. However, Kramsch (1983) disapproves with the culture teaching approaches that lack a deep examination of the deep culture and so beliefs, values, attitudes. Recently, a deeper understanding of the learners' ability to deal with culture is highly needed. Moreover, Dogancay-Aktuna (2005) reveals that there is a shift in culture and language teaching from focusing on the content to the cultural content methodologies and techniques for increasing awareness about culture. She considered this awareness of cross-cultural variation in norms of teaching and learning would then form the first step in developing an appropriate methodology. Hence, cultural awareness and understanding are important for teachers in order to apply what she calls "the pedagogic innovations" in teaching culture context. She refers to Scollon and Scollon's work (1995) that underpins her view regarding the need for strategies to understand the intercultural communication.

Scolon and Scollon (1995) propose a framework for teachers to address ICC in their classroom; the four questions are comprehensive so that they can fit any specific context (ideology, socialization, forms of discourse, face system). This framework may help and guide teachers to show them how to teach the intercultural communicative competence in their classrooms. (cited in Dogancay-Aktuna, 2005)

 In some cases, that there is a mismatch between learner's beliefs and attitudes and teachers who have certain methodologies and techniques to apply in the classroom.

Practically, as integrating ICC in ELT classroom proves to be efficient for learning a foreign language.

In a study in Chinese context, Xiaohui and Li (2011) show that although many teachers could make a distinction between intercultural approach and the communicative approach to English teaching, their conceptualization of ICC and its relevance to ELT is not clear if not ambiguous. The findings show that some teachers face some difficulties when integrating intercultural skills. They consider that the unfamiliarity with specific cultural aspects, the lack of the appropriate teaching materials, time constraints and the lack of wide knowledge about cultures are seen as challenges in teaching ICC.

Furthermore, Piatkowska (2015) introduces an intercultural communicative competence approach that rejects the notion of a native speaker as a model and make learner using language and negotiate cultural meanings in a foreign language classroom. The approach meant to develop learners' ability to communicate in cross-cultural context.

Moreover, Xu (2016) proposes methods and strategies for cultivating secondary English students' cross-cultural awareness. Like Piatkowska (2015), Xu (2016) explains how negotiating the cultural meaning takes place. This later shows that comparing cultural aspects give students an understanding of one's culture and the others'. Xu (2016) finds out that getting knowledge about the foreign language is a process, where interaction takes place between one's culture and the different cultures, and therefore that it facilitates learning and teaching through raising the (inter)cultural awareness about differences.

Xu (2016) emphasizes on the necessity to apply interactive teaching approach in all the skills and vary cultural activities, design activities based on literary works, discussing in class and even in groups through which learners can express their beliefs, thoughts, and attitudes regarding cultural topics. Due to the importance of literature as a means that reflects on the society's culture, it is recommended to use task-based activities like drama and role plays, visual aids, film, and songs. These could be considered not only as effective techniques for experiencing culture but also a good frame for students to perceive and respond to the other culture. Moreover, technology and the Internet also play an important role in enriching the cultural materials and so their application can promote a high cultural awareness.

Moeller and Nugent (2014) suggest some examples of ICC classrooms activities like "Cultura online Blog", exploring students ICC through observing, Stating, Exploring, evaluating, using proverbs. The inclusion of such activities develops students' intercultural awareness. For this reason, Baker (2012) proposes a process for teaching ICC, which contains 12 components from the basic of cultural awareness to the learners' ability to negotiate and mediate between different socio-cultural and cultural contexts. The attainment of intercultural communicative competence is an efficient way because it constructs a sense of cultural identity (Lee, 2012)

2.5.2 Materials

Evaluating materials in teaching English as a foreign language in term of intercultural competence is the concern of some scholars, amongst Weninger and Kiss (2013) who shed light on the semiotic approach as an effective tool to analyze the cultural meaning in a textbook that can be used in a variety of teaching contexts as long as texts and images are (inter)related and contribute to giving meaning. So, selection of the textbook should be based on an approach that relates the text, the task, and the

image. The efficiency stems from the examination the cultural representations of textual and visual content.

Furthermore, Ho (2009) analyzes two traditional EFL textbook units used in a Vietnamese university and develops a dynamic and life like cultural components. The researcher suggests techniques that makes the learner exploring one's culture, noticing, observing, and exploring other cultures. These techniques encourage students to engage in communicative tasks like using videos for discussion and making interviews.

2.6 Studies on ICC in EFL/ESL Classrooms

The review of literature has revealed that a number of empirical studies have focused on EFL/ESL/ELT students' ICC, while have focused on teachers' experience, regarding ICC, few studies have investigated the role of materials in developing this competence.

2.6.1 Students' ICC

 Some studies are conducted about students' ICC in different contexts. Chunhong and Griffiths (2011) investigated students' ICC at Beijing Sports University. The findings reveal that 50% of Chinese students showed a poor intercultural communicative competence when they are not able to answers correctly to questions related to the knowledge about western culture.

Sun and Easton (2008) investigate postgraduate Chinese students' ICC at the University of Edinburgh. Findings show that 71% of the participants believed that communication in English is neither difficult nor easy. They think that knowing the host culture help their intercultural communication. Many of them are not satisfied

with their intercultural skills and they want to improve their intercultural communication. Fifty seven percent students had willingness to learn from native speakers both their language and culture. Nearly half of them had no idea of how they were viewed by the members of the Scottish society.

In the same vein, Gulbinskienė and Lasauskienė (2014) examine EFL students' ICC at Mykolas Romeris University and Lithuanian University of Educational Sciences. Findings show that they still feel a lack of intercultural competence despite the fact that they have knowledge about the British history, literature, arts, political system, education, British moral values, patterns of politeness, and non-verbal behaviour.

However, Almarza, Llvador and Martinez (2015) compare intercultural communicative competence of two groups of Erasmus exchange program students. A quantitative study employs 30 students from the University of Salamanca in British universities and 25 students from Nottingham Trent University hosted by Spanish universities. They found that there were no major differences between cohorts of students and both felt very positive about the host country and about their disposition to integrate at the start of their placement. The findings show that the mean score of the attitudes and skills on the two groups are important for both groups. Students' attitude of NTU and USAL are 4.45 and 4.36 respectively, and the mean scores of NTU and USAL students' skills are4.17 and 4.05.

However, the average mean of students' awareness of both groups are NTU 3.55 and USAL3.05, while the knowledge marked less than other NTU 3.85 USAL 4.36 respectively.

Regarding the attitudes, both groups consider themselves as flexible enough to adapt to new cultural milieus, although they think that identifying and solving conflicts and misunderstandings pose a greater challenge. They also claim to have knowledge of some similarities between their own and their host cultures.

On the other hand, a qualitative study conducted by Koumachi (2015) inspects 61 intercultural test results of Moroccan EFL students. The results show he found out that students have the ability to interact and mediate purposefully in intercultural exchanges and have also a degree of acceptance of others by drawing upon their knowledge, skills, and attitudes and critical cultural awareness.

However, most of the above-reviewed studies conducted in EFL/ESL contexts. There are only few studies which concentrate on ELT students.

For instance, Hismanoglu (2011) searches for factors that contributes to the development of ICC of 35 ELT students at the University of Lefke. The findings show that the students with linguistic proficiency, target culture experience, and formal education are factors directly linked to intercultural communicative competence in the learning process. In other words, the students with higher linguistic proficiency gave more acceptable responses to the communicative situations than those students with lower linguistic proficiency. In addition, the intercultural knowledge is gained via experience and interaction with native speakers of the target language. The study shows that that formal education is closely connected with promoting students' ICC. In fact, when students with linguistic proficiency (M=0.66, SD=0.20) gave more acceptable responses to the communicative situations than those with lower linguistic proficiency (M=0.61,

SD=0.20). As a result, t-test (33) =-0.6, and p>0.5 which is likely possible. Therefore, formal education, good classroom practices and overseas cultural experience can be factors that promote ICC.

2.6.2 Teachers' Experience with ICC

Olaya and Gómez Rodríguez (2013) analyze the pre-service English teachers' intercultural competence in the undergraduate programs at three Columbian universities. The findings reveal that pre-service teachers are taught elements of surface culture and they lack a full understanding of intercultural competence.

Gu (2016) finds out that Chinese EFL teachers ICC assessment is not satisfactory. Despite the willingness to assess intercultural awareness, EFL teachers lack a clear conceptualization of the ICC which lead to confusion when assessing and measuring students' proficiency. Gu (2016) explains that the Chinese EFL teachers' assessment of learners of foreign language continue to be the Communicative Language Teaching (CLT) approach rather than the Intercultural Communicative Language Teaching (ICLT) approach.

Bastos Araừjo (2015) explores teachers' perception of ICC and comes out with a model that applies and develops ICC through the intercultural teacher program. This process is designed in a dynamic style and could favor elements like experiences, research, reflection, research. From teachers' perspective, ICC is a "multi-dimensional competence which is based on a complex network of three defined components (affective, cognitive and praxeological)" (p.143). These components are so related to attitudes, knowledge, and abilities furthermore, Teachers' perceptions also involve their personal skills and a clear strategy that promote ICC.

2.6.3 Textbooks

Gómez Rodríguez (2013) carries out a qualitative action research with 23 female and male students from the University of Bogota, Columbia. He proposes the incorporation of authentic multicultural literary texts in the EFL classrooms as a means to develop ICC. The researcher applies Byram's model of ICC accordingly as a framework for the study of multicultural literary texts. He realized that the use of literature in EFL classrooms is an effective material to enhance students ICC at the level of knowledge, skills, and attitudes.

2.7 Summary

This chapter presents literature that discusses ICC in EFL/ESL/ELT classrooms. In studies like Chunhong and Griffiths (2011), Gulbinskienė and Lasauskienė (2014) findings show that EFL Chinese students show poor intercultural communicative competence while in Sun and Easton (2008), Chinese students express willingness to promote their intercultural abilities. However, Almarza et al (2015) show two groups of exchange programs have the same important ICC. Moreover, the teachers' attitudes and perceptions towards ICC practices is the interest in Xiaohui and Li (2011), Olaya and Gómez Rodríguez (2013), Gu (2016), Bastos Araǔjo (2015). Furthermore, the use of literary text in teaching and the shift from traditional textbook to materials that enhance intercultural competence is presented in (Gómez Rodríguez, 2013; Ho, 2009).

Chapter 3

METHOD

The main aim of this chapter is to present the method used in this study. The chapter comprises seven sections. The first section of this chapter gives a general overview about the research design. The second, the third and the fourth sections are about the context, research questions and the participants, successively. In the fifth section, the data collection instruments are introduced while the sixth section data collection procedures are explained. The seventh section explains the piloting, procedures and lastly the eighth section describes the data analysis procedures used in this study.

3.1 Research Design

This study is a case study conducted with the students and instructors from the Department of Foreign Language Education (FLED) at Eastern Mediterranean University in North Cyprus, which has adopted a mixed method approach to research; both qualitative and quantitative data have been obtained.

A case study is defined as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context especially when the boundaries between phenomenon and context are not clearly evident" (Yin, 2003, p. 13). Thus, mixed methods research is described as a design for collecting, analyzing and mixing both qualitative and quantitative research in one study (Creswell & Plano 2007). Furthermore, triangulation is used in this study to identify different perspectives

regarding the research topic. This is what makes qualitative and quantitative methods been viewed as complementary (Jick, 1979).

Mixing quantitative and qualitative approach gives an in-depth analysis for case study evaluation "since each highlights reality in a different, yet complementary way" (Dörnyei, 2007, p. 313). It corroborates the findings and helps to hold supporting arguments for the case study.

3.2 Context

The context of this study is the Department of Foreign Language Education at Eastern Mediterranean University. According to the ELT Student Handbook (2014-2015), the ELT Department offers fully accredited programs by the Turkish Higher Education Council. In February, 2014, the BA in ELT Program was accredited by AQAS (Agency for Quality Assurance through Accreditation of Study Programs) which is registered with the European Quality Assurance Register for Higher Education. The university's mission is to provide contemporary tertiary education, in line with the University mission statement, to maintain quality standards in teaching and research at the undergraduate and postgraduate levels, to keep abreast of the academic developments and professional innovations, and to meet the educational challenges in the globalizing world.

The Department offers not only an undergraduate program Bachelor of Arts (B.A.) degree in ELT, but also three graduate: two Masters (with Thesis and Project-based), and one PhD in English Language Teaching.

3.3 Research Questions

This study aims to answer the following questions:

1) Are the ELT students in the Department of Foreign Language Education (FLE) of Eastern Mediterranean University (EMU) interculturally competent?

2) How ICC is promoted in the ELT classrooms?

3) What are the instructors' attitudes towards and practices of developing ICC in their classrooms?

4) To what extent do ELTE course policy sheets address ICC?

3.4 Participants

The participants of this study are the ELT students and instructors of the Foreign Language Education Department at Eastern Mediterranean University (EMU).

3.4.1 Students

The participants in this study are 127 ELT students at the Department of Foreign Language Education enrolled in spring 2017, more specifically, 84 BA, 30 MA and 13 PhD students (Table 3.1). The gender distribution is as 46 males (36%) and 81 females (64%). The participants age range between 20 and 40, and they come from different countries such as Turkey, Northern Cyprus, Iran, the UK, Kazakhstan, Libya, Germany, Australia Iraq, Syria, Palestine, Jordan, Eritrea, Algeria, Egypt, Russia, Nigeria, Cameron, Kirgizstan. Their distribution is based on their attendance. (Table 3.2)

Regarding the level of the students Table 3.1 below gives detailed information:

Table 3.1: Students' distribution according to the level /class they study

Level					
BA				MA	PHD
1st year	2nd year	3rd year	4th year	23.5%	10.5%
19.5%	19.5%	15%	12%		

Moreover Table 3.2 below presents the percentage of students from different nationalities.

Table 3.2: Students' distribution according to nationalities

Nationalities	Turkish	Turkish Cypriot	Others
	26%	29%	45%

3.4.2 Instructors

Ten instructors who are teaching in the Department of Foreign Language Education at Eastern Mediterranean University participated in this study. The gender distribution is as the following 3 males and 7 females. Their ages range between 42and 66. They speak various foreign languages in addition to English such as Greek, Azeri, German, Russian, and French. Some of them have living or studying experience in the UK, the USA, Turkey, and German.

3.5 Data Collection Instruments

This research study employs a student questionnaire, instructor interviews and course policy sheets as data collection instruments. Using a variety of data collection tools helps to increase the level of reliability of the study.

3.5.1 Student Questionnaire

The main aim of the questionnaire is to elicit data about the ELT students' ICC levels and their attitudes regarding ICC in their ELT classroom.

The questionnaire comprises three parts: background information, likert-scale closed-item questions including (40 items), and 5 open-ended questions. The first part includes items related to participants' backgrounds, such as age, gender, nationality, native language and class. The second part includes 40 closed items adapted from Fantini (2007). The adaptation was based mainly on deleting some repetitive items. It contains 40 statements fall under four categories namely knowledge, attitude, skills and awareness. A 5-numerical rating scale from 1 (Not at all) to 5 (Extremely high) is used. Statements from 1 to 9 are about students' knowledge; statements from 10 to 19 investigate attitudes, while statements from20 to 28 measure skills and lastly statements from item 29 to 40 are about students' awareness. Each sub-category has eight, nine or ten statements. This gives a balanced distribution of items. The third part of the questionnaire includes 5 open- ended questions about students' attitudes regarding ICC practices (see Appendix A).

For validity, opinions two experts regarding the questionnaire were collected. For reliability, Cronbach Alpha of the second part of the questionnaire was obtained to be α =0.98, which can be considered excellent in the reliability scale (> 0.9) (Table 3.3)

Table 3.3: Reliability Analysis

ICC components	Cronbach Alpha
Knowledge	0.81
Attitude	0.93
Skills	0.97
Awareness	0.99
Total	0.98

3.5.2 Instructor Interviews

Instructor interviews were conducted to collect data regarding ICC practices, attitudes and perceptions of ELT instructors.

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The interview contains two parts. The first part is about the participants' background like age, gender, and years of teaching experience, mother tongue, foreign languages spoken, and living, studying abroad experience. The second part contains 15 questions taken and adapted from Xiaohui and Li (2011) which focuses on perceptions and attitudes of ICC as well as their practices in ELT classrooms. To answer the second and third research questions, this study used structured interviews. According to Dörnyei (2007), in the structured interview, the researcher tries to follow an 'interview schedule/guide', which contains a list of questions to be covered closely with every interviewee. The 15 interview questions were asked to 10 instructors to obtain if ICC is promoted in the ELT classrooms, and instructors' attitudes towards and practices of ICC are in their classrooms (see Appendix B)

3.5.3 ELTE Course Policy Sheets

Course policy sheets of ELTE courses were collected from the Department of Foreign Language Education. In total 48 ELTE course policy sheets for the courses offered by the Department of Foreign Language in the academic year 2016-2017 were accessible for analysis: 32 Bachelor of Arts(BA) and16 Master of Arts (MA) and Doctor of Philosophy (PhD). They are listed in the two following two tables:

Table 3.4: List of ELTE course titles and codes (BA)

ELTE Course Title	Code
Contextual Grammar I and II	ELTE101/102
Advanced Reading and Writing I and II	ELTE103/104
Listening and Pronunciation I and II	ELTE105/106
Oral communication Skills II	ELTE108
Vocabulary	ELTE112
Linguistics II	ELTE204

Approaches in English Language Teaching I and II	ELTE205/206
English-Turkish and Turkish-English Translation	ELTE207/212
Presentation Skills	ELTE209
Language Acquisition	ELTE208
Special Teaching Methods I and II	ELTE303/304
Research methods in English Language Teaching	ELTE214
Teaching English to Young Learners I and II	ELTE301/302
Teaching Language Skills I and II	ELTE305/306
Literature in Language Teaching I and II	ELTE307/308
Language and Society	ELTE309
Application of Service to Community	ELTE310
School Experience	ELTE411
Audio Visual Aids in ELT	ELTE348
Testing and Evaluation in English Language Teaching	ELTE402
Applied Linguistics in ELT	ELTE447
Teaching Practice	ELTE406
Teaching English for Specific Purposes	ELTE450

Table 3.5: List of ELTE course titles and codes (MA/PHD)

ELT course Title	Code
Approaches, Methods and Techniques in ELT	ELTE501
Second Language Acquisition	ELTE502
Research Methods in ELT	ELTE503
General linguistics	ELTE504
Current Issues in English Language Teaching	ELTE506
Curriculum Development for English for Specific Purposes	ELTE507/607
Testing in English Language Teaching	ELTE511

Pragmatics and Discourse	ELTE513/617
Sociolinguistics	ELTE514
Seminar in English Language Teaching	ELTE515
Applied Linguistics	ELTE601
Current Research Topics in ELT	ELTE602
Studies in Second Language Acquisition	ELTE603
Approaches to Teacher Education	ELTE604
Current Topics in ELT	ELTE606
Studies in Sociolinguistics	ELTE612

Each course policy sheet for the above-mentioned courses contains Aim of the course, Weekly Instructional Plan, Learning Outcomes, Course References and Materials and evaluation.

3.6 Data Collection Procedures

After getting the consent of the Ethical Committee of the Eastern Mediterranean University (Appendix C) and the permission of the head of the Department of Foreign Language Education (Appendix D), the data were collected during the Fall Semester of the Academic Year 2016-2017 in the Department of Foreign Language Education at Eastern Mediterranean University in North Cyprus.

The students' questionnaire and consent form were distributed to the students during the classes and the researcher was present in the classes during the administration of the questionnaire. Meanwhile, instructor interviews were conducted after the researcher had taken appointments, made arrangements and obtained consents. Interviews took between 20 to 30 minutes. They were done in the instructors' offices and audio-recorded. The course policy sheets were also collected from the Department of Foreign Language Education for analysis.

All participants volunteered to participate in the study, and they signed consent forms responding to the questionnaire or interview questions. (See Appendix E and F).

3.7 Piloting

Pilot study is significant because it tests the questionnaire before administering. McCormack and Hill (1997) state that the main aim of piloting is to see to how extent the questionnaire is effective on a small number of people from the sample before administering it. Yin (2013) also confirms that the pilot case study will help you to refine your data collection plans without making change in content and the procedures before administering it, five undergraduate students from the Department of Foreign Language Education were invited for piloting. On the basis of the feedback received from the students, some words were replaced with clearer synonyms.

3.8 Data Analysis

The current study used a mixed method: both quantitative and qualitative data were collected. The quantitative data were collected from the questionnaire (Part 2) whereas the qualitative data were collected through the open-ended questions of the questionnaire, the interviews and the course policy sheets.

Mertens (2014) considers that mixing approaches enable the researchers to combine and increase the number of research strategies which broaden the scope of investigation and enrich drawing the conclusion accordingly.

On one hand, Statistical Package for Social Sciences (SPSS 16) was employed for analyzing the quantitative data collected from the Survey. Descriptive statistics was

used to analyze the data and frequencies, mean scores and standard deviations were calculated.

On the other hand, qualitative data obtained from the open-ended questions of the student questionnaire and the instructor interviews and course policy sheets were analyzed. Firstly, in open-ended questions, responses were categorized and coded under each question and frequencies were. Secondly, instructors' interviews were transcribed and coded by categorizing all raw data under each question in the interview. Similar responses were coded and categorized into themes. Lastly, ELTE course policy sheets were inspected to answer the fourth research question, i.e. to find out the extent to which the courses address the intercultural communicative competence, as indicated in the course policy sheets.

3.9 Summary

Overall, this chapter explains the method of the present study. More specifically, first, the overall research design of study has been introduced, next the context of the study and the participants, instructors and students have been described. Then, the data collection instruments (survey, interview, and course policy sheets) and procedures have been explained. Finally, piloting and data analysis procedure are explained. The results of the research study are presented, interpreted and discussed in the following two chapters.

Chapter 4

RESULTS

This chapter presents the results of the research study. Firstly, the results extracted from the questionnaire are presented. Then, the results concerning the instructors' perceptions regarding ICC and their promotion of it are explained based on the instructor interviews. Finally, the results of the ELTE course policy sheet analysis are presented.

4.1 Results of the Student Questionnaire

In this part, the quantitative results are obtained through the questionnaire while the qualitative results are drawn from the open-ended questions section of the questionnaire.

4.1.1 Quantitative Results

In the questionnaire, the students were given 40 statements which are subdivided into four categories namely, knowledge, attitude, skills, awareness and the students were asked to tick the options that matches with their experience on a 5 point- likert scale. The data obtained from these 40 items in the questionnaire are presented in the following four tables that involve frequencies, mean score and standard deviation for each item under each subcategory. Then, the total mean score was calculated for each subcategory to be able to compare the four ICC components.

Table 4.1 summarizes the results concerning the students' knowledge (the statements from 1 to 9).

Table 4.1: The Frequencies, Mean and Standard Deviation for the items 1-9 on Students' *Knowledge*

		1	2	3	4	5	Mean score	Standard deviation
1	I can give a definition of culture.	3.1	7.9	21.3	37.8	29.9	3.83	1.04
2	I know the essential norms and taboos of different cultures (e.g. greetings, dress, behaviors, etc.)	4.7	15.0	30.7	37.0	12.6	3.37	1.03
3	I can contrast important aspects of different cultures with my own.	1.6	13.4	27.6	37.0	20.5	3.61	1.00
4	I know some techniques to support my learning of other languages and cultures.	3.1	9.4	29.1	43.3	15.0	3.57	0.96
5	I can contrast my own behaviors with those of the people of other languages in important areas (e.g. social interactions, basic routines, etc.)	0.8	11.0	23.6	48.8	15.7	3.67	0. 89
6	I can name important historical and socio-political factors that shape my own culture.	3.1	12.6	22.0	39.4	22.8	3.66	1.06
7	I can name important historical and socio-political factors that shape other cultures.	11.0	29.1	35.4	22.0	2.4	2.75	0.99
8	I can name various learning processes and strategies for learning about and adapting to other cultures.	7.1	14.2	44.1	29.9	4.7	3.11	0.95
9	I can describe how people interact in social and professional areas (e.g. family roles, team work, etc.) in different cultures.	0.8	18.1	36.2	33.1	11.8	3.37	0.94
	TOTAL						3.44	0.64

The results regarding the knowledge component presented in Table 4.1 show that the highest mean score is (M=3.83) for item 1 *(I can give definition of culture)*. Almost 38% of the students chose 4 and 30% selected 5 (extremely high). In addition, 21.3% of the students chose 3 whereas only 7.9% marked 2 and the rest 3.1% expressed their inability to define the term culture by choosing 1 (not at all).

Item 1 was followed by item 5 and 6. The mean scores for item 5 (I can contrast my own behaviors with those of the people of other languages in important areas (e.g. social interactions, basic routines, etc.) and item 6 (I can name important historical and socio-political factors that shape my own culture) were 3.67 and 3.66, respectively. The next two items with comparatively high mean scores were items 3 (I can contrast important aspects of different cultures with my own) and 4 (I know some techniques to support my learning of other languages and cultures) with the mean scores of 3.61 and 3.57.

Item 2 (I know the essential norms and taboos of different cultures (e.g. greetings, dress, behaviors, etc.) and item 9 (I can describe how people interact in social and professional areas (e.g. family roles, team work, etc.) were about the knowledge of basic norms, taboos and interaction in different cultures. Both items had the same mean score (M= 3.37).

The mean score for item 8 *(I can name various learning processes and strategies for learning about and adapting to other cultures)* was obtained to be 3.11, somewhere in the middle of the scale. Finally, the item with the lowest mean (M =2.75) was item 7. The students reported *(having comparatively the least amount of knowledge regarding naming important socio-political factors that shape other culture*s).

Overall, the total mean score for knowledge component of ICC was obtained to be 3.44, a little bit towards the high end of the continuum on 5=point scale.

Table 4.2 summarizes the results regarding the items related to students' attitude (related to items from 10 to 19). The results that are the most frequently selected degree by the students in order to express their attitudes regarding different cultures.

The total mean score for attitude component of ICC was found out to be 3.87, which was higher than the mean for the knowledge component.

Table 4.2: The Frequencies, Mean and Standard Deviation for the items (10-19) on Students' *Attitude*

	While in a different country/ Culture I demonstrate my willingness to:	1	2	3	4	5	Mean score	Standard deviation
10	Interact with host culture members.	1.6	5.5	23.6	43.3	26.0	3.86	0.92
11	learn from my hosts their language and culture.	0.8	11.0	21.3	44.9	22.0	3.76	0.94
12	try to communicate in the target language.	2.4	8.7	13.4	40.9	0.8	4.11	1.97
13	deal with my feelings about the host culture	3.9	7.1	26.0	42.5	20.5	3.68	1.00
14	show interest in new cultural aspects (e.g. to understand the values, history, traditions, etc.)	0.8	7.9	13.4	46.5	31.5	4.00	0.91
15	try to understand differences in the behaviours, values, attitudes, and styles of host members.	0.8	5.5	11.0	41.7	40.9	4.16	0.88

							Mean	SD
16	adapt my behavior to communicate appropriately in the host country (e.g. in non-verbal and other behavioural areas, as needed for different situations)	0.0	5.5	23.6	43.3	27.6	3.92	0.85
17	deal with different ways of perceiving, expressing, interacting, and behaving.	1.6	6.3	22.8	49.6	19.7	3.79	0.88
18	interact in different ways, even when quite different from those to which I am familiar with and preferred.	0.8	8.7	29.1	48.0	13.4	3.64	0.85
19	appreciate the difficulties of communicating and interacting interculturally.	1.6	10.2	22.0	44.1	22.0	3.74	0.96
	TOTAL						3.87	0.64

Item 15(try to understand differences in the behaviours, values, attitudes, and styles of host members) marked 4 (41.7%) marked 4 and 5 (40.9%), indicating their high attitudes.

This was followed by Item 12(try to communicate in the target language) where the mean score (M=4.11) and even in item 14(show interest in new cultural aspects (e.g. to understand the values, history, traditions, etc) with the mean score of 4.00.

For items 16 (adapt my behaviour to communicate appropriately in the host country (e.g. in non-verbal and other behavioural areas, as needed for different situations)), 10 (interact with host culture members. 17, deal with different ways of perceiving, expressing, interacting, and behaving.), 11 (learn from my hosts their language and

culture.) and 19 (appreciate the difficulties of communicating and interacting interculturally) the mean scores were found out to be 3.92, 3.86, 3.79, 3.76 and 3.74 respectively.

However, the two items with comparatively the lowest mean scores were item 13(deal with my feelings about the host culture) and item 18(interact in different ways, even when quite different from those to which I am familiar with and preferred) with 3.64 and 3.68. The students expressed the least willingness to interact in different ways.

In total, the mean score for students' attitude was 3.87, which is between the average and high and can be considered as significant.

The results related to the items regarding students' skills (items from 20 to 28) are summarized in Table 4.3 below.

Table 4.3: The Frequencies, Mean and Standard Deviation for the items (20-28) on Students' *Skills*

		1	2	3	4	5	Mean score	Standard deviation
20	I can show flexibility when interacting with people from other cultures.	1.6	8.7	11.8	44.1	33.9	4.00	0.97
21	I can adjust my behavior, dress, etc., as appropriate, to avoid offending the people in the host culture.	3.9	13.4	26.0	29.1	27.6	3.62	1.13
22	I can contrast the host culture with my own.	2.4	6.3	22.0	42.5	26.8	3.85	0.96
23	I can use strategies for learning the host language and about the host culture.	0.00	7.9	27.6	44.1	20.5	3.77	0.86
24	I can interact appropriately in a variety of different social situations in the host	0.00	10.2	29.9	43.3	16.5	3.66	0.87

	culture.							
25	I can monitor my behavior and its impact on my hosts.	1.6	5.5	26.0	50.4	16.5	3.74	0.85
26	I can use culture-specific information to improve my interaction with my hosts.	2.4	11.0	24.4	48.8	13.4	3.59	0.93
27	I can resolve cross-cultural conflicts and misunderstandings when they arise.	3.1	11.8	35.4	37.8	11.8	3.43	0.95
28	I can use appropriate strategies for adapting to my own culture after returning home.	2.4	6.3	21.3	37.8	32.3	3.91	1.00
	TOTAL						3.73	0.59

As can be seen in Table 4.3, the highest mean 4.00 was found for item 20 *(I can show flexibility when interacting with people from other cultures).* More specifically, 44.1%of the students marked 4and 33.9% selected 5(extremely high) on the scale. Item 28*(I can use appropriate strategies for adapting to my own culture after returning home)* came in the second rank with a mean score of 3.91. In this item, 70.1% of the students marked 4 or 5(extremely high). This was 78% in item 20.

Items 22(I can contrast the host culture with my own), 23 (I can use strategies for learning the host language and about the host culture) and item 25(I can monitor my behaviour and its impact on my hosts) received the mean scores of 3.85, 3.77 and 3.74, respectively. However, items 24 (I can interact appropriately in a variety of different social situations in the host culture), 21(I can adjust my behaviour, dress, etc., as appropriate, to avoid offending the people in the host culture), and 26 (I can use culture-specific information to improve my interaction with my hosts) had the mean scores of 3.66, 3.62 and 3.59.

Lastly, the lowest mean was obtained for item 27*(I can resolve cross-cultural conflicts and misunderstandings when they arise)* which was 3.43. The majority of the students chose 3 or 4 on the scale from 1(not at all) to 5(extremely high).

Overall, the mean score for this component of ICC was found out to be 3.73 which are between the average and high. This mean for skills component was comparatively lower than the mean for attitude component, but higher than the one for knowledge component.

The last component of ICC is awareness. In the questionnaire, the items 29-39 are about students' awareness. Table 4.4 below summarizes the results obtained for these items in the awareness category.

Table 4.4: The Frequencies, Mean and Standard Deviation for the items (29-40) on Students' *Awareness.*

	While in a different country/culture, I realize the importance of:	1	2	3	4	5	Mean score	Standard deviation
29	differences and similarities across my own and the host language and culture.	0.8	7.9	9.4	43.3	38.6	4.11	0.92
30	my negative reactions to these differences (e.g. fear, disgust, superiority, etc.)	11.0	15.7	27.6	31.5	14.2	3.22	1.20
31	how varied situations in the host culture required modifying my interactions with others.	2.4	5.5	37.8	37.8	16.5	3.60	0.90
32	how host culture members view me and why.	1.6	7.1	33.9	41.7	18.9	3.68	0.94
33	responses by host culture members to my own social identity	0.8	4.7	33.9	41.7	18.9	3.73	0.84

							Mean	SD
	(e.g., race, class, gender, age, etc.)							
34	diversity in the host culture (such as differences in race, class, gender, age, ability, etc.)	2.4	7.1	25.2	42.5	22.8	3.76	0.96
35	dangers of generalizing individual behaviors as representative of the whole culture.	6.3	10.2	19.7	37.8	26.0	3.66	1.15
36	my hosts' reactions to me that reflect their cultural values.	2.4	11.0	26.0	40.9	19.7	3.64	0.99
37	changing cultural styles and their influence in social/working situations.	2.4	4.7	35.4	40.2	17.3	3.65	0.90
38	my own level of intercultural development.	3.1	7.1	24.4	41.7	23.6	3.75	0.99
39	the level of intercultural development of those I study/work with (other students, hosts, co-workers, etc.)	3.1	5.5	32.5	40.9	18.1	3.65	0.94
40	factors that influence my intercultural development.	1.6	126	22.8	40.9	22.0	3.69	1.00
	TOTAL						3.68	0.61

Item 29 *(I realize the importance of differences and similarities across my own and the host language and culture)* had the highest mean score (M= 4.11). In this item 81.9% of the students marked 4 or 5 (extremely high) on the scale. While 9.4% chose 3, and the rest chose 2 or 1 (not at all). This result indicates that the students had high awareness regarding the similarities and differences between their own and the host culture.

Items 34 (diversity in the host culture (such as differences in race, class, gender, age, ability, etc.), 38 my own level of intercultural development and 33 (responses by host

culture members to my own social identity (e.g., race, class, gender, age, etc.)) had the mean scores of 3.76, 3.75, 3.73, respectively. Whereas, item 32(how host culture members view me and why), item 40 (factors that influence my intercultural development) and 35 (dangers of generalizing individual behaviours as representative of the whole culture) received the mean scores of3.69, 3.68 and 3.66, respectively.

Moreover, items 37 (changing cultural styles and their influence in social/working situations) and 39 (the level of intercultural development of those I study/work with (other students, hosts, co-workers, etc.) got similar mean score of 3.65. In addition to items 36 (my hosts' reactions to me that reflect their cultural values) and 31 (how varied situations in the host culture required modifying my interactions with others) which received mean scores of 3.64 and 3.60, respectively.

Finally, the lowest mean was obtained for item 30 *(my negative reactions to these differences (e.g. fear, disgust, superiority, etc.))* which was 3.22.   Most of the students chose 3 or 4 on the scale from 1(not at all) to 5 (extremely high).

Overall, the mean for this category of items on students' awareness was 3.68 which can be considered between average and high. It was lower than the means for attitude and skills components, but higher than the mean for knowledge component.

Lastly, Table 4.5 below shows the mean scores for each of the four components of ICC with their standard deviations. According to the results, the four components can be ordered as attitude (the highest), skills, awareness and knowledge (the lowest).

Table 4.5: Mean and Standard Deviation of ICC components

	Mean	Std. Deviation
Knowledge	3.44	0.64157
Attitude	3.87	0.64649
Skills	3.73	0.59985
Awareness	3.68	0.61710

Figure 3.1 shows clearly the discrepancy between the four components of the Intercultural Communicative Competence (ICC) and reveals the highest and the lowest mean score.
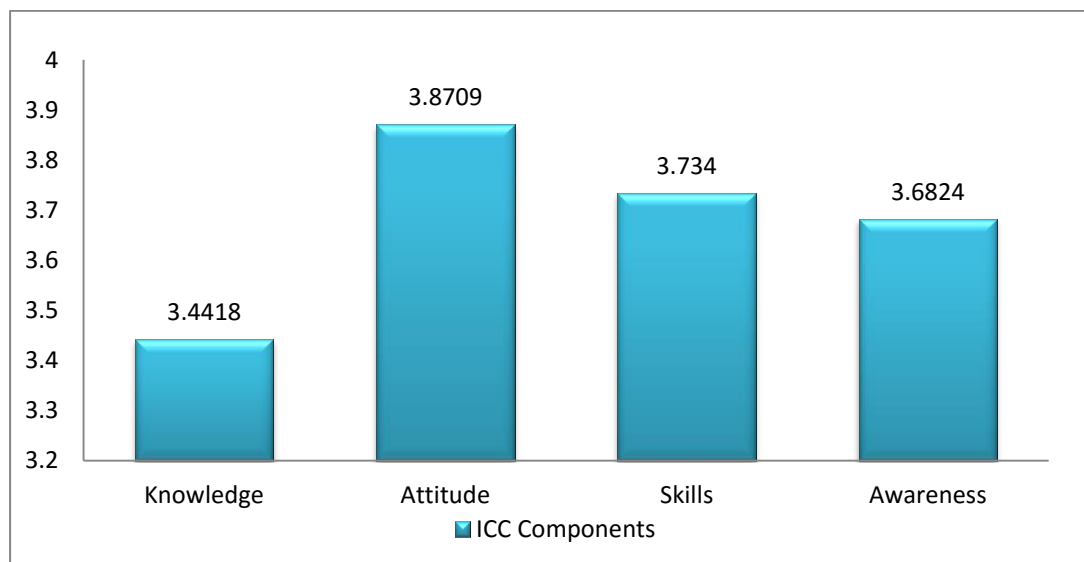

Figure 4.1: Comparative Analysis of the Mean of the ICC components

Next came skills dimension with a mean score of 3.73, which was followed by awareness dimension (M= 3.68). The lowest mean score was for knowledge dimension (M= 3.44). As it can see in the above figure, the results show that attitude dimension exceeds other components namely skills, awareness and knowledge.

4.1.2 Qualitative Results

The findings obtained through students' responses to the five open-ended questions in the questionnaire are presented in this section.

As regards the importance of the Intercultural Communicative Competence (ICC) in language learning and teaching (*Question 1: Do you think that Intercultural Communicative Competence (ICC) is important in language learning and teaching? Why/why not?*), there are two remarkable answers. In fact, the responses reveal that 98.5% of the students (125 students) consider ICC is important in language learning and teaching and only 1.5% (2 students) don't.

In response to the first question, students who agreed about the importance of ICC gave various reasons. Thirty-eight students (30%) regarded ICC a significant factor that leads to gaining the cultural knowledge and a deep understanding of the target language. One of the students (Student 40) said "it helps learners to develop cognitive knowledge". Also, it avoids any misunderstanding and prejudices that hamper the communicative competence as indicated by Student 119 who said "it relegates our negative attitudes and stereotypes to each culture, and nurtures our tolerance towards other, it is also important as it brings into class issues under discussion that we usually shun away from mentioning or discussing". In addition, Student 127 stated:

> I think that it plays a significant role because communicating with people from a culture other than yours requires an effective and appropriate understanding …especially in ELT a better understanding of our students/learners is only possible if you have at least a general idea about their identities.

Twenty-six students (20.5%) related ICC to learning and teaching experience in the future since the ELT students are the future teachers. Moreover, it is beneficial for

teachers, as it develops their teaching skills, provides good rapport with students, it creates a good context for teaching and equips students with learning techniques and strategies. For example, Student 39 said "learning about different cultures will give the student to teach when they become teachers"

Furthermore, 18% of the students considered that ICC enables people from different cultures and so countries to communicate, interact and exchange ideas and feelings easily as Student 19 expressed "in class we should have different cultures to exchange opinions and feelings and communicate"

Twenty students (17.5%) linked the importance of ICC to the strong connection between language and culture and they perceived that language and culture cannot be taught separately: they are interwoven together. Student 56 expressed that "it is important because language and culture are connected to each other and when we learn a foreign language we learn the target culture."

Only 12 students (9.5%) see ICC promoting two kinds of awareness the language and the cultural awareness and also highlighting the critical thinking. For instance, Student 60 said "it makes us aware of differences" and Student 88 stated that "it raises the awareness about different cultures and gives good opportunity for knowing about various life style of different people from different countries." Student 103, on the other hand wrote "it gives me a new way of thinking".

Only four students (3%) focused on the relationship between ICC and the changing world view saying that people grow and develop through communicating. For example, Student 115 said:

> "ICC is important due to globalization, internationalization and also increase in students' participation in study abroad programs in universities that admit international students, it is very important that students develop ICC so they can better communicate and cooperate with their classes and members of the host community."

Student 113 also expressed a similar view:

> In my opinion ICC is very important in language learning/teaching process because of many factors; some of them are: the globalization and the view of the world as a small village, where the chances are higher these days with different languages and cultures.

However, only two students (1.5%) did not perceive ICC as significant in English language teaching and learning. In fact, they argued that ICC is only a factor that helps but it is not significant. One student referred to his experience in learning emphasizing learning to speak a foreign language without the need to refer to culture. The other student said he did not show any interest in the host culture and language.

With respect to the cultural content that the students are taught in ELT classrooms *(Question 2: Are you taught any cultural content in your ELTE courses? Please explain)*, the students' answers were varied.

The responses reveal that78% of the students indicated that they were something taught about culture. However, 22% reported that they were not taught any cultural in their ELT classes. The students who thought they were taught about culture explained that this was done in different ways.

The following table shows the courses mentioned in the students' responses and summarizes the cultural content dealt with and the activities they practiced.

Table 4.6: Cultural content in ELTE courses:

Course Title	Cultural content
Teaching English to Young Learners	• Learning how to teach about cultural aspects (Halloween, Thanksgiving, Christmas) to young learners in different cultures.
Language and society	• American/British culture, history, national, religious holidays, living style, ceremonies,
Advanced Reading and Writing	• Reading passage sometimes chosen about culture or the topic is personalized in relation to our cultures in the follow up questions and discussion.
Applied Linguistics / Sociolinguistics and Pragmatics	• We study the differences between languages, the use of words, and the different pronunciation that can change the meaning in other cultures. We provide examples from our cultures.
Other courses	• In courses like history, Presentation Skills, Literature, Translation students are presenting, discussing and dealing with different cultural aspects.
No specific course	• Making discussion, giving examples, speaking about cultural aspects, expressing opinions implicitly.

About 20 students (20.5%) claimed that they are taught some cultural content in Teaching English to Young Learners courses, 10% mentioned Language and Society course. Most of these students were from the 3rd and 4thgrades. As the table shows, they learned about British and American cultural aspects and how to teach them to young learners. Respectively, Advanced Reading and Writing course was mentioned by 7% of students. Also courses like Applied Linguistics, Sociolinguistic, and Pragmatics were cited by 6% of the students. In addition, 8% of the students related culture to other courses taken either as elective or non-elective course like translation, literature, history.

Furthermore, 48% mentioned that the cultural content they are taught in ELT classrooms is integrated into the lesson and they argued that providing a cultural context enables them to discuss and to speak about cultures from different perspectives. Another student (Student 119) complained that "…….materials lack enough cultural content, it is important that cultural issues should be taught more explicitly."

When the students were asked about their preferences about cultural content (*Question 3: What cultural content would you like to learn in ELTE classes?)*, many suggestions and preferences were introduced.

Sixty three percent of the students showed interest in different cultural content without referring to a specific culture, and 17.5% said that they wanted to learn about American/British culture, whereas others prefer to learn about specific cultures and the host culture (Cypriot culture). Ten percent did not show any enthusiasm to learn about culture.

More specifically, those who wanted to learn about different cultures showed their interest in the following cultural aspects: beliefs, traditions, values, behaviors, daily speech, norms, fashion, history, body language and signs, clothes, customs, habits, language, food, festival, accent, religion, charity, hospitality. One student (Student 51) concluded "I want to learn not only the surface of the culture".

However, those who preferred to learning about the target cultures (American or British) they wanted to learn specifically about idioms and expressions used in daily speech(informal language). For example, one student (student 96) complained that

"we learn academic language so when it comes to daily interaction we may encounter problems of understanding". Around 6.5% of the students preferred learning different cultures and they suggested such learning about Russian, African, Iranian, Arabic, Spanish, Chinese cultures.

On the other hand, 5.5% showed interest in learning about the host culture (Cypriot culture). They argued that since they stay in the local culture they need to learn more about not only the Turkish language but also topics related to the Cypriot culture that should be included in the syllabus. One of the suggestions offered by students is teaching culture in a separate course.

However, only8% did not show any enthusiasm to learn more and they were satisfied with what was presented and they did not offer further suggestions.

Upon Question 4 (*Do you consider yourself interculturally competent? Why/ Why not?*), the students responded differently.

As can be seen in the pie chart (see *Figure 7* below), 74% of the students perceived themselves interculturally competent and they expressed themselves in different ways. However, 18% did not consider themselves as interculturally competent according to their understanding of the concept of ICC and 6.5% did not have any idea about the concept and 1.5% gave irrelevant answers.

Do you consider your self interculturally competent?
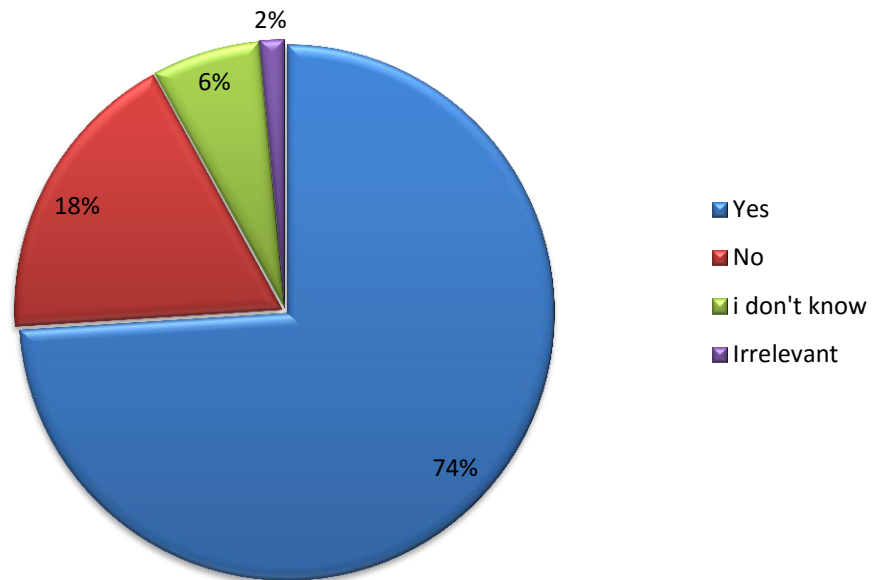
Figure 4.2: Students' Perceptions regarding their ICC

Regarding the students who considered themselves as interculturally competent, some of them consider themselves totally competent and they showed a pride of being interculturally competent and related this competence to living experience or visiting different countries or studying in a multicultural context or studying abroad in an Exchange Program, they also considered being interculturally competent as part of their personalities.

Others described themselves partially competent and they said they expected higher level of competence until they finish their studies. More specifically they indicated the followings:

- I find myself open minded person.

- I am able to understand, to adapt.

- I am not biased towards differences

- I appreciate cultural differences sociable, friendly.

- I am competent enough to interact with people from different countries.

- I expect to be fully competent by the end of their study and until their graduation.

Those who did not consider themselves interculturally competent explained that they were cautious about not losing their own identities or they found it safer to stay away from any misunderstandings. One student (Student 103) found it impossible to understand the other cultures and being interculturally competent without living in different countries. Saying: "I don't consider myself interculturally competent it is impossible to learn cultural aspects of the foreign cultures without living in this country." The rest of the students (6%) did not have any idea about the concept and 1.5% gave irrelevant answers to this question.

Related to the classroom activities *(Question 5: What do your ELT instructors do regarding developing your ICC?),* the students again expressed different ideas.

According to the results, 71% of the students mentioned about activities which can develop their ICC, whereas, 12.5% claimed the lack of such cultural activities. The rest of the students either gave irrelevant answers to this question or they said they did not have any idea about it.

The majority of the students mentioned about various activities and tasks in the ELT classes. More specifically, 56.5% mentioned that the ELT instructors focus on introducing and presenting cultural information through comparing and trying to find similarities and differences among cultures and giving examples.

Other students (22%) mentioned about students' communicating with their classmates in groups tasks, or class discussions about cultural issues and instructors' sharing their personal experiences as some of the activities. Student 56 stated that "we usually discuss in the classroom and our teachers help us to be more aware of cultural differences and understand the importance of cultures." While Student 62 said "our instructors put us in group projects with members from different countries."

Some other indicated that ELT instructors use texts, articles, textbooks that include cultural content (9%), and they teach about learning theories and strategies to promote ICC. For instance, Student 114 admitted "they try to compare cultures and introduce us strategies for adaptation in the new cultural environment, they teach how we should be able to differentiate similarities and differences for our own cultures and the target culture, they facilitate our acceptance and prevent us probable resistance"

Moreover, some students (4.5%) considered using PowerPoint Presentation (PPP) and videos to show cultural content as useful activities. Student 73 gave an example "One presentation was about Halloween; we wore the costumes of that culture." However, two students believed that through doing projects about cultural topics in groups in the classroom is an effective activity.

The rest of the students thought that what is presented in ELT classroom is not enough to develop their ICC and they need to know about different cultures and theories related to culture and communication and they want to again more critical cultural awareness.

4.2 Results of the Instructor Interviews

The interview responses are categorized and presented under separate in the following sub-sections.

4.2.1 Perceptions and Attitudes Regarding Teaching English and Culture: (Questions 1&2)

Question 1: What should be the aims and objectives of English language teaching?

The results of the interviews show that four out of ten instructors believed that the main aim of English Language Teaching in general is to develop students' communicative skills which are good for them to communicate in real life.

Instructor 3 stated:

> In general, the objectives and aims of English language teaching, the overall goal of ELT should be to help students develop communicative competence. In other words; to help them to gain the necessary skills, ability, competencies to be able to function in different contexts in different cultures.

Two instructors, however, saw that equipping students with teaching techniques and practices is among the main aims of the ELT program. Instructor 5 stated that:

> Well, as the name suggest, English Language Teaching. I think we should help students acquire the skills of teaching certain techniques of course their language level should be good so help students to be good language teachers in short.

Moreover, two instructors linked the aims and objectives of English Language Teaching to learners' needs and they argued that aims and objectives cannot be generalized. Instructor 1stated:

> It depends who you teach   and why you teach so that is why you cannot generalize the aim of the course you have to identify what and who are your audience and why u want to teach depending on these you' ll decide on what to teach so that is why it is difficult to generalize   depending on different situation your priorities may be change.

Furthermore, two instructors believed that learning about English Language system could be the aim of ELT. Instructor 9 explained clearly: "Generally speaking, the main aim of English Language Teaching should be to help learners to learn the English language system: Grammar, vocabulary and other aspects together with its culture"

Question2: What do you think about the objectives regarding "culture teaching"?

Regarding the objectives of "culture teaching", all the instructors think that culture and language cannot be separated. Instructor 6 expressed: "I think culture after communication the culture is the second important objective, as I can't imagine teaching language without teaching culture, without dealing with culture."

Among the important objectives regarding "culture teaching" mentioned by instructors is raising students' awareness of the target culture and different cultures. One of the instructors (Instructor 3) responded:

> It has more objectives about communicative language teaching because we cannot think about teaching language without teaching culture. Teaching should be integrated in language teaching and the objectives regarding culture teaching should be to make students aware of different cultures and to make them aware of multilingualism, to help them to gain positive attitude towards different cultures, to teach them to be aware of different culture not only aware but also being able to appreciate different culture.

4.2.2 Teachers' Attitudes and Perceptions regarding ICC Classroom Practices (Questions 3&4)

The instructors' responses regarding culture teaching in questions 3 and 4 are presented below, respectively.

Question 3 (Do you teach about culture(s) in your ELT classes? Why/ Why not?)

As regards teaching about culture in ELT classrooms 8 out of 10 instructors have stated that they teach about culture but the extent varies across the level and the context of the course. One instructor (instructor 3) stated:

> Almost in all my ELT classes (I don t know if I can say I teach culture) but at least I mention about cultural content in some courses. We focus more on culture let me give you examples. I used to teach Oral Communication skills (1st year course). I don't teach them anymore but when I taught them I remember (you know) informing my students about the use of body language in different cultures, I used to show them videos showing people from different cultures doing body movement with different meaning. I have been teaching Special Teaching Methods course I for a long time and one of the topics are language and identity. And when we are talking about language and identity especially we focus on multilingualism and multiculturalism.

S/he referred to his/her experience and practices in his/her classrooms as follows:

> I emphasize the importance of knowing how to teach in a multicultural setting. For example, how to deal with students from minority group. I try to increase their cultural awareness regarding different cultures in this course also in my graduate course Approaches, Methods and Techniques in ELT we had a separate chapter on teaching culture. We discuss in detail how we should integrate culture teaching to language teaching, we talked about different approaches, different techniques, different ways of teaching cultures and of course the importance of teaching culture … Also, Teaching Practice, in this course I always emphasize the necessity of teaching cultural content in English classes. In my opinion, our ELT students have this intercultural competence and awareness.

Instructor 9 also stressed on the relation between culture and English Language teaching:

> Yes, I do, because as I said before language and culture go hand in hand …em… I do present some activities to my students which reflect some cultural elements not only about English but also other languages so for awareness. I think this is very important and I try to do as much as I can.

Another instructor (Instructor 2) admitted that he/she teaches culture but the manner differs.

> Well, I do but not in a very structured manner as a part of my teaching in my classrooms, sometimes you need to explain certain structures or concepts, it is

the case that telling your students why in that way in that culture, I give examples I try to compare how to express ourselves in such situation in our cultures and the English cultures. Although it is not structured teaching, it happens all the time in my classes I do these cultural aspects of teaching. Although it is not structured teaching but it happens all the time in my classes I do these cultural aspects of teaching

In addition, instructor 6 explained how she /he teach about culture as in the following

way:

Yes, I do. I teach culture when I give great importance to culture, we look at the target culture and also dealing with, you know specific things about the culture for example last year I invited actually, I organized a seminar about language teaching and culture and I invited Ingrid Larson from the American embassy, she was the public affair officer and she came and she talked about Thanksgiving in America, also u know…. I had seminar staff in my courses regarding teaching culture, Eastern Christmas, Halloween, you know also the way the American people live almost all the aspects of culture is highlighted in my class.

However, instructor 1replied that he/she does not include culture in his /her classes

and argued:

Nowadays I do not teach any ELT courses, I teach subject matter courses, so that is why I don't, but when I used to teach contextual grammar, my materials I used to contain cultural elements but my main focus was not on culture but language, but when I deal with teaching materials I had to do with cultural elements as well.

Another instructor (Instructor 4) who also said he/she does not teach culture, as the

short time and limited hours of teaching saying:

…………I could integrate culture teaching into my teaching very comfortably but unfortunately this vocabulary course only 3h a week so I don't have the time or the luxury to integrate culture in my courses

Question 4 (*If yes, how do you distribute the time over "language or subject matter teaching" and "culture teaching" and would you like to devote more time to "culture teaching"?*)

Concerning time distribution, five instructors claimed that they cannot talk about time distribution between language or subject-matter teaching because both are interrelated. Instructor 7 stated:

> I don't think talking about distribution of time would be advisable because as I've just noted language and culture go together, so therefore I believe that touching upon culture should be incorporated into language stuffs at any level we teach therefore I think adequate amount of our teaching as well as leading time should be devoted to culture in relation to language.

Three instructors complained that there is more focus on subject matter teaching at the expense of culture teaching due to the ELT curriculum commitment. Instructor 9 stated:

> Emmm…. unfortunately, language or subject matter teaching takes more than culture teaching and this I think because we have a syllabus that covers mostly subject- matter and perhaps there is a little room for culture teaching (but of course this is not an excuse) you can and I think the teachers should make more time to culture teaching to as much as culture teaching as possible. Personally, I try to do that.

Some instructors showed their enthusiasm to devote more time for teaching about culture which can be considered as positive attitude. For instance, instructor 3 believed that teaching culture has a very low proportion in the curriculum, he/she said that:

> You know, I don't teach language course any more, I used to teach First Year Oral Communication skills. But when you see the course content, it is not too much, it is very little, if you want I give you percentage maximum 20%. But in my opinion, I should devote more time

Another instructor (instructor 6) talked about fair distribution of time in culture teaching.

> Well, I think subject matter language teaching and culture teaching they go hand in hand and I think personally I believe that I devote enough time for all of them, I think that it is fair amount division for that culture as well because I also believe I go some extra miles to teach culture because there is a great emphasis to teach culture in the semester and whenever it is necessary to insert more about culture.

4.2.3 Perceptions of English Language and Familiarity with the Target Culture(s) Associated with English (Questions 5 &6)

Question 5: *What kind of language is today's English to you and what kind of English do you think should be taught in the universities of North Cyprus?*

Regarding this question, all instructors thought that standard academic English is taught at the university, but they did not deny the existence of English varieties, as one instructor (instructor 7) explained:

> If you talk about Today's English in general , across areas real life context in the real world which could be not only in the English language classroom but also in a clinic or factory or business place or a cohort place for example , the Kind of English that should be used is actually in use nowadays is English as a Lingua Franca (ELF) where users of English who are not native speakers of English and who happen in the majority resort to English as a contact language as a medium of communication when it comes to teaching English in the universities of North Cyprus , to the best of my knowledge most of the Tertiary institutions in this part of the island are English medium and they offer undergraduate and postgraduate academic programs so therefore the kind of English are academic English which of course different from ELF, which does not mean however that international students on campus do not use or should not resort to ELF for daily communication in informal context.

One of the instructors (Instructor 10) warned about one issue that varieties of English used should be framed and limited:

> We are trying to keep standard academic English clear, understandable English but this we do not exclude the other "Englishes" because as we all know the non-native speakers speaking the language is more than the native speakers now but it doesn't mean that anybody can speak any kind of English in any way they like it has to be Standard understandable, clear English , the accent is not that important, American Accent , British accent but we should expose as much as possible to different kinds of Englishes to students and they are actually exposed to Englishes themselves I believe listening to music , watching films outside the class as well.

Question 6: *Which aspects of culture(s) associated with English are you most and least familiar with?*

All instructors are familiar with English or American culture either through their living experience or visiting the UK or the USA. For instance, instructor 2 said: "I am familiar with English culture because I lived there for some time." and instructor 3 said "…. And I have been to England several times. I stayed three weeks I have had contact with native speakers."

More specifically, they are most familiar with cultural aspects like *daily life, ceremonies, habits, traditions, food, celebrations, behaviors and beliefs.* instructor 6 related familiarity with experiencing the culture itself, and she specified these aspects as follows "……some aspects of the target culture that every person, when has not been born in that culture has not lived for most of parts of their lives most or least familiar which is too natural.".

4.2.4 Teaching Culture in ELT Classrooms (Questions7&8)

Question 7: *What kinds of culture teaching activities do you practice during classroom teaching time?*

Question 8: *Which cultural aspects do you teach?*

Instructors mentioned various activities that they do in their ELTE classroom as the following:

- Providing examples of cultural aspects from different cultures or focusing on the role of culture on perceiving different ideas or attitudes of people to different language elements

- Having discussion, lectures, about how to teach culture, how to make students aware of cultural differences

- Giving lectures or presentations and having class discussion, about different cultural issues

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- Trying to get students to associate themselves with the topic of discussion and trying to talk about similarities, differences through practicing English language

- Assigning students articles about culture teaching or communicative competence or ICC and asking them to present, to prepare a group presentation

- Problem solving tasks where students are analyzing not only the data from English but also from other languages

- ELT students or so called 'students teachers' comparing and contrasting the morphological or syntactic structure of different languages and being acquainted with some cultural aspects of those languages

- Trying to get two students who come from different cultures to work in pairs and talk about topics like birthday party or wedding ceremony in different cultures; one will tell the other how the ceremony happens in their own culture

- Learning about language in different cultures (how to invite, how to reject invitations)

- Making students aware that there can be differences in terms of perceptions and attitudes based on the cultural background

- Talking about Cypriot culture and different places

- Helping students increase their cultural awareness

4.2.5 Contact Opportunities with Other cultures (Questions 9 & 10)

Question 9*: What are the intercultural and international activities at your university and do they have a positive effect on students 'attitudes and perceptions of other cultures?*

It is agreed by all instructors that EMU is an international university and students come from over 100 different countries. In fact, they argued that cultural activities, international nights, national cuisine and clubs (organized by the university and specifically the international office and different student societies (Iranian Society, African Society etc.) could enrich the intercultural milieu at the university. Moreover, these activities provide more opportunities for students to practice English, to get information about the target cultures and this leads automatically to a deeper understanding of the other and so raise the cultural awareness. One Instructor (instructor 1) commented as the following:

> What our aim is just to make people aware that they can be culturally different but the most important word in the world is RESPECT. We may not understand each other ideas but we have to coexist in this world.

Furthermore, all the instructors believed that these activities play a positive role in students' attitudes toward and perceptions of the target cultures. For instance, Instructor 8 asserted: "These activities are definitely contributing to all students' intercultural competence and feelings of empathy, understanding and respect to others"

Question 10: *What do you think the university can do to increase chances of intercultural contact?*

With respect to this question, the respondents showed their satisfaction with what the university has already offered in terms of the organization of cultural activities but they offered some suggestions.

Together with carrying on with these fore-mentioned cultural activities, some suggestions are:

- More exchange programs that can foster the students' interest in the target languages and cultures. either short term or long-term programs, for both students and teachers, (not necessarily U.K or U.S.A)

- Inviting more international experts to give lectures and regularly organizing conferences or activities about cultural communication

- Seminars, workshops, can be organized about intercultural communication

- Organizing lots of orientation programs, sports competitions

- A very extravagant night that everybody is presenting dance and music from their own culture

4.2.6 Instructors' Opinion and Challenges Regarding the Intercultural Dimension of ELT (Questions 11 & 12)

Question 11: *What are your opinions regarding the (inter)cultural dimension of English language teaching?*

All instructors strongly agreed that teaching culture is as important as teaching the target language. For this reason, ICC should be addressed in ELT classrooms. One instructor (instructor 9) expressed:

> Well, if you consider English as an international language? of course the intercultural dimension is very important because basically you can communicate with almost anyone in the world, if you speak English so definitely intercultural dimension is very important so English is not like any other language

Instructor 8 also expressed the same idea:

> As I expressed before, considering the globalization and the acceptance of different varieties of English spoken all around the world, learners' intercultural competence should be addressed as well with the help of appropriate materials, tasks, projects, etc.

Question 12: *What are the main challenges regarding the integration of culture into language or subject matter teaching*?

Some of the challenges mentioned in the response to this question is the language level, the instructors' unfamiliarity with the target culture, integrating culture in language, learners' personalities, the curriculum. In addition to too much responsibilities on the teachers who should have interest about learning about different cultures.

Although integrating culture into language or subject- matter teaching is a challenging, some instructors believe that instructors' decision and enthusiasm hinder the existence of any challenge. Furthermore, finding the appropriate textbooks and materials could be considered an additional problem for instructors.

4.2.7 The difference between Intercultural approach and Communicative approach and ICC and CC (Question 13&14)

Question13: *Do you think there are important differences between the intercultural approach and the communicative approach to English language teaching?*

The responses to this question show that three out of ten instructors considered there are differences between the intercultural approach and the communicative approach.

Instructor 9 replied: "the intercultural approach focuses more on cultural differences; communicative approach focuses on communication as a whole but IC is more sensitive to culture".

The other four instructors explained the difference between the two approaches in different ways.

Instructor 3 believed that they are interrelated and may overlap, said:

> in my opinion, again in these two approaches are integrated you can't be fully communicatively competent without intercultural competence that is why we ended up with ICC concept ok; because you cannot be fully competent if you don t have this intercultural awareness.

Another instructor viewed ICC as be seen as the best alternative saying:

> CC is not sufficient any longer so therefore of course important differences and today I think the base word in the agenda whether in term of teaching or learning or EL use in real context should be ICC.

On the other hand, one instructor thought that there is no big difference and another instructor expressed his unfamiliarity with the two approaches.

Question 14: *Do you think there are important differences between intercultural communicative competence and communicative competence for English language students?*

Most of the instructors are not sure if the ELT students are aware of the difference between the two approaches due to the strong link between the two approaches.

4.2.8 Assessment of the Intercultural Communicative Competence (ICC)

Question 15: How do you think (inter)cultural learning can be assessed and which way is the most effective?

Respondents were inclined to test students ICC and they argued that since culture is taught so it should be assessed in different ways and they suggested the following:

- ✓ Giving students, some tasks related to culture and observing them;

- ✓ Getting help from textbooks, writers, different expertise areas;

- ✓ Doing tests, any form of assessment using materials which include some cultural content;

- ✓ Giving them reading materials and getting them to write about their cultures or talking about similarities and differences between these cultures and their own cultures;

- ✓ Portfolios or classroom observations;

- ✓ The institution should set up specialist groups and teams who would gain expertise in terms of testing intercultural communicative competence;

- ✓ Students can be assigned tasks (problem-solving tasks, for example) and projects on intercultural issues;

- ✓ Observation-based assessment during task performance or project completion would be an effective way to assess intercultural learning;

- ✓ Testing learners' speaking skills through placing them in groups where the learners come from different cultures and see how they manage the conversation, when they pay attention to cultural differences how exactly they communicate their idea to people who come from different cultures.

Furthermore, instructor 1 suggested taking consideration many points about testing. She/he put it in the following way:

> I always believe in an eclectic way, in other words, I never think that there is the best way or the best ideal to do something but what I believe is if we have different matters, different approaches, it means we can take for each of these something rational for specific context you cannot find a context universal. Context is always local, students are local, every situation is local that is why you have to depending on who your students are, what their profile, are, you have to use something what you use at the same should be eclectic, if you use this one method, one approach you cannot be successful because each classroom is composed of people with different learning styles, thinking ways and all these things that is why my main way is eclecticism.

Overall, all the instructors believed that everything taught in the classroom should be assessed; the ways and their perspectives vary according to the amount of cultural content introduced and the task assessed.

4.3 Results of the Analysis of Course Policy Sheets

The course policy sheets were analyzed to find out to what extent they address ICC. In total, 48course policy sheets were collected and examined including undergraduate and graduate courses.

Course descriptions consist of various sections namely: the aim of the course, classroom procedures, weekly instructional plan, classroom procedures/requirements, resources, evaluation and learning outcomes. The results concerning undergraduate courses are presented first and then the results concerning the graduate courses are presented. The results of the two programs are summarized and shown in Tables 4.7 and 4.8 below.

As Table 4.7 shows, 11 out of 32 undergraduate ELTE courses do address intercultural communicative competence or contain cultural content.

Table 4.7: Analysis of Culture/ICC in the undergraduate program

ELTE Coded Course	Cultural content/Interculturel Communicative Competence
101/102	• No cultural content.
103/104	• No cultural content.
105/106	• No cultural content.
108	• No cultural content.
112	• One of the Learning outcomes is developing students' appreciation and respect for the issues of "multiplicity of context" and "cultural diversity".
204	• The aim of this course is "to develop students' appreciation of values and attitudes regarding the issues of language diversity"
205	• No cultural content
206	• Students deal with "Culture and language" in week 14.
207/212	• One of the aims of the two courses is "to observe the conceptual and structural differences between the two languages and to help them recognize and improve the aspects of cultural knowledge

	involved in translation"
	• In week 14, students learn about English proverbs and idioms. One of the learning outcomes of this course is "to know how meaning can be phrased differently from Turkish and accept that cultural knowledge is really a great help in the act of translating."
209	• No cultural content.
208	• No cultural content.
303	• No cultural content.
304	• In ELTE 304 "Communicative Competence" is introduced in week 12.
214	• No cultural content.
301/302	• In ELTE 301, students are exposed to "Baker (2012): from cultural awareness to intercultural awareness: culture in ELT" in week 3. • In ELTE 302 "Culture and Language Teaching" is introduced in week 4.
305/306	• No cultural content.
307/308	• ELTE 307 includes materials like English stories, poem and American plays. • Moreover, some aspects are presented in this course like "teaching culture through comparing and contrasting between objects and products, native and target culture; proverbs, idioms, formulaic expressions, customs, beliefs."
309	• No cultural content.
310	• No cultural content.
411	• No cultural content.
348	• No cultural content.
402	• No cultural content.
447	This course deals with topics like • English as Lingua Franca • Intercultural communication in ELT education • Language and Communication • Towards Intercultural Communicative Competence in ELT • Context and Culture • Culture and the 'good teacher' in the English Language Classroom.
406	• No cultural content.
450	• No cultural content.

As indicated in Table 4.7, The course policy sheets of ELTE 101, ELTE 102, ELTE103, ELTE 104, ELTE 105, ELTE 106, ELTE108, ELTE 205, ELTE 209, ELTE 208, ELTE 214, ELTE 303, ELTE 305, ELTE 306, ELTE 309, ELTE 310,

ELTE 411, ELTE 348, ELTE 402, ELTE 406 and ELTE 450 do not contain any explicit cultural content.

However, ELTE 112, ELTE 204, ELTE 206, ELTE 207, ELTE 212, ELTE 301, ELTE 302, ELTE 304, ELTE 307, ELTE 308 and ELTE 447 address cultural content or ICC. Indeed, the analysis of these course policy sheets show that "developing student's appreciation and respect towards different cultures" is one of the main learning outcomes in courses like ELTE 112 and ELTE 204.

The relation between language and culture is considered as one of the main themes highlighted in ELTE206. Moreover, teaching about culture and cultural awareness in ELT classroom are addressed in ELTE 301and ELTE 302.Moreover, ELT 308 introduces some cultural aspects like "comparing and contrasting between target culture, proverbs, idioms, customs, and beliefs". Making students able to observe the difference between local language and the target language is also one of the learning outcomes in courses like ELTE112 and ELTE 204.

Furthermore, the analysis of course policy sheets reveal that while ELTE 304 addresses the communicative competence, ELTE 447 introduces teaching Intercultural Communicative Competence in ELT context. More specifically, ELTE 447 highlights the role of the teacher in bringing culture into the English language classroom. In addition, the inclusion of various literary texts like English stories, poems and American plays can be seen in ELT 307 and ELTE 308 course policy sheets.

Moreover, course policy sheets of some courses, Master and PhD programs were analyzed in the same respect. In total, 7 out of 16 course policy sheets were analyzed and the results are summarized in the following table (Table 4.8).

Table 4.8: Analysis of Culture/ICC in graduate program (MA and PHD)

Culture/Intercultural Communicative Competence	
501	• In this course, topics like "communicative competence" is introduced in week 4. • "Teaching for cultural understanding" is also introduced in week 12. • One of the learning outcome is to make students able "to integrate culture and language teaching through cultural topics, and materials and activities"
502	• No cultural content.
503	• No cultural content.
504	• One of the learning outcomes of this course is to make "students develop their appreciation of values and attitudes regarding language awareness and values related to society." • "Language in social context" is dealt with in week 12.
506	• No cultural content
606	• Some of the articles in this course are related to teacher identity, native, non-native speaker, Arabic learners, Turkish Cypriot learners and context, language varieties, cultural pedagogies and multiculturalism.
507607	• No cultural content.
510	• The aim of this course is to make students able to evaluate and adapt ELT materials. • "Materials for cultural awareness" is dealt in week 13.
511	• No cultural content.
513/617	• The aim of this course is to expose students to issues they encounter when using language in different cultural context. • "Pragmatics across cultures"is introduced in week 11.

514/612	• The course aims to introduce topics related to the maintenance and shift in multilingual communities, the role of sociolinguistics in second language acquisition, especially in the development of communicative competence
	• "Language varieties and multilingual nations, ethnicity and social networks, speech functions, politeness and cross-cultural communication" are topics presented in this course.
515	Two topics are dealt with in this course
	• Towards intercultural communicative competence
	• Intercultural communication in ELT education
601	• No cultural content.
602	• No cultural content.
603	• No cultural content.
604	• No cultural content.

As indicated in Table 4.8, six out of sixteen ELTE course policy sheets address ICC or related cultural content.

On one hand, course policy sheets like ELTE 502, ELTE503, ELTE506, ELTE 507/607, ELTE 511, ELTE 601, ELTE 602, ELTE 603 and ELTE 504 do not include any cultural content or ICC.

On the other hand, course policy sheets such as ELTE 501, ELTE 504, ELTE 606, ELTE 510, ELTE 514/612, ELTE513/617 and ELTE515 contain cultural content or ICC.

Topics like communicative competence, culture and language teaching, and teaching for cultural understanding are presented in ELTE 501. In fact, this course aims "to make students able to integrate culture and language teaching through cultural topics, materials and activities."

Moreover, ELTE 504, ELTE 514/612 and ELTE 606 highlight multilingualism and multiculturalism as they mention the goal of these courses is to "develop students' appreciation of values and attitudes regarding language awareness and values related to society." In the same context, ELTE 606 evolves around concepts like cultural pedagogies and multiculturalism. What is more, in ELTE 515 course policy sheet topics such "towards intercultural communicative competence" and "Intercultural communication in ELT education" can be seen.

The course policy sheets contain not only topics about ICC and teaching culture in ELT but they also mean to make students able to evaluate and adapt ELT materials such as "Materials for cultural awareness" in ELTE510.

4.4 Summary

The results obtained in the current study reveal that the ELT students have an ICC level between average and important. The results also show that ICC is promoted in ELT classrooms through some activities and tasks. Moreover, instructor interviews also acknowledge the instructors' positive attitudes regarding teaching culture in general and ICC in particular. Thus, both students and instructors believe that ICC is important in ELT. Furthermore, the analysis of ELTE course policy sheets shows the existence of ICC in some ELTE courses. Henceforth, in the next chapter, these results will be discussed and interpreted, some conclusions will be drawn, also some limitations of the study will be mentioned and some suggestions will be offered accordingly.

Chapter 5

DISCUSSION OF RESULTS AND CONCLUSION

This chapter discusses the results of the study in accordance with the research questions and by comparing and contrasting them with the findings of relevant studies in the literature. It also explains its implications for practice, limitations and suggestions for further research.

5.1 Discussion of Results

In this section, the results of the study are discussed in line with the four research questions

5.1.1 Research Question 1: Are the ELT students in the Department of Foreign Language Education (FLE) of Eastern Mediterranean University (EMU) interculturally competent?

According to the results, the ELT students of EMU have a fairly average level of ICC (between average and important). As mentioned in chapter four, *Attitude* dimension of ICC had the highest mean score of among all the four components (M= 3.87). This was followed by *Skills* dimension (M= 3.73) and *Awareness* dimension (M= 3.68). However, *Knowledge* dimension had the lowest mean score (M= 3.44). In other words, *attitude* component exceeded all the other components namely *skills, awareness* and *knowledge*. The average mean was 3.87.

The findings of this study are not in line with the findings in Almarza et al (2015), in which the comparison of ICC levels of the two groups participating in Erasmus

Exchange Programs shows that in term of ICC levels there is no big difference between Salamanca University students hosted in British universities (USAL) and students from Nottingham University hosted by diverse Spanish University (NTU).

The attitude dimension of ICC of the ELT students at EMU (3.87) was lower than USAL (4.36) and NTU (4.36). Moreover, the mean score of *Skills* dimension of ELT students at EMU was 3.73 which were still less than the two cohorts (USAL4.05 and NTU 4.17). For instance, 78% of ELT students at EMU saw themselves flexible when interacting with people from different countries in item 20with a mean score of 4.00. Indeed, this percentage is not far to USAL 4.05 (73%) or NTU 4.17 (90%). In addition, the mean score of awareness dimension of ELT students at EMU was (M = 3.68) which is more than that of NTU (3.55) and USAL (3.05). This may be due to the high percentage of students coming from different countries and their chance for intercultural contact with students from different cultures (including that of the host culture) is high. Knowledge component mean (3.44) was less than that in NTU (3.85), and USAL (3.64). Hence, knowledge component was the lowest mean score of all the ICC components as reported by the ELT students at EMU and also the two groups in Almarza et al's (2015) study.

The present study was conducted in ELT context and its findings are consistent with previous results in Koumachi's (2015) study which shows that the Moroccan EFL university students do possess the average necessary needed ICC to be an intercultural speaker and act appropriately in cross cultural context.

However, these findings are not in line with the findings found in the EFL/ESL context in Chunhong and Griffiths (2011) where half of 102 Chinese students at

Beijing Sports University were not able to correctly answer the questions related to western culture; the average score was 6.20. Thus, students were not found to have a high intercultural communicative competence.

The current study reminds us of the qualitative results in Sun and Easton (2008) where show that 56% of the Chinese students have a positive attitude and willingness to learn from different cultures while 40% are aware about the cultural difference between their cultures and the Scottish context. For knowledge dimension, students want to know about the host culture whereas; students are not satisfied with their ability in using skills to improve their intercultural communication. In addition, language proficiency and reflections of previous educational experience are also investigated in this study.

Along with linguistic proficiency, target culture experience, and formal education are factors that may be directly related to intercultural communicative competence in the learning process and this was confirmed in a different study by Hismanoglu (2011) which was conducted in a similar context the same context (another ELT Department in North Cyprus).

5.1.2 Research Question 2: How is ICC promoted in ELT classrooms?

The results obtained from the open-ended questions reveal that almost all the students (98.5%) considered Intercultural Communicative Competence (ICC) important in language learning and teaching. Indeed, this explains a great consensus and a positive attitude among the ELT students of EMU regarding the importance of intercultural competence in ELT classroom.

When the students were asked about if they are exposed to any cultural content in ELTE courses, 78% of them agreed that they are taught about culture and they mentioned some courses like: Teaching English to Young Learners I&II (ELTE 301/ELTE 303), Language and Society (ELTE 309), Advanced Reading and Writing I &II (ELTE 103/ELTE 104), Linguistics I&II (ELTE 203/ELTE 204), Presentation Skills (ELTE 209), Literature in Language Teaching I& II (ELTE 307/ELTE 308), English-Turkish and Turkish-English Translation (ELTE 207/ELTE 212), where they are dealing with different cultural aspects. This goes in parallel with the findings of the instructor interviews and the analyses of the course policy sheets.

The majority of students agree that the instructors do different activities in ELT classes to promote ICC. As it was mentioned in the results in chapter four 78% of the students mentioned that the instructors do practice some cultural activities in ELT classrooms that contribute to develop their ICC. It was found that these activities evolve around introducing and presenting cultural information, trying to find similarities and differences between cultures. The students believed that these activities could promote the awareness about the cultural differences. This may also explain the high level of awareness obtained as indicated in the last chapter.

Besides working in groups, making conversation or discussion about cultural issues, instructors also shared with students their personal experiences. Moreover, using PowerPoint Presentation (PPP) and videos to show cultural content, doing projects about cultural topics in groups in the classroom are some activities that the students believed to promote their intercultural ability.

Some of the above-mentioned activities go in line with those proposed by Baker (2011):

1) exploring, the local culture

2) language learning materials

3) traditional media and arts

4) IT, electronic media

5) cultural informants(sharing and exchanging experience)

6) face to face intercultural communication

Thus, students are aware about these activities and how they promote their ICC accordingly. However, 22% of the students believed that the ELT classrooms lack sufficient cultural activities, and this cannot be undermined. Moreover, few students reported that what is presented in ELT classroom is not enough to develop their ICC and they need not only the superficial knowledge of culture and the pertinent theories related to culture and communication, but also more profound critical cultural awareness. The idea of critical cultural awareness is the core of ICC starting from Galloway (1985), Kramsch (1983) along with Byram (2012). According to Byram (2012), critical awareness is the ability to evaluate based on some criteria that we possess about our own cultures and in different cultures. Thus, acquiring this ability needs a critical aspect and other cultural and social assets.

When the instructors were asked about cultural content they taught, they stated some aspects about surface elements of culture which permit to develop students' knowledge about the target culture. The presentation of cultural aspects is not limited to the surface culture *daily life, ceremonies, habits, traditions, food, celebrations* but

also to *beliefs* and *behaviours* as other important aspects introduced in ELT classroom. This finding is similar to Olaya and Gomez Rodriguez (2013).

Moreover, the instructors said they were familiar with the target culture (English/American) either through their living experience, visiting UK or USA or even through the knowledge and the research they have done about culture, and they believed this would help students to get the cultural knowledge and clear perceptions regarding the target culture.

5.1.3 Research Question 3: What are the instructors' attitudes towards and practices of developing ICC in their classrooms?

In general, the instructors had positive attitudes toward ICC, and there was a strong consensus among the instructors about the importance of intercultural dimension in ELT, and they referred to some classroom practices that could develop students' ICC.

According to the results, the instructors not only considered culture as an integral part in language teaching, but also pointed out to ways of implementing cultural classroom practices. This finding is similar to the findings of some researchers like Kramsch (2013), Holmes (2003), Arnaudova (2006), Baker (2011) and Gu(2016).

According to the results regarding the objectives of language and culture teaching, the most important objective for the language instructors is "helping students to develop communicative competence to be able to function in different contexts in different cultures". Based on this finding, it can be concluded that the participant instructors considered improving communicative skills that allows students to

interact in local and multicultural context highly important. Similar results were obtained by Xiaohui and Li (2011).

From these results, it is possible to deduce that instructors are aware that through promoting ICC in ELT classroom, students develop their intercultural ability and hold positive attitudes towards other cultures. The importance of the intercultural dimension of language teaching was also been emphasized by Kramsch (2013). In addition to developing intercultural competence, the instructors also believed in the significance of helping the learners develop a better understanding of their own culture, as also stated by many prominent researchers like Galante (2015) and Houghton (2013).

One of the findings of the interview about classroom practices regarding boosting ICC revealed that the respondents made use of some classroom activities like providing examples from different cultures, class discussion about different cultural issues, talking about similarities and differences. Another technique used by the instructors was sharing their own experiences with the students and asking them to compare their cultures with others. In other words, another activity enhancing ICC was reported to be giving students the opportunities to express his cultural identities. This reminds of Galante's (2016) view that ICC offers the Brazilian English learners an opportunity to express their values, beliefs and identities through watching and carrying out video projects where they can reflect their own.

Moreover, the instructors also said they assign students group presentation, make them work in pairs, teach them how to interact. All these activities may improve their skills of interaction with their classmates and help them increase their cultural

awareness and show them that they can be different in terms of perceptions and attitudes. Thus, this finding is similar with those of Lee (2012), Ho (2009) and Xu (2016). However, Moeller and Nugent (2014) propose different classroom activities based on various models such as cultural online blog exchange, attitude exploration, using proverbs to promote ICC in ELT classroom.

It can be inferred from the results of instructor interviews that the activities conducted in ELT classrooms might make students aware of (inter) cultural differences and equip them with the needed skills of communicating with their classmates. Hence, this may explain the results of the ICC levels as it is shown in the comparative analysis Figure6, Chapter 4 that the attitude dimension scored the highest mean average (M= 3.87), followed by the skills dimension (M= 3.68). Thus, this finding is supported by Piatkowska (2015), who perceived that the focus on teaching language is cultural knowledge is not enough to acquire ICC.

Furthermore, designing cultural activities outside the classroom also helps to raise the intercultural contact. Indeed, international nights, national cuisine and clubs could provide more opportunities for students to practice English, to get information about the target culture and this will lead automatically to a deep understanding of the other and so raise their cultural awareness.

5.1.4 Research Question 4: To what extent do ELTE course policy sheets address ICC?

The findings of the analysis of the undergraduate course policy sheets reveal that 11 out of 32 address ICC or any cultural content. In other words, one third of the course descriptions address cultural content or ICC.

For instance, teaching about culture in ELT classroom is addressed in courses like ELTE 302 and ELTE 206 where the purpose behind such inclusion is to equip students who are future teachers, with necessary skills and knowledge about various techniques and approaches used.

Integrating culture in some course policy sheets meant to develop students' cultural understanding and appreciation towards different cultures. This reminds of Omaggio's (1986) explanation of techniques and strategies that contribute to raising cultural understanding. Moreover, the theme of cultural awareness is also highlighted in Baker (2011) and Byram (2012) and considered as the main goal in teaching ICC.

It can be inferred from the analysis of the course policy sheets that there is much more emphasis on teaching about ICC in the third and fourth year in such as: ELTE 447, ELTE 304, ELTE 301 and ELTE 302.This is may be because developing ICC may need mastering linguistic skills. This view contradicts with Hismanoglu (2011) who argues that ICC education should commence from very beginning stage of foreign language learning.

The analysis of course policy sheets revealed that some courses like ELTE 447 addresses not only communicative competence but also teaching intercultural communicative competence.

In addition to introducing the concept of ICC, using proverbs, idioms and formulaic expressions enable students to observe the differences between local language and the target language in courses like ELTE112 and ELTE 204. This idea is highlighted also in Moeller and Nugent (2014).

According to the course descriptions, ELTE 447 emphasizes the role of the teacher in bringing culture into the English language classroom and the teacher becomes "the intercultural teacher" as Bastos and Araujo e Sa (2015) put it. Besides, all various literary texts like English stories, poems and American plays can be recognized in ELTE 307 and ELTE 308 course policy sheets. Indeed, the use of literary texts is a way of developing students' ICC. This finding has been found in Rodriguez Gomez (2013) and Xu (2016).

Regarding the graduate courses, 7 out of 16 course policy sheets contain ICC or related cultural content. For example, topics like communicative competence, culture and language teaching and teaching for cultural understanding are presented in all the courses that contain ICC such in ELTE 501 course policy sheet.

The analysis of course policy sheets reveal that courses like ELTE 510 "Materials for cultural awareness" show students how to evaluate and adapt ELT materials and how to choose the appropriate materials for teaching about culture which is the core of ICC. What is more, intercultural communicative competence is introduced not only in undergraduate course program, more specifically ELTE 447 but also it is included in ELTE 515. Having considered ICC as an approach, Piatkowska (2015) confirms that such approach focuses on developing the necessary skills for cross cultural communication as it gives teaching a foreign language a new perspective.

However, the analysis of course policy sheets should be done with caution because the analysis tells us only what is written in the course policy sheet itself. Some courses may include cultural content implicitly from time to time in the lesson.

In total, only 18 out of 48 course policy sheets do contain about ICC which reveals that more insertion of cultural content is needed as suggested by students and instructors in the previous chapter.

5.2 Conclusion

Regarding the findings of this study, many conclusions can be drawn. Firstly, the findings show that ELT students at EMU in North Cyprus have a fairly average level (between the average and important) of ICC levels with an *Attitude* dimension of 3.87. This average level of students' ICC is different from other studies conducted with British and Spanish Exchange Program Students in Almarza et al (2015), the Chinese Students in Scottish university in Chunhong and Griffiths (2011) and EFL Morrocan students in Koumachi (2015).

Also, findings reveal the ELT instructors have a positive attitude regarding ICC and they try to promote ICC in their classrooms through cultural activities, tasks, comparing contrasting between one's culture and different cultures. They believed that such activities may raise students' awareness about ICC and make them able to communicate and interact in a multicultural context. This goes in parallel with many studies conducted about the instructors or teachers' attitudes towards the promotion of ICC like Xiaohui and Li (2011) and Gu (2016). Moreover, 1/3 of the course policy sheets address ICC with the suggestions for more inclusion of ICC or cultural. However, this does not mean that only what is written in the course descriptions is practiced in classroom. In many occasions culture is inserted implicitly during the lessons as expressed by the students and instructors.

5.3 Implications of the Study

The current study may have a number of pedagogical implications. Firstly, it gives instructors about students' ICC levels.

Secondly, the findings of this study may increase the intercultural awareness among the ELT students and instructors. It is noted that without this awareness and understanding of English as International language, teaching ICC will be in danger (Lee, 2012).

Thirdly, the study may offer instructors feedback about their students' ICC levels, perception, attitudes and preferences. Based on this feedback, the instructors can modify, add, change their course contents or offer new course about culture or ICC like a course about intercultural communication in ELT. Finally, the findings help to revise the strategies and classroom practices and uncover the challenges that could hamper teaching or learning in a multi-cultural context.

5.4 Limitations

One of the limitation of this study that is limited to Byram's (1997) model, there are many models for ICC. As Gu, Meng and Li (2012) mention that there is no clear agreement about the ICC construct. Moreover, the lack of classroom observations can be considered as another limitation because observing activities inside the classroom may provide more information about how ICC is promoted in ELT classrooms. One more lack is the absence of student interviews which gives students opportunity to express more their views. Another limitation is that the current study is limited to ELT department of EMU so the participants are only from ELT context.

5.5 Suggestions for Further Research

There are many other models about ICC levels, may be an integrated model for measuring ICC would be suggested. A parallel study may include classroom observations would be appealing to observe students' interaction and motivation in teaching ICC. Also conducting student interview may give larger scope for students' perspectives regarding ICC and its promotion in ELT classroom. Further studies can expand the scope of investigating to include all international students in other departments at EMU and may be other universities.

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APPENDICES

Appendix A: Student Questionnaire Form

STUDENT QUESTIONNAIRE

PART 1- Background Information

1. Age: _____
2. Gender:☐Male   ☐Female
3. Nationality: ☐Turkish ☐Turkish Cypriot ☐Other: _____ (please specify)
4. Native Language:☐Turkish ☐English☐Other_____ (please specify)
5. Class: (BA ☐1ˢᵗ year☐2ⁿᵈ year   ☐3ʳᵈyear☐4ᵗʰ year)☐ MA☐PhD

PART2 - The Questionnaire

Directions: Please respond to the items in each of the four categories (knowledge, Attitude, skills, awareness) below, using the scale from **1 (Not at all)** to **5 (Extremely high).**

    1. Knowledge

		1	2	3	4	5
1	I can give a definition of culture.					
2	I know the essential norms and taboos of different cultures (e.g. greetings, dress, behaviours, etc.)					
3	I can contrast important aspects of different cultures with my own.					
4	I know some techniques to support my learning of other languages and cultures.					
5	I can contrast my own behaviours with those of the people of other languages in important areas (e.g. social interactions, basic routines, etc.)					
6	I can name important historical and socio-political factors that shape my own culture.					
7	I can name important historical and socio-political factors that shape other cultures.					
8	I can name various learning processes and strategies for learning about and adapting to other cultures.					
9	I can describe how people interact in social and professional are as(e.g. family roles, team work, etc.) in different cultures.					

2. Attitude

	While in a different country/ culture I demonstrate my willingness to:	1	2	3	4	5
10	interact with host culture members.					
11	learn from my hosts their language and culture.					
12	try to communicate in the target language.					
13	deal with my feelings about the host culture.					
14	show interest in new cultural aspects (e.g. to understand the values, history, traditions, etc.)					
15	try to understand differences in the behaviours, values, attitudes, and styles of host members.					
16	adapt my behaviour to communicate appropriately in the host country (e.g. in non-verbal and other behavioural are as, as needed for different situations)					
17	deal with different ways of perceiving, expressing, interacting, and behaving.					
18	interact in different ways, even when quite differentfrom those to which I am familiar with and preferred.					
19	appreciate the difficulties of communicating and interacting interculturally.					

3. Skills

		1	2	3	4	5
20	I can show flexibility when interacting with people from other cultures.					
21	I can adjust my behaviour, dress, etc., as appropriate, to avoid offending the people in the host culture.					
22	I can contrast the host culture with my own.					
23	I can use strategies for learning the host language and about the host culture.					
24	I can interact appropriately in a variety of different social situations in the host culture.					
25	I can monitor my behaviour and its impact on my hosts.					
26	I can use culture-specific information to improve my interaction with my hosts.					
27	I can resolve cross-cultural conflicts and					

	misunderstandings when they arise.					
28	I can use appropriate strategies for adapting to my own culture. after returning home.					

4. **Awareness**

	While in a different country/culture, I realize the importance of:	**1**	**2**	**3**	**4**	**5**
29	differences and similarities across my own and the host language and culture.					
30	my negative reactions to these differences (e.g. fear, disgust, superiority, etc.)					
31	how varied situations in the host culture required modifying my interactions with others.					
32	how host culture members view me and why.					
33	responses by host culture members to my own social identity (e.g., race, class, gender, age, etc.)					
34	diversity in the host culture (such as differences in race, class, gender, age, ability, etc.)					
35	dangers of generalizing individual behaviours as representative of the whole culture.					
36	my hosts' reactions to me that reflect their cultural values.					
37	changing cultural styles and their influence in social/working situations.					
38	my own level of intercultural development.					
39	the level of intercultural development of those I study/ work with (other students, hosts, co-workers, etc.)					
40	factors that influence my intercultural development.					

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PART 3 - Open-ended Questions

Directions: Answer the following questions referring to your experience.

1. **Do you think that Intercultural Communicative Competence (ICC) is important in language learning and teaching? Why/why not?**

    _____
    _____
    _____
    _____
    _____

2. **Are you taught any cultural content in your ELTE courses? Please explain.**

    _____
    _____
    _____
    _____
    _____

3. **What cultural content would you like to learn in ELTE classes?**

    _____
    _____
    _____
    _____
    _____

4. **Do you consider yourself interculturally competent? Why/Why not?**

    _____
    _____
    _____
    _____
    _____

5. **What do your ELT instructors do regarding developing your ICC?**

    _____
    _____
    _____
    _____
    _____

Appendix B: Instructor Interview Form

Instructor Interview Questions

Part 1- Background information

1. Age: _____

2. Gender: _____

3. Years of teaching experience: _____

4. Mother tongue: _____

5. Foreign language(s) spoken: _____

6. **Have you lived abroad? Which countries and for how long?**

Part 2 - Questions

1. What should be the aims and objectives of English language teaching?
2. What do you think about the objectives regarding "culture teaching"?
3. Do you teach about culture(s) in your ELT classes? Why/Why not?
4. If yes, how do you distribute the time over "language or subject matter teaching" and "culture teaching" and would you like to devote more time to "culture teaching"?
5. What kind of language is today's English to you and what kind of English do you think should be taught in the universities of North Cyprus?
6. Which aspects of culture(s) associated with English are you most and least familiar with?
7. What kinds of culture teaching activities do you practice during classroom teaching time?
8. Which particular cultural aspects do you teach?
9. What are the intercultural and international activities at your university and do they have a positive effect on students 'attitudes and perceptions of other cultures?
10. What do you think the university can do to increase chances of intercultural contact?
11. What are your opinions regarding the(inter)cultural dimension of English language teaching?
12. What are the main challenges regarding the integration of culture into language or subject matter teaching?
13. Do you think there are important differences between the intercultural approach and the communicative approach to English language teaching?
14. Do you think there are important differences between intercultural communicative competence and communicative competence for English students?
15. How do you think (inter)cultural learning can be assessed and which way is the most effective?

Appendix C: Ethical Committee Consent Form

Etik Kurulu / Ethics Committee

Reference No: ETK00-2017-0044   24.03.2017

RE: Faten Baroudi (15500257)
Department of English Language Teaching

To Whom It May Concern,

As part of the 2016-2017 Spring Semester, pertaining to Master Thesis questionnaires EMU's Scientific Research and Publication Ethics Committee has granted Ms. Faten Baroudi (15500257), from the Department of English Language Teaching Master Graduate Program, to pursue with her survey entitled *Intercultural Communicative Competence (ICC) in ELT Classrooms*. This decision has been taken by the majority of votes. (Meeting number 2017/39-32)

Regards,

Assoc. Prof. Dr. Şükrü Tüzmen
Director of Ethics Commitee

ŞT/sky.

www.emu.edu.tr

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Appendix D: Permission letter

To: Assoc.Prof.Dr. Javanshir Shibliyev
Chair of the Department of Foreign Language Education

From: Faten Baroudi

Date:26. 01.2017

Permission Request

I am a Master's student and I am doing my MA thesis researchstudy about*Intercultural Communicative Competence (ICC) in ELT classrooms*.I would like to conduct my research study in the Department of Foreign Language Education (FLE). I will collect my data througha student questionnaire, instructor interviews, and document analysis (i.e. analysis of the course policy sheets of undergraduate and graduate ELT courses).The participants of my study will be the undergraduate and graduate students(MA,PhD)and the instructorsof the FLEDepartment.

Therefore, I need your approval on my request so that I can do my research study in the Department of Foreign LanguageEducation at the Faculty of Education of Eastern Mediterranean University.

Sincerely yours,

Faten Baroudi
MA Student
baroudi.faten@gmail.com

Attachments:

- BAYEK application form
- Student questionnaire and consent form
- Instructor interview questions and consent form

Appendix E: Student Questionnaire Consent Form

Student Questionnaire Consent Form

Dear Students,

I am a Master's student and I am conducting my thesis on the topic of Intercultural Communicati
Competence in ELT classrooms. This questionnaire aims to find out about your Intercultural
Communicative Competence (ICC) and your attitudes toward ICC in your ELT classes. It is very
important that you answer all the questions sincerely. Your personal information and individual
responses will be kept confidential and used only for research purposes. Further information can l
obtained directly from me or my thesis supervisor. You are free to withdraw from the study at an
time.

Thank you for participation and cooperation.

Faten Baroudi   Asst. Prof. Dr. Fatoş Erozan

MA Student   MA Thesis supervisor

E-mail: baroudi.faten@mail.com   E-mail: fatos.erozan@emu.edu.tr

Department of Foreign Language Education   Department of Foreign Language Education

Faculty of Education   Faculty of Education

✂- -

Consent form

I have read and understood the main purpose of this study, and I agree to participate in it.

Name- Surname: -----------------------------

Date: --

Signature: ----------------------------------

Appendix F: Instructor Interviews Consent Form

Instructor Interview Consent Form

Dear Instructors,

I am a Master's student and I am conducting my thesis on the topic of **Intercultural Communicative Competence in ELT classrooms**. The aim of this interview is to find out about your students' Intercultural Communicative Competence (ICC) and your attitudes toward ICC in your ELTE classes. Moreover, the interview aims to identify your attitudes toward and practices of promoting ICC in your classrooms. The interview will be audio-recorded, and your identity and individual responses will be kept confidential and used only for research purposes. Further information can be obtained directly from me or my thesis supervisor. You are free to withdraw from the study at any time.

Thank you for your participation and cooperation.

Faten Baroudi   **Asst. Prof. Dr. FatoşErozan**

MA Student   MA Thesis supervisor

Department of Foreign Language Education   Department of Foreign Language Education

Faculty of Education   Faculty of Education

E-mail: baroudi.faten@mail.com   E-mail: fatos.erozan@emu.edu.tr

✂- -

Consent form

I have read and understood the main purpose of this interview, and how my audio-recorded answers will be used. Thus, I agree to participate in this interview.

Name- Surname: -

Date: -

Signature: -