



**T.C.**

**BURSA ULUDAG UNIVERSITY**

**INSTITUTE OF EDUCATION SCIENCES**

**FOREIGN LANGUAGE EDUCATION**

**DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**A COMPARATIVE STUDY ON STUDENTS' INTERCULTURAL  
COMMUNICATIVE COMPETENCE AT STATE AND PRIVATE  
UNIVERSITIES**

**MASTER'S THESIS**

**AIHEMAITUOHETI WUJIABUDULA**

**BURSA**

**2019**





T.C.

BURSA ULUDAĞ ÜNİVERSİTESİ

EĞİTİM BİLİMLERİ ENSTİTÜSÜ

YABANCI DİLLER EĞİTİMİ ANABİLİM DALI

İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI

DEVLET VE ÖZEL ÜNİVERSİTE ÖĞRENCİLERİNİN  
KÜLTÜRLERARASI İLETİŞİMSEL YETERLİLİĞİ'NİN  
KARŞILAŞTIRILMASI ÜZERİNE BİR ÇALIŞMA

YÜKSEL LİSANS TEZİ

AIHEMAITUOHETI WUJIABUDULA

SUPERVISOR

Dr. Öğretim Üyesi Derya Döner YILMAZ

BURSA

2019

## BİLİMSEL ETİĞE UYGUNLUK

Bu çalışmadaki tüm bilgilerin akademik ve etik kurallara uygun bir şekilde elde edildiğini beyan ederim.

AIHEMAITUOHETI WUJIABUDULA

13/09/2019  
王吉



**EĞİTİM BİLİMLER ENSTİTÜSÜ**  
**YÜKSEK LİSANS/DOKTORA İNTİHAL YAZILIM RAPORU**

**ULUDAĞ ÜNİVERSİTESİ**  
**EĞİTİM BİLİMLER ENSTİTÜSÜ**  
**YABANCI DİLLER EĞİTİMİ ANABİLİM DALI BAŞKANLIĞI'NA**

Tarih: 13/09/2019

Tez Başlığı: Devlet ve Özel Üniversite Öğrencilerinin Kültürlerarası İletişimsel Yeterliliğinin Karşılaştırılması Üzerine Bir Çalışma (A Comparative Study on Students' Intercultural Communicative Competence at State and Private Universities)

Yukarıda başlığı gösterilen tez çalışmamın a) Kapak sayfası, b) Giriş, c) Ana bölümler ve d) Sonuç kısımlarından oluşan toplam 125 sayfalık kısmına ilişkin, 27/08/2019 tarihinde şahsım tarafından Turnitin adlı intihal tespit programından (Turnitin)\* aşağıda belirtilen filtrelemeler uygulanarak alınmış olan özgünlük raporuna göre, tezin benzerlik oranı %6'dır.

Uygulanan filtrelemeler:

- 1- Kaynakça hariç
- 2- Alıntılar hariç

Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü Tez Çalışması Özgünlük Raporu Alınması ve Kullanılması Uygulama Esasları'nı inceledim ve bu Uygulama Esasları'nda belirtilen azami benzerlik oranlarına göre tez çalışmamın herhangi bir intihal içermediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

Gereğini saygılarımla arz ederim.

13.09.2019

**Adı Soyadı:** AIHEMAITUOHETI WUJIABUDULA  
**Öğrenci No:** B01793009  
**Anabilim Dalı:** Yabancı Diller Eğitimi Anabilim Dalı  
**Programı:** İngiliz Dili Eğitimi Bilim Dalı  
**Statüsü:**  Y.Lisans  Doktora

**Danışman**  
Dr. Öğretim Üyesi Derya Döner YILMAZ  
13.09.2019

\* Turnitin programına Uludağ Üniversitesi Kütüphane web sayfasından ulaşılabilir.

## YÖNERGEYE UYGUNLUK ONAYI

“Devlet ve Özel Üniversite Öğrencilerinin Kültürel İletişimsel Yeterliliğinin Karşılaştırılması Üzerine Bir Çalışma” adlı Yüksek Lisans tezi, Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü tez yazım kurallarına uygun olarak hazırlanmıştır.

Tezi Hazırlayan

AIHEMAITUOHETI WUJIABUDULA



Danışman

Dr. Öğretim Üyesi Derya Döner Yılmaz



Yabancı Diller Eğitim ABD Başkanı

Prof. Dr. Zubeyde Sinem Genç



T.C.

**BURSA ULUDAĞ ÜNİVERSİTESİ**

**EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE**

Yabancı Diller Eğitimi Anabilim Dalı'nda 801793009 numara ile kayıtlı AIHEMAITUOHETI WUJIABUDULA'nın hazırladığı "Devlet ve Özel Üniversite Öğrencilerinin Kültürel İletişimsel Yeterliliğinin Karşılaştırılması Üzerine Bir Çalışma" konulu Yüksek Lisans Tezi çalışması ile ilgili tez savunma sınavı, 13 / 09 / 2019 günü 09:00-11:00 saatleri arasında yapılmış, sorulan sorulara alınan cevaplar sonunda adayın tezinin/çalışmasının **başarılı** olduğuna **oybirliği** ile karar verilmiştir.

Tez Danışmanı ve Sınav Komisyon

Başkanı

Dr. Öğr. Üyesi Derya Döner YILMAZ

Bursa Uludağ Üniversitesi



Üye

Dr. Öğr. Üyesi Çiğdem Karatepe

Bursa Uludağ Üniversitesi



Üye

Dr. Öğr. Üyesi Sinem SONSAAT

TED Üniversitesi



## Özet

Yazar. : AIHEMAITUOHETI WUJIABUDULA

Üniversite : Uludağ Üniversitesi

Ana Bilim Dalı : Yabancı Diller Eğitimi Ana Bilim Dalı

Bilim Dalı. : İngiliz Dili Eğitimi Bilim Dalı

Tezin Niteliği. : Yüksek Lisans Tezi

Sayfa Sayısı. : xiv + 108

Mezuniyet Tarihi. : 13.09.2019

Tez. : Devlet ve Özel Üniversite Öğrencilerinin Kültürel İletişimsel Yeterliliğinin Karşılaştırılması Üzerine Bir Çalışma.

Danışmanı. : Dr. Öğr. Üyesi Derya DÖNER YILMAZ

### **DEVLET VE ÖZEL ÜNİVERSİTE ÖĞRENCİLERİNİN KÜLTÜRLERARASI İLETİŞİMSEL YETERLİLİĞİ'NİN KARŞILAŞTIRILMASI ÜZERİNE BİR ÇALIŞMA**

Bu İngiliz Dili Eğitimi Yüksek Lisans tezinin amacı İngilizce öğrenenlerin kültürlerarası iletişimsel becerilerini kapsamlı bir şekilde araştırmaktır. Öncelikle, tezin ilk amacı devlet ve özel üniversite öğrencilerinin kültürlerarası iletişimsel yeterliliğine karşı algılarını karşılaştırarak, İngilizce öğrenen öğrencilerin kültürlerarası iletişimsel yeterliliklerinin genel seviyelerini araştırmaktır. Bu çalışmanın ikinci aşaması, devlet ve özel üniversite öğrencilerinin kültürlerarası iletişimsel becerilerine yönelik algılarının cinsiyet, ana dili, üniversite tipleri ve öğrencilerin yurtdışında bulunma deneyimleri açısından farklılıkları ve karşılaştırılmasının yapılmasını amaçlamıştır. Çalışmanın son aşaması olarak, devlet ve özel üniversite öğrencilerinin kültürlerarası



iletişimsel yeterliliğinin öğrencilerin yaşı, İngilizce dili yeterliliği, İngilizce öğrenme seneleri ve üniversitedeki seneleri arasında karşılaştırma yapılması amaçlanmıştır.

Bu çalışmaya Türkiye'deki devlet ve özel üniversitelerden toplam 231 üniversite öğrencileri katılmıştır. Bu çalışmanın nesnelliğini güçlendirmek için İngiliz dili veya İngiliz kültürüne maruz kalan İngiliz dili eğitimi bölümü öğrencileri çalışmaya dahil edilmiştir. Çalışma ölçeği olarak, Kültürlerarası İletişimsel Becerileri Ölçeği (Wang, 2016) kullanılmıştır ve bu ölçek toplam 5 faktör ve 15 tane sorudan oluşmaktadır. Uygulanan ölçekteki faktörler, “Etkileşimsel İlişki”, “Diğer Kültürlere Saygı”, “Etkileşimsel Güven”, “Etkileşimsel Keyfi”, “Etkileşimsel Katılım” olarak 5 tane faktörü temsil etmektedir. Nicel araştırma ölçüm aracı olarak, SPSS 24 kullanılmıştır ve çalışmanın bulguları ve sonuçlarına bu ölçüm aracı kullanılarak ulaşılmıştır. Bu çalışmada devlet ve özel üniversiteden katılan tüm öğrencilerin kültürlerarası iletişimsel becerilerinin oldukça yüksek olduğu bulunmuştur. Ayrıca, devlet üniversitesi öğrencilerinin kültürlerarası iletişimsel yeterliliğinin özel üniversite öğrencilerinin kültürlerarası iletişimsel becerilerine göre istatistiksel olarak daha yüksek olduğu bulunmuştur. İşbu çalışmada, erkek öğrencilerinin kültürlerarası iletişimsel becerilerinin kız öğrencilere nazaran istatistiksel olarak daha yüksek olduğu bulunmuştur. Bu çalışmada, yurtdışında yaşama deneyimi olan öğrencilerin kültürlerarası iletişimsel becerisi yurt dışında yaşamayan öğrencilere göre istatistiksel olarak daha yüksek olduğu bulunmuştur. Yaş, İngilizce yeterliliği ve üniversitede bulunan sınıflar devlet üniversitelerindeki öğrencilerin kültürlerarası iletişimsel yeterliliğinde istatistiksel olarak anlamlı farklılık gösterirken, İngilizce yeterliliği ve üniversitede bulunan sınıflar özel üniversitelerden katılımcılar arasında istatistiksel olarak farklılık göstermiştir.

*Anahtar Kelimeler:* Kültürlerarası İletişimsel Yeterliliği, Yabancı Dil Öğrenenler,

Yabancı Dil ve Kültür

## **Abstract**

Author : AIHEMAITUOHETI WUJIABUDULA

University : Bursa Uludağ University

Field : Foreign Languages Education

Branch : English Language Teaching

Degree Awarded: Master's Degree

Page Number : xiv + 108

Degree Date : 13.09.2019

Thesis : A Comparative Study on University Students' Intercultural Communicative Competence at State and Private Universities

Supervisor : Dr. Öğr. Üyesi Derya DÖNER YIMAZ

### **A COMPARATIVE STUDY ON STUDENTS' INTERCULTURAL COMMUNICATIVE COMPETENCE AT STATE AND PRIVATE UNIVERSITIES**

The primary purpose of this thesis for Master of Art in English Language Education was to elicit ELT (English Language Teaching) students' intercultural cultural communicative competence (ICC) in wide-angle. First of all, the purpose aspired to investigate the ELT students' overall degree of ICC on the whole by comparing the state and private university students' perception towards ICC. Then the study proceeded to research the differences of ELT students' perception towards ICC in terms of their gender, native language, university type, and their overseas experience. Finally, it aimed to examine the difference of students' perception towards ICC concerning their age, language proficiency, learning English experiences, and their present

grade at universities. A total of 232 participants took part in this study, which was namely from state and private universities in Turkey. Participants who have been exposed to the English language or English culture were selected in order to strengthen the objectivity of the study. An ICC Questionnaire (Wang,2016) was implemented, which consisted of 5 factors with the total of 15 question items that represent “Interaction Engagement,” “Respect for Other Cultures,” “Interaction Confidence,” “Interaction Enjoyment,” and “Interaction Attentiveness.” As the measurement tool, SPSS 24. Version was performed to reach the findings and results of the study statistically. Findings demonstrated that the overall degree of ICC of all participants was found highly significant. The study reveals that state university participants’ ICC is higher than the participants of private universities. Male participants indicated the significantly higher ICC than those of female participants. It also suggests that participants having overseas experience obtained considerable higher ICC than those without being abroad experience. Age, proficiency, and grade showed a statistically meaningful difference in state universities, whereas proficiencies and grade revealed a statistical difference among participants from private universities.

*Keywords:* Intercultural Communicative Competence, Foreign Language Learners, Foreign Language and Culture.

## TEŐEKKÖRLER

Öncelikle hem ders hem tez sürecinde bana her yönüyle yardım saęlayan, tez sürecimin bu şekilde ilerlemesinde uzmanlıęı ve yardımlarıyla en önemli paya sahip kiři olarak Dr. Öğretim Üyesi Derya Yılmaz hocama çok teşekkür ederim; gelişim sürecime olan yardımları, desteęi ve tezimi uygulama safhasında uzmanlıęı için ve de öğretmen olarak gelişimime yaptıęı katkılardan dolayı kendisine çok müteşekkirim.

2 yıl süresince derslerine katıldığım, yardımlarını gerektiğinde esirgemeyen ve gelişim sürecinde bizlere birçok katkısı olan Uludaę Üniversitesi İngiliz Dili ve Eğitimi bölümündeki hocalarımıza teşekkür ederim.

Bu süreçte bana desteklerini esirgemeyen aileme, beni bu sürece takdir ve desteklerini benden esirgemeyen başta değerli eşim Maimaizunong Maireba olmak üzere ve tüm aileme teşekkür ederim.

Özetle, bu süreçte her türlü; az veya çok, yardımını, fikrini, desteęini esirgemeyen herkese teşekkürü borç bilirim.

AIHEMAITUOHETI WUJIABUDULA



**Dedicated to my beloved Uyghur people,**

**I wish I will go home one day!**

## TABLE OF CONTENTS

BİLİMSEL ETİĞE UYGUNLUK SAYFASI.....	i
YÖNERGEYE UYGUNLUK SAYFASI.....	iii
JÜRİ ÜYRLERİNİN ONAY SAYFASI.....	iv
ÖZET.....	v
ABSTRACT.....	vii
TEŞEKKÜRLER.....	ix
TABLE OF CONTENTS.....	xi
LIST OF TABLES.....	xiv
CHAPTER 1: INTRODUCTION.....	1
1.1. Introduction .....	1
1.2. Background of the study.....	3
1.3. Statement of the thesis.....	6
1.4. Research questions.....	8
1.5. Importance of the study.....	9
1.6. Conclusion.....	10
CHAPTER 2: LITERATURE REVIEW.....	12
2.1. Introduction .....	12
2.2. Historical overview of ICC.....	12

2.3.	Key components of ICC.....	18
2.4.	Assessment of ICC.....	23
2.5.	Studies on ICC.....	28
2.6.	Conclusion.....	39
CHAPTER 3: METHODOLOGY.....		41
3.1.	Introduction .....	41
3.2.	Participant selection and setting of the study.....	43
3.3.	Research instruments.....	44
3.4.	Data collection and procedures.....	45
3.5.	Data analysis.....	47
3.6.	Conclusion.....	50
CHAPTER 4: FINDINGS.....		52
4.1.	Introduction.....	52
4.2.	Presentation of demographic information.....	51
4.3.	The first research question.....	57
4.4.	The second research question.....	65
4.5.	The third research questions.....	70
CHAPTER 5: DISCUSSION.....		81
5.1.	Introduction.....	81
5.2.	Discussion of findings with relation to research questions.....	82
5.3.	Comparison of state and private university students' ICC.....	82

5.4.	Comparison of state and private university students' ICC in terms of gender, native language and their overseas experience.....	85
5.5.	Comparison of state and private university students' ICC in terms of age, proficiency in English, learning English experiences, and university grade.....	88
CHAPTER 6: CONCLUSION.....		91
6.1	An overview of the study.....	91
6.2	Conclusion.....	92
6.3	Limitation of the study.....	93
6.4	Implication for future research.....	95
REFERENCE.....		96
CV.....		107



## LIST OF TABLES

<i>Table</i>	<i>Page</i>
1. Test of Reliability Analysis.....	48
2. Test of Normality for state, private and overall participants.....	49
3. Factor Analysis Results.....	51
4. Overall Background Information about All Participants.....	56
5. State and Private University Participants' Overall Degree of ICC.....	58
6. The Strength of State and Private University Students' Overall Degree of ICC.....	59
7. The Independent Sample T-test Results of Participants from State and Private Universities.....	60
8. State University Interviews Analysis.....	63
9. Private University Interview Results.....	64
10. State University Participants' ICC in terms of Their Gender, Native Tongue, and Overseas Experience.....	66
11. Private University Participants' ICC in terms of Their Gender, Native Tongue, and Overseas Experience.....	68
12. State University Participants' ICC in terms of Their Age, Proficiency in English, Learning English experiences Experience, and Their Grade.....	71
13. Private University Participants' ICC in terms of Their Age, Proficiency in English, Learning English experiences Experience, and Their Grade.....	76

# CHAPTER 1

## INTRODUCTION

### 1.1. Introduction

Not only is language an instrument for promoting comprehension between nations, but also it is of the considerable importance to transmit culture(s), and it plays the function as the form of a culture conveyor. Acquiring the second or foreign language(s) can be the quintessential way to perceive and acknowledge the distinct and dissimilar cultures (İşçan, 2016).

For the past forty or fifty years, researchers from applied linguistics and English language education have become enthusiastically interested in investigating the this primary competences in the area of English language teaching, as known; listening, reading, writing and speaking, and the related disciplines as to the improving these competences mentioned above. In recent years, the emerging trajectory of cultivating second and foreign language learners' communication, especially intercultural communication competence, has been drawing broad interests in English language education and research.

Not only globalization but also international and intercultural communication has been emerging because of technology have contributed to the necessity of analyzing this concept due to the fact that intercultural communication or intercultural communicative competence (ICC) have not solely integrated into the education; but it also has been instrumental in disciplines such as anthropology, the fields of psychology, and the branch of philosophy. Therefore, many terms manifested during the course of analyzing the area in question.

Definitions of ICC vary in the literature based on empirical studies and numerous explanations are found to shed light on the ambiguity to the term. The first definition was given

by Meyer (1991) that ICC is the capability of an individual to demonstrate adequate behavior with adjustable manner once encountering with actions, attitudes and presumptions of dissimilar culture or target culture (Meyer, 1991).

Later, Byram also put forward the conceptualization of ICC, along with the Aguilar's claim (Coperias Aguilar, 2007) which suggests that ICC is supposed to be acquired from all walks of life and it is the combination of all interaction with people. To illustrate, merely language competence and skills are not sufficient and satisfactory in interaction if the multidimensional cultural acknowledgment is excluded from the communication; profound knowledge of the target culture, adequate motivation and necessary skills have also significant place in language teaching and acquisition. (Wiseman, 2002)

Intercultural communication consists of the interaction of people from divergent cultures, entailing the different patterns and systems implemented during the various sets of communication (Coulmas, 1997).

These aforementioned terms of ICC and strengthened claims from researchers and linguists have been one of the most important stimulations to perform studies with regard to ICC and investigate further whether ICC plays such consequential role in cultural communication and second language acquisition.

Conducting academic studies in English language education in accordance with assessing the English language learners' ICC, especially the students from English Language Teaching (ELT) departments at universities, is extremely important due to the fact that students from these departments mentioned above are expected to teach the future ELT students. These aforementioned students (pre-service teachers) are supposed to impact greatly on the level of ICC of their future students. Equipping ELT students with sufficient intercultural communicative

competence has significant importance to support primary competences with the considerable level of ICC and motivate them to take active roles in intercultural communication.

By carrying out comparative study, it is assumed that teacher trainers are informed with the research findings. Therefore, it is supposed to provide the language instructors the guidelines of teaching and developing ELT students' as well as English teacher trainees' ICC. The current thesis also may suggest the new headways for adopting intercultural communicative materials and activities for teacher trainers in second language acquisition.

Studies concerning either acquisition or developing the ELT students' ICC play important roles in second language acquisition. It can be seen obviously that intercultural communicative competence is an essential factor to improve international or intercultural understanding between various nations. Language instructors should be aware of the significance of ICC and strengthen ELT students or English language learners' intercultural competence.

In conclusion conducting comparative studies on ELT students (English teacher trainees) is significant not only developing English teacher trainees' ICC, but also enhancing the acquisition of intercultural communicative competence as well.

## **1.2. Background of the study**

As it is known, the primary purpose of second language acquisition is to establish successful communication between people who speak the language as their native language and people who acquire the language as a second or foreign language(s). Apart from this main competence(s) in language acquisition, communication in intercultural context also plays an important role improving understanding between countries and enhancing human communication.

As the most important function of learning language is considered as communication, communicating interculturally or acquiring a competence(s) with regard to culture is the most significant factor in second language or foreign language learning and teaching. Even though, many researchers have argued whether language teaching should focus on communicative competence or the competence accompanied by other competence such as intercultural communication, the answer naturally emphasizes the importance of equipping the learners with competences which enable the ELT students to interact with people from different cultures interculturally. It is obvious to state that “language as communication” gave birth the term as “communicative competence” and the objective of language education is supposed to reinforce communicative competence (Liu, 2003)

Over the past few decades, there has been a ubiquitous acceptance of the problem associated with integrating culture into language teaching and learning. It is crucial to draw the definition(s) of ICC in order to state the background of the study. Many researchers and academics have conceptualized the term “ICC” with different terms, such as “intercultural competence”; “Intercultural Awareness”, and “Intercultural Sensitivity”.

The term known as “communicative competence” was first initiated in 1970 by Hymes who asserted that communicative competence was regarded as understanding of either grammar rules of target language(s) or the appropriate usage of it in real-life context (Hymes, 1972). Short after the conceptualization of communicative competence by Hymes, this term was embraced by language educators and practitioners in the field of English language education. After introducing the idea of communicative competence in teaching foreign languages, a model was advanced by Sandra Savignon whose model was later adopted by language teachers in English language teaching communities and the model in question consisted of components as “Grammatical

Competence”, “Discourse Competence”, “Sociolinguistic Competence” and “Strategic Competence” (Savignon, 1997).

The conception of introducing ICC in second language or foreign language education is that, even if language learners are well-equipped with this main competence by adjusting linguistically and contextually, it is hardly possible to engage in successful communication due to the insufficiency of awareness with regard to culture. This worrying situation has directly influenced the relationship between negotiation between Self and Other (Guilhermer, 2000). Wiseman also followed the notion of ICC and described the mentioned term as knowledge, abilities, and stimulation for communicating successfully and appropriately with the people from dissimilar culture(s) (2002).

The emerging trend in language education raised many researchers’ attentions to the subject matter. Relating culture and communication started to capture the attention in Europe and TESOL (Teaching English to the Speakers of other Languages) and it has been put into practice since 1980s. Applying the concept of ICC into language education and research emphasizes the given subject which appeared to commence at the end of 1980s (Byram, 1989; Fantini, 1997; Harrison, 1990; Kramsch, 1993; Valdes, 1986) and it started receiving considerable attention for the last forty to fifty years.

Concerning the research scope and popularity of investigating English language learners’ ICC, numerous researchers have been analyzing solely attitudes, acknowledgement or the perception of teachers and language learners. Carrying out studies in these aforementioned factors may have uncountable benefits to improve the quality of language teaching due to the fact that language learners are directly exposed to the methodologies employed by language

practitioners. Therefore, language learners' opinion plays extremely significance roles in development of learners' ICC. (Hammer, Bennett, & Wiseman, 1978)

Thus, the study was inspired from these previous theories and investigations which have conducted of developing the ELT students' ICC. However, this study places more importance on the comparison between English teacher trainees' acknowledgment of ICC, and state and private university ELT students' overall degree of ICC is the purposes of the current study. With the support of empirical studies and theories, it is believed that current study is supposed to have a solid theoretical background in literature.

### **1.3. Statement of the thesis**

It is an undeniable fact that introducing ICC in language teaching has become one of the attention getters in the field of applied linguistics and foreign language education. As it is known, the field of teaching English to the speakers of other languages requires combining culture with the language teaching and learning processes.

The development of education system as well as the relationship have established between universities around the world with the international exchange programs encourage students to participate in the study abroad programs. Council of Higher Education and Ministry of National Education have been playing active roles enhancing cultural and educational exchanges between educational institutions around the world.

Accordingly, students' experiences, problems, dilemmas, and some other social problems in "Alien" culture have left students in difficult situations due to the lack of understanding of the target and the host countries. These aforementioned problems that language learners have encountered underscore the importance of ICC.

What has been known about ICC mostly concentrated on the empirical studies on pinpointing the elements or factors which affect ICC (Byram, 1997; Bennett, 1993; Gudykunst, 2002; Hammer, 2003; Hymes, 1972; Leask, 2005; Sercu, 2002; Wiseman, 2002). These major issues in the earlier studies were examining language learners' attitudinal perceptions, common beliefs, and possible elements or factors which have influenced English language learners' ICC. The importance of this issue has grown in light of recent studies which have performed to elicit English teacher trainees' ICC.

Many researchers and academics have already drawn attention to the topic and principal elements or components of ICC. One of the most significant current discussions in finding out the elements of ICC was about whether the intercultural communication competence can be learned or not.

Many scholars, who have conducted studies on ICC, claimed that overseas experiences play crucial roles in developing learners' ICC; however, other scholars had put forward the controversial findings (Bloom & Miranda, 2015; Shaftel, & Ahluwalia, 2007; Stepanoviene, 2011; Karakaş, 2013). Age has been found one of the contributing factors in acquisition of ICC (Güven, 2015; Uzum, 2007; Çalışkan, 2009). Language proficiency in target language had also been analyzed to see whether it had any influence on enhancing learners' ICC (Carrell, 1984; Koike, 1996; Spiro, 2014; Takahashi & Beebe, 1987).

Although extensive studies have been carried out on investigating ICC, comparative studies failed to address ELT students' overall level of ICC comparatively. Moreover, little is known about whether English teacher trainees' native tongue, learning English experiences, and their current grades at universities are influential factors in the acquisition of ICC.



Overall, numerous research studies have been conducted on the ICC, no studies have been reported on investigating the state and private university students' ICC, comparatively in particular. It is believed that comparative study is crucial to elicit ICC of ELT students from state and private universities. Because number of factors show considerable difference at these institutions, such as opportunities for overseas exchange programs, the number of native speaker teachers at both institutions, medium of instructions, English-instructed departments...etc. it is believed that performing comparative studies over these educational institutions could assist each other through learning from each other in order to improve the intercultural communicative competence acquisition.

This paper aims to investigate these aforementioned variables comparatively in order to find meaningful difference in terms of English teacher trainees' intercultural communicative competence. The major objective of this study to investigate state and private university students' ICC comparatively, including the participants' demographic information. Dissimilarly, this study shine the light on these factors mentioned above through a comparative examination of participants' overall level of ICC, their comparative analyses on participants' age, gender, university type, learning English experiences, proficiency in English, the university grade the participants in, and their oversea experiences which include travelling and international student exchange programs such as Erasmus or other educational programs.

#### **1.4. Research questions.**

The central research question in this dissertation asks the overall degree of participants' ICC, respectively, examines the comparative difference between the students who participated the research from state or private universities.

The quantitative research seeks to address the following questions:

1. What are the overall degrees of state and private university students' ICC and are there any difference?
2. Do state and private university participants' gender, native language and participants' overseas experience demonstrate any difference in terms of participants' ICC?
3. Do the state and private university participants' age, proficiency in English, learning English experiences, the grade the participants in demonstrate any difference in terms of participants' ICC?

The qualitative research seeks to address the following questions:

1. How participative you feel when you interact with people from cultures of English-speaking countries and why?
2. How self-assured do you feel when you interact with people from the English-speaking countries and why?
3. How can you show your admiration to the people from cultures of English-speaking countries and why?
4. How delightful do you feel when you interact with people from cultures of English-speaking countries and why?
5. How observant do you feel when you interact with culturally distinct people of English-speaking countries and why?

### **1.5. Importance of the study**

For the past few decades, many studies found in literature have provided the crucial information and insights concerning the importance of ICC. Not only the second or foreign language education in 21st century requires the language learners to acquire the this competence in language education, but also the situation necessitates the significance of quipping students

with the cultural knowledge, sensitivity in terms of communication, most importantly, it has emphasized greatly that ICC is of the great paramount factor which should be taken into consideration in language education.

To this end, performing research in the field of second language education on importance of the ICC is to be the one of the aspirations to initiate the research. Therefore, ICC has had its place in language education. Previous investigations have appeared to be centered on the attitude and opinions of the language learners or language teachers towards ICC, however, this study is to investigate the state and private university students' ICC as well as to examine the differentiation of their ICC. By comparing state and private university students' ICC from different aspects such as their demographic information, especially private and public university student's acknowledgement to ICC. it is aimed to produce a well-grounded comparative findings and results from the research.

With regarding to the comparative parameters in this research, several factors aim to be investigated. Age, gender, university types, proficiency in English, learning English experiences, the university grade students in, and participants' overseas experience. The university types, learning English experiences experience, the university grade and oversea experience as well as the comparative characteristics of the study make this research unique and it is believed to the results of the study will contribute to the field of researching ICC.

## **1.6. Conclusion**

This chapter commenced with the brief introduction of ICC, the underlying background of investigating the topic, then it provided the thesis statement on how the idea of researching this topic came into being along with providing the research questions. Lastly, the significance of the

study was reported with the importance of this study and factors to be examined throughout the research.

The second chapter aspired to deliver the intensive literature review. As the beginning, historical overview of ICC will be presented to clarify the difference terminologies and development of ICC through the history and through second language education. Secondly, key components of ICC will be presented due to the factors affect ICC vary when conceptualizing the term from the different perspectives. Thirdly, assessment of ICC and different assessment and evaluation measurements will be discussed, and which assessment model and tool is chosen will be discussed. Finally, the researched conducted on ICC in second and foreign language education will be provided in order to support the significance of the study and the emergence of research questions in this study.

The third chapter covers the methodology of this study. By starting the introduction, participate selection and overall setting of the research are given. Instrument that applied in this research is provided with the reason why this instrument chosen and the importance of selecting this instrument. Data collection methods and procedures are also provided with conclusion of the methodology section.

In the fourth chapter, findings and discussion section are introduced. Starting by reporting the presentation of the demographic information of the participants, all the research questions are answered with the findings by both quantitative and qualitative data. All the findings are presented with the tabulation and figures with the comprehensive interpretation of the findings.

In the last chapter, pedagogical implications, limitation of the study, and suggestions for the future studies are supplied in coherence with the findings and results of this study prior to presenting the reference cited in this study.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1. Introduction

In this section of the study, firstly, historical overview of the ICC will be given in order to distinguish the term “ICC” from other similar or related terms in literature. Secondly, key components of ICC will be presented since the term itself has evolved several times during the course of empirical studies or theories suggested by scores of scholars and researchers. Moreover, which components were accepted in the study and reasons behind the selection of the components will be discussed. Thirdly, historical assessment and measurement methods will be addressed, this is due to the fact that an abundance of measurement for ICC have been found in the literature and which of them to be applied in this study will be conveyed attentively. Prior to the conclusion of this section, relevant studies and studies will be provided in order to explain how the idea of investigating the comparison of state and private university students’ ICC came into being as the thesis subject. At the end of this section, the importance of study will be introduced by supporting with the related studies and evidences from latest studies.

#### 2.2. Historical overview of ICC

More recently, there has been worldwide recognition of the problems associated with integrating culture into language teaching and learning. It is essential to manifest the chronological definitions of ICC before discussing the scope and critical components of ICC. Over the past decades, many researchers and scholars have proposed innumerable definitions in order to conceptualize the term “ICC” (Hymes,1972; Hammer, 2003; Gudykunst, 2002; Wiseman, 2002; Byram, 1997; Bennett M., 1993; Sercu, 2002; Leask, 2005) Byram addressed

the terms as “Intercultural Competence” (Byram, 1997), “Intercultural Awareness” (Quinlisk, 2005) “Intercultural Sensitivity” (Bennett, 1993). Among these mentioned terms of definitions, intercultural competence or ICC has been received more recognition and acceptance and used in foreign language teaching and learning (Sercu, 2002; Byram, 1997; Wiseman, 2002; Borghetti, 2013).

There is also a disagreement whether as to the ultimate goal of language education is to equip language learners with native-level competence or ICC. Therefore, several scholars suggested that language education should prepare language learners with native-speaker expertise rather than ICC (Guilhermer, 2000; Byram, 1997).

Conceptualization of ICC has been taken into consideration by many scholars and researchers. Hymes (1972) defined the term as an intrinsic grammatical competence and the ability to apply these acquired grammar competences in a various communicative context, which is to involve sociolinguistic perspective into grammar perspective (Hymes, 1972).

Byram also conclusively defined ICC as a sociolinguistic competence which has considerable relevance to the impact of various situation, such as endeavoring to build the relationship between communication partners and their intention in target cultures and situational conditions. Thus, it is crucial for language learners to raise intercultural consciousness or advance their ICC (Leask, 2009).

Allwood also defined ICC as the pattern to exchange information between people from different cultural background, and it is also the way of differentiating the parameters of controlling and changing the level of cultural consciousness (Allwood, 1985). Bennett also suggested that ICC is the ability to understand different ways and systems of communication by

interacting with verbal and non-spoken interaction, such as using mimics and body language (Bennett, 1986).

Byram also further put forward a definition which states that ICC is linguistic and sociolinguistic competence which assist the development of ICC. Byram's definition elaborates the meaning that knowledge of Other, knowledge of individuals, the capability to translate or interpret, the ability to discover and interacting, valuing other cultures and individual relationship (Byram, 1997).

Communicative competence means being able to join any interaction effectively, and it is presented by intercultural awareness. Through demonstrating the abilities or competencies, people are allowed themselves to exchange and share information effectively without any dilemma (Seiler and Bell, 2002). Hammer et al. also defined the term "ICC" which is a competence to deal with the psychological stress successfully and interchange information and establish smooth relation with people from a target culture (Hammer, 2003).

Another definition also stated that ICC is the complex abilities required to have adequate and appropriate communication when interacting with people who share different culture linguistically (Fantini et al., 2006). Moran also defined ICC as effective communication with people from other cultures and deal with homework and tasks from a different culture without having any trouble (Moran, 2001).

What has been known in the literature as to ICC is diverse, and it seems complicated to come to one conclusion in terms of its definition. Stone also considered the meaning of ICC to be skills and abilities to establish interaction with individuals from different cultures to optimize the possibility of mutual communication (Stone, 2006). Another definition was also promoted by Chen and Starosta (Chen & Starosta, 1999) that intercultural communication competence is "the

ability to effectively and appropriately execute communicative behaviors that negotiate each other's cultural identity in a culturally diverse environment" (p.28).

Kim also defined the term from a systems-theory perspective and stated that ICC is an individual's capacity of adaptivity, and Kim also supported that ICC is practical and operational. He also suggested that individuals, using their position, modify and change their previous cultural perspective, and accommodate some of the received cultural behavior to manage the cultural difference (Kim, 1992).

Definitions of ICC demonstrated variety from scholar to scholar since all individual researchers and scholars take the terms from a different perspectives and mindsets. Gudykunst defined ICC as the interaction between people from different cultures, and he also pointed out that the communication in question is restricted to merely the situation in which communicators encounter each other for face-to-face interaction (Gudykunst, 2002).

As stated by Ting-Toomey (1993), ICC represents the effective, conceptual, and behavior-related operational communication to be considered the essential components for leading interactive discussion into intercultural contexts (Ting- Toomey, 1993). Even though there are many definitions as to the meaning of ICC which have emphasized greatly face-to-face interaction or communication or communication, cultural awareness and respect for other cultures should be taken into consideration when conceptualizing the definition of intercultural communicative competence. Thus, other relevant factors might influence and impact the term ICC.

What has to be considered in terms of the definition of ICC here is to strengthen the description in the process of English language education and teaching. Because students in English language education or English language teaching department are simultaneously exposed



to cultural contents such as linguistic and cultural knowledge. Thornbury (1997) came up with the definition which vigorously concentrated on the significance of cultural awareness. He suggested that language practitioners, not students, are the leading factor in conveying the cultural knowledge and perception to the students due to the fundamental framework of the language is delivered by teachers in the situation when students have trouble understanding and anticipating the cultural knowledge for impactful communication, networking and evaluation of the target culture (Thornbury, 1997). The mentioned significant aspects of teaching culture to the students while preparing the other competence in English language education also enhance the comprehension of the target language and improve the perception and perspective of language learners on the whole.

When referring to the definition of ICC, there remains some disagreement as to the defined terms are “communicative competence,” “Cultural competence,” or whether it is “Intercultural Competence.” The answer is definitely not taking only one single element into account. However, ICC is supposed to combine all competences mentioned above into consideration to develop ELT students’ ICC. Communicative competence necessitates the condition of being fluent in all language skills with the responsiveness to language genres and inventory. “Cultural Competence” represents the information or acknowledgment of widespread-culture, norms, beliefs, recognition, behavior-related aspects, music, and class. Intercultural competence indicates the proficiency in target culture, to relatedness, open-mindedness, and empathy to the target culture and consciousness towards the stereotyping and construction (Lundgren, 2004).

The successful interaction in cross-cultural communication mainly relies on the possessing the competence to comprehend diverse factors such as living or the thinking as the

same way as people from the target culture, modifying and conciliating the difference between cultures and having successful interaction in any particular situation (Byram, 2008). As claimed by Deardorff (2009), it is obvious that motivation and curiosity are regarded as essential components when defining, in other words developing, the ICC (Deardorff, 2009).

As it is known in the literature, it is incredibly challenging to pinpoint what precisely the ICC is. However, Byram's (1997) definition of ICC has been accepted by numerous scholars and researchers. Therefore, the study considered the Byram's definition as the primary definition which examines the ICC from a linguistic perspective. Byram's definition also suggests that social context and non-verbal dimensions such as attitude, knowledge, skills, understanding and learning the target culture. It is also defined by Bennett, who described ICC as accepting cultural values and adapting oneself to the cultural differences, norms, and essentials of the target culture (Bennett, 1993).

Since there are numerous definitions found in literature, Byram's (2008) definition is accepted in this study. In this thesis study, not only cultural knowledge but also linguistic and sociolinguistic knowledge are also found, and these are inconsistent with the definition of Byram's intercultural communicative model and definition. As for the definition and anticipations of various scholars, it is considered necessary for English language learners to acquire the relevant respect for the other cultures and be confident when interacting with people from dissimilar cultures, enjoyment that communicators feel in the process of interaction, attentiveness and willing to the engagement are also the crucial factors when giving the appropriate definition the terms in this study.

### 2.3. Key components of ICC

What is known about the components of intercultural communicative comes from different scholars since defining ICC has been a difficult job. Numerous critical components of ICC have been found in literature. Some key elements of intercultural communication competence consist of motivation, knowledge of self and other, and tolerance of uncertainty. When a second or a foreign language is being acquired, a learner is equipped to communicate with people speaking different languages. Only being competent in all major competences namely listening, reading, speaking or writing are insufficient due to the fact that the speakers of other languages have their own cultural values along with their language proficiency, so that a language learner needs to develop a new competence named “Intercultural Competence”.

Wiseman (2002) identified some pre-conditions of intercultural communication competence as being knowledgeable about other cultures, skills in intercultural communication and motivation. Motivation was also conceptualized by Byram et al. (1997). From their classification of ICC, knowledge refers to the adequate information to other cultures (Wiseman, 2002; Byram et al., 1997). Not only being an excellent communicator in a different culture but also being aware of their cultural values and being able to understand people’s behavior in the target culture. Skills are about the performance of their way of acting. Having a necessary knowledge and skills are merely enough for intercultural competence. But feeling, and perception also has a significant effect on one’s openness to become involved in intercultural communication.

Brunet-Thornton also mentioned the critical factors of ICC. The scholar also pointed out that critical components of intercultural communicative competence consist of appropriateness, effectiveness, anxiousness, managing the uncertainty in the conversation, adaptation, saving and

protecting face (Brunnet-Thornton, 2010). Spencer-Oatey and Franklin also put forward the factors of ICC which states that ICC means interaction, behavior, and overcoming some psychological demands and dealing with the results from the interaction (Spencer-Oatey & Franklin, 2009).

Wang and Zhou also developed an intercultural communicative competence scale in which intercultural communicative competence consists of five different components when considering measuring language learners' ICC. The five elements of ICC include interaction engagement, being respectful for cultural difference, interaction confidence, interaction enjoyment, and interaction attentiveness (Wang & Zhou, 2016).

Thus, it can be concluded that there are several perspectives/aspects of ICC. Cognitive perspective comes first as it reveals the logical reasoning about a particular culture, which attributes to form mutual positive assessment and the sensitivity of other cultures. The practical portion is also taken into consideration when interacting with subjective perception. By conceptualizing intercultural communicative competence, learners might be able to evaluate and analyze the situation which results in performing a conditionally or culturally proper behavior. Behavior indicators are regarded as the third component of ICC. When it comes to the behavioral sign, it is related to various skills and abilities to project the counterparts' feeling and thoughts to gain mutual understanding (Hammer M., 2003). The last component of ICS is the developmental model which concentrates on the stage of ICC and developing and creating sensitivity (Bennett M., 1993).

Panggabean et al. (2013) also carried out research on intercultural communication sensitivity in Indonesia to develop a scale for intercultural sensitivity. According to their study, they concluded that seven components are crucial to assess learners' intercultural communication

competence (Panggabean, Murniati, & Tjitra, 2013). The components comprise, respectively, group of harmony, multiculturalism, active sensitivity, initial cautiousness, conflict avoidance, implicit communication which indicates a technique used in decision making and it is characterized by a high level of consensus between group members.

Pozzo et al. also reviewed the literature from the period and found components and constructs of ICC, which have been widely undertaken by applied researchers and scholars in the Chinese context (Pozzo, 2014). According to Jia (1997), intercultural competence comprises of a complex of systems such as basic communicative competence, affective and relational competence, episode systems, and strategies in communication. Intercultural competence also includes some constructs in some category such as knowledge competence, practical communication competence, acculturation competence, and the system of global consciousness (Jia, 1997).

Scholars in Asia also took ICC into their consideration as language skills, pragmatic competence, and behavioral competence. There are also six different components found as primary factors of ICC. They are respectively knowledge of self, understanding of others, attitudes or motivation, skills for intercultural communication, intercultural cognitive skills, and awareness in the Chinese cultural context (Chong, 2015).

Byram and Morgan (1994) proposed clear guidance of 3 dimensions of intercultural communication competence. Knowledge, attitude, and behavior are the three dimensions which provide a precise guideline when assessing intercultural communication competence (Candel-Mora, 2015). Knowledge dimension indicates that learners are expected to acquire factual knowledge. For instance, geographical and historical facts and ceremonies and target society. The second dimension is the attitude dimension which suggests not only having the positive attitudes

or motivation towards language acquisition, but also it is performing positive behavior towards the people from a different culture. Byram and Morgan finally argued that action should also be taken into account widely, the evaluation should not be constrained to politeness, etiquette and social necessities should be even with equal importance (Byram et al., 1994).

Chen and Starosta also sketched the three significant components of ICC. These components are namely, “Intercultural Sensitivity” which is considered effective process; “Intercultural Awareness” which is regarded as a cognitive process; and “Intercultural Adroitness” which is also seen as the behavioral process (Chen & Starost, 1999). They also suggested that either effectiveness or appropriateness are the different concepts which employed to communicative competence.

Gao (1980) suggested the “Dao” and “Qi” concept of ICC of which was based on the traditional and cultural aspects of the Chinese cultural reminisces. From this perception, it demonstrated that “Dao” is the internal or interior features of communication since “Dao” in Mandarin Chinese language expresses the meaning of “Ethic,” and “Qi” represents the exterior factors which affect the communication methods or means (Gao, 1998). As to the components of ICC, other scholars also look at the elements of the term in question from pragmatic and behavioral aspects. ICC consists of language proficiency or abilities, practical skills, and behavioral competence (Zhao & Jiang, 2003).

Ruben also endorsed the communication theory which included seven components relevant to ICC. In Ruben’s approach, seven elements were found, and they are namely successful interaction, demonstrating the respect for other cultures, attitudes in communication, alignments to knowledge, showing empathy, operational behavior, managing interaction, and open-mindedness to ambivalence (Ruben, 1976).

In another study related to defining ICC, Lusting and Koester also suggested the critical factors of ICC. Lustig et al. suggested communication and conditions, appropriateness and productiveness, knowledge, behavior, and envisagement. (Lustig & Koester, 1993)

Hammer et al. also postulated the dimensions of ICC as the competence to deal with the physical stress successfully, leading effective interaction, and establish a relationship with the people from a different culture (Hammer, Bennett, & Wiseman, 1978).

Among these aforementioned competences, Byram's conceptualization about components of ICC gained considerably great attention and obtained significantly more acceptance by researchers and scholars. Byram's components include 'Linguistic Competence,' 'Sociolinguistic Competence,' 'Discourse Competence,' and 'Intercultural Competence.'

What has known about linguistic competence, it refers to the capability to actualize the theoretical knowledge and standards of the target language into producing and coding the spoken and written format of target language. Sociolinguistic competence stands for the ability to address the speech by the speakers of the target language, the meaning of the produced utterance failed to appreciate properly, or the purpose could be negotiated or demonstrate it to the speakers explicitly. Discourse competence expresses the ability to compromise and discover the production and comprehending the spoken documents, and particular purpose and traditional culture and norms could be negotiated between the native speakers and language learners. Intercultural communication indicates the focusing attention on the skills, knowledge, and attitudes towards the host culture rather than the linguistic forms of the target language. Shortly, the critical factors of ICC were conceptualized for experience, skills to interpret and relate, skills to discover and interact, and attitudes, and political and critical cultural awareness education (Byram, 1997).

In this study, Wang and Zhou's five different components are considered as the accepted components of ICC. This questionnaire also approaches ICC components from five various factors. These factors comprise interaction engagement, respect cultural difference, interaction confidence, interaction enjoyment, and interaction attentiveness (Wang & Zhou, 2016; Chen & Starosta, 1999). Choosing this definition and its critical components as the key factors of this research is appropriate that this model and items directly reflect the ICC and effectiveness of intercultural communicative competence as the whole.

#### **2.4. Assessment of ICC**

Over the past decades, many applied researchers and scholars have been addressing the question of testability of intercultural communication competence. Many researchers, meanwhile, have focused on eliciting second / foreign language learners' attitude towards ICC. An expanding literature review on cross-cultural approaches to language learning and language teaching reveals that much of studies have been concerned with either teaching and learning or assessing this competence in ELT departments other than culture (Kramsch, 2013). Some researchers raised the question of whether culture can be tested. Kramsch also pinpointed that the real value of testing intercultural competence is individual work, whose value could not be realized until long after a course of study has ended.

Spiro (1980) proposed that assessing intercultural competence requires knowledge and skills, and it is a nebulous concept. Spiro further suggested that testing literature/culture demand a high level of expertise about a different culture. Thus, test formats vary from one another since communicative language testing is still a site of a considerably controversial topic (Spiro,1980).

Byram (1997) identified key elements of intercultural communication competence, and he categorized the test formats as intercultural savors. Byram suggested five different savors. The



first savoir attempts to provide useful information on how members of target culture interact in a different context. The second savoir illustrates the methods of interpreting and relating various types of information. The third savoir identified the interaction pattern of the target culture. Using observation and interviews to discover cultural information is regarded as this savoir in question. The last savoir indicated that language learners should be open-minded to promote understanding and tolerance of linguistic and cultural difference (Corbett, 2003)

Assessing intercultural competence varies depends on the focus to be tested. The availability and instruments of testing ICC lead to the point whether it is language or cultural aspects and intercultural or international differences. So, several models have been found in order to be able to measure cross-cultural behavior; these modes comprise intercultural adaptation, appropriateness and the effectiveness of interaction (Arasaratnam and Doerfel, 2005; Byram and Morgan, 1994; Chen and Starosta, 1996; Fritz W., 2005).

Various terminologies have been found in literature due to the different focus, attitudes, and skills to be assessed. Even ICC has been named differently by many applied researchers and scholars. Chen and Scarosta (1996) categorized ICC as intercultural awareness, intercultural sensitivity, and intercultural adroitness. Arasaratnam (2005) also identified a different model which consists of empathy, experience, motivation, positive attitude towards other culture, and listening (Arasaratnam & Doerfel, 2005).

Matveev (2004) looked at the model from an organizational perspective, and these are respectively: practical communication skills, cultural awareness, and understanding, being open-minded, having attitude without judgment and personal competence and intelligence. Brunt and Thornton (2010) also conceptualized some significant factors of intercultural communication

competence such as appropriateness, effectiveness, anxiety and uncertainty reduction, adaptation, face to face honoring and protection (Suchankova, 2014)

Assessing cultural knowledge among different context is not an apparent attempt since it is different from testing other subskills in English language education. The first and foremost obstacle many applied researchers encounter is the difficulty of language learners' interpretation of target culture, which causes challenges to the whole assessment. Some scholars even argued that objectivity is not feasible when tackling literature because of the subjectivity of perception, which is experienced and constructed subjectively (Sercu, 2004).

When it comes to testing, there are several factors that should be taken into account, such as validity, reliability, authenticity. The potential problem here how to integrate these factors when assessing intercultural communication competence. To test intercultural competence, the factors such as test content, test scores, test-takers, test impact, and test administration are regarded equally important. When mentioning test content, validity and authenticity are taken into account, such as content validity, construct validity, face validity, and predictive validity. To make intercultural communication competence valid, integrating these factors into this consideration, which makes this assessment more difficult and nebulous.

To collect enough assessment models of intercultural competence, many models developed by scholars have been found in an extensive literature review. Ruben (1979) developed a model named "Ruben's Behavioral Approach," and Bennett (1986) proposed a "Development Model of Intercultural Sensitivity" (Ruben, 1976; Bennett, 1986). In 2002, Gudykunst put forward an "Anxiety/Uncertainty Management Model" (Gudykunst, 2002). Koester and Olebe also developed the "Behavioral Assessment Scale for Intercultural Competence." Kim's "Integrative Model" also came into literature in 1993 (Kim, 1992). Chen

and Starosta (2000) developed a 24-item “Intercultural Sensitivity Model.” Wang and Zhou adapted Chen and Starosta’s (2000) model to validate the short form of intercultural communicative competence scale. In this research paper, Wang and Zhou’s Intercultural communicative competence Scale was used to elicit English teacher trainees’ intercultural communication competence (Wang & Zhou, 2016).

“The Multicultural Personality Model” was also developed by Van der Zee & Oudenhoven in 2000. In this model, ICC was evaluated within five dimensions, namely, cultural empathy, emotional stability, open-mindedness, flexibility, and social initiative (Van Oudenhoven & Van der Zee, 2000). Wu et al. (2013) also developed a model of ICC, five factors were found, namely, knowledge of others, intercultural communication skills, knowledge of self and attitudes, intercultural cognitive skills and awareness (Wu, Fan, & Peng, 2013).

Not only the scholars and researchers in the west, but also researchers in the east put forward some significant models to elicit English language learners’ ICC. Yang (2008), for instance, developed an intercultural competence model which included several dimensions for international and local companies. Cultural immersion ability, emotional intelligence, awareness of cultural differences, and ability to adapt are regarded the main factors affect ICC (Yang, 2008).

Li (2010) also examined the sub-components of ICC in which Li suggested impersonal skills, cognitive competence, communication skills, and motivation to become successful (Li, 2010) are also the important components of intercultural communicative competence. Gao and Wu also followed the other scholars and came up with the dimensions of ICC. The dimensions of ICC include respectively emotional ability, cognitive ability, and impersonal competence (Gao & Wu, 2007).

The topic of ICC was also a very eye-catching topic for western researchers to investigate. Moreover, eastern scholars obtained their aspiration from the studies of western scholars. These can be best demonstrated with the scholars who utilized the western theoretical references. Dimensions of intercultural competence (Gestern,1992), intercultural competence (Spencer & Spencer, 1993), intercultural competence (Gestern & M.C, 1990), intercultural adaptation (Black & Stephens, 1989) were all the salient examples of the dimensions from the western scholars (Chong, 2015).

It can be clearly stated that along with the dimension of intercultural communication competence, several models and assessment scales and measurements are found in literature. These assessment scales are, for example, the Multicultural Personality Questionnaire (Van Oudenhoven & Van der Zee, 2000), the shortage of the scale was that it is not tested adequately in the intercultural context. Spitzberg (1991) also mentioned the three different dimensions of ICC to allow these dimensions to include in the measurement scale, which involves motivation, skills, and knowledge.

As for the measurement of ICC, it is not what dimensions affect directly on learners' ICC, but it is to reflect the ICC truly. It can be seen clearly from the scholars' attempts to analyze and endeavor to figure out the dimensions, such as the Gudykunst' (1995,2002) dimensions which investigate external causes and internal causes of the ICC. The term ICC was looked into deeply from anxiety, in other words, uncertainty management theory. Later, Kim (1986) also followed the personal network approach, which emphasized the moderation process along with the systems-theory approach.

Ting-Toomey also investigated ICC from identity negotiation perspective and found out the critical dimensions of ICC. These dimensions include an interactive image, interactive

motivation and meanings, identity coherence and communication motivation, communicative resourcefulness, and dealing with the negotiation process. Wiseman et al. (1989) also evaluated the term in question from the perspective of knowledge of host culture and attitudes towards the dissimilar cultures. As a result of the research, Wiseman et al. found that cognitive, affective, and conative dimensions of intercultural communicative competence.

The model and measurement tool in this study was adopted from Wang & Zhou's study, which followed the dimensions of ICC in Chen and Starost's study. From the adapted measurement scale and sub-systems of ICC from Wang & Zhou's research, it can be said that there are five dimensions which have a significant, meaningful correlation between other sub-systems of intercultural communicative competence. These dimensions demonstrated the validity and high reliability after the factor analysis and validation study (Wang & Zhou, 2016). Primary dimensions to be taken into account in this study are interaction Engagement, respect for different cultures, interaction confidence, interaction enjoyment, and interaction attentiveness.

The pivotal reason why Wang and Zhou's dimensions are chosen rather than these of other scholars is that the ICC questionnaire has been used and investigated in various studies in the U.S.A, Germany, Malaysia, Philippine and in China as well (Awang-Rozaimie, Amelia, Aiza, Stiti-Huzaimah, & Adib, 2013; Chen & Starosta, 2000; Del Villar, 2010; Penbek Yurdakul & Cerit, 2012; Peng, 2007; Tamam, 2010). Therefore, the assessment model and scale are regarded reliable.

## **2.5. Studies on ICC**

A large and growing body of literature has investigated the ICC and dimensions relevant to the ICC. More recent attentions have focused on investigating English language learners' intercultural communication competence (Carrell, 1984; Takahashi & Beebe, 1987; Carlson, 1990

; Prodromou, 1992; Trosborg, 1995 ; Zimmermann, 1995; Koike, 1996; Williams, 2005; Devrim, 2006; Uzum, 2007; Shaftel & Ahluwalia, 2007; Xiao & Petraki, 2007; Kahraman, 2008; Çalışkan, 2009; Wang & Yu, 2008; Atay, Çamlıbel, & Kaslıoğlu, 2009;).

It is also interesting to note that many researchers also compare the ICC between the English learners in English language department or related field and non-English or non-relevant departments in educational institutions. The intensive discussions and analyses of ICC emerged during the 1970s. However, the most recent studies and findings related to ICC are given here in the section of this literature review. Target participants of this research are English language learners, in other words, ELT students studying at state or private universities. Many studies concerning the English language learners' intercultural communicative competence were found in the literature (Jabeen & Shah, 2011; Shahghasemi & Mirani, 2011; Hismanoglu, 2011; Stepanoviene, 2011; Penbek, Yurdakul, & Cerit, 2012 ; Kılıç , 2013; Karakaş , 2013; Wu, Fan, & Peng, 2013; Pozzo, 2014; Spiro K. , 2014; Güven, 2015; Bloom & Miranda, 2015; Sercu, 2015; Bean & Boffy-Ramirez, 2017; Altan, 2018) .

One of the recent studies was conducted by Kılıç (2013), which investigated English language teachers' ICC. The study found that language teachers working in the Ministry of National Education had less informative about ICC even though the definition of ICC was given before the investigation (Kılıç, 2013).

Sercu (2005) also examined a similar study on how the English teachers perceive ICC in English language education. The study suggested that two types of features of English teachers were found; these were 'favorable disposed foreign language teachers' and 'unfavorably disposed teachers,' namely. It also indicated that teachers become more intercultural although their profile

hardly ever remain consistent about their knowledge, ability, and attitudes which are required to be a successful interculturally communicative teachers (Sercu, 2005).

Atay et al. also examined pre-service English teachers studying in the department of English language education in order to check whether ELT students acquired the required degree of ICC. The result revealed that notwithstanding the fact that the teachers were entirely aware of the significance of ICC, however, they had inadequate knowledge towards of target culture and ICC (Atay, Çamlıbel, & Kaslıoğlu, 2009).

These preliminary works were undertaken on ICC also indicate how important to investigate this topic and figure out the approaches to equip not only English language learners but also English teachers with the necessary ICC.

Penbek, Yurdakul, and Cerit (2012) undertook research to investigate whether as to the students from different departments demonstrated a different level of ICC. It is not perplexing to report from the study that students supported with international educational programs and used global materials showed more ICC than those of who were not supported (Penbek, Yurdakul, & Cerit, 2012).

Wang and Yu (2008) also conducted a study eliciting students' ICC at two different universities in China, which resulted that students from non-ELT (English Language Education) department demonstrated a low level of ICC which was considerably unsatisfactory (Wang & Yu, 2008).

A similar study was done by Wu and Peng (2013) that aims to examine undergraduate students' ICC. The study showed that students' acquisition of intercultural communicative competence was considerably low although they completely felt conscious of the importance of intercultural competence (Wu, Fan, & Peng, 2013).

Pozzo et al. also completed academic research which emphasized finding out medical students' ICC. The research results postulated that ICC necessitated institutional commitment. The study further suggested that achievement of host culture or cultural knowledge was the driving force to facilitate sociocultural integration of the target culture (Pozzo, 2014). The study explains how important exposing to the target culture is in enhancing the acquisition of ICC.

Another study investigated if studying abroad was influential in improving English language learners' ICC. The research conducted on the students who had stayed in the U.S.A for a short period of undergraduate degree programs with those who did not participate in the program abroad. The results revealed that there were no significant meaningful differences between those who studied overseas and those who studied in their own home country in terms of students' intercultural communicative competence (Bean & Boffy-Ramirez, 2017).

Soria and Troisi's study had the contradictory findings in which the study reported that studying overseas or exposure to the target culture had the positive influences on students' ICC, especially the confidence and enjoyment and attentiveness to work with people from the other cultures (Soria & Troisi, 2014).

Williams (2005) also reached the same findings when investigating the degree of ICC. William's study found that language learners studied abroad were exposed to the influence of target culture and changes in terms of ICC than those who stayed on the home campus. William specifically analyzed the changes in the behavior of the students who studied abroad, and these students demonstrated more significant difference interculturally. Therefore, it can be concluded that exposure to the target culture improves the acquisition of ICC (Williams, 2005).

Carlson (1990) also conducted a study on the experience of American undergraduates' ICC, and the study found that students who had studied abroad obtained more inquisitiveness or



attentiveness in engaging in international affairs and improved their foreign language skills and were more desirous of some more international careers. (Carlson, 1990).

Spiro (2014) also postulated that classroom interaction interculturally had the positive influence on cultivating students' ICC, the more interculturally the classroom and the teachers were, the higher degree of ICC English language learners possess, and learners acquired the more profound understanding of target culture and deeper intercultural awareness and empathy (Spiro, 2014).

In 1992, Prodromou published a paper in which the author investigated the hypothesis if the English language learners' ICC had any relationship with the students' proficiency in English. The study revealed that students expected their teachers to know their own culture to enhance mutual understanding, which showed that language learners demonstrated the willingness to communicate interculturally. Participants also showed considerably more significant interest in the topics concerning social problems and life in Great Britain and institutions. Prodromou's cross-cultural analyses gave information about whether students' proficiency has a relationship with their ICC. The study illustrated that the more proficient the students are in the target language, the much more competence they demonstrate (Prodromou, 1992).

Another case study was performed to elicit students' attitude towards ICC in Pakista. The research results showed that, surprisingly, students demonstrated negative attitudes towards target culture. The case study scrutinized the reason behind the result, and it is very interesting to note that policymakers' constant constraint of the target culture also influenced English language learners' intercultural communicative competence negatively. Partial findings of the study also revealed that some participants also demonstrated reluctant attitude towards being exposed to the

target culture even though most other related studies showed the high level of approach to learning ICC (Jabeen & Shah, 2011).

Another academic research was performed on eliciting English language learners' attitude towards ICC in 2008 by Kahraman. The primary purpose of Kahraman's study was to study learners' acknowledgment towards target culture by comparing and contrasting the participants' viewpoints as the topic in question. The study suggested that participants demonstrated ambiguity whether as to they have sufficient intercultural competence. In general, the participants held the opinion that ICC was very important, and it was one of the particular factors in foreign or second language acquisition (Kahraman, 2008).

The investigation into examining the English preparatory program students' intercultural communication in 2009 by Çalışkan. The research results also exhibited that nearly all participants had the approving inclination about culture learning and intercultural competence in English language classrooms. The study findings suggested that participants' school types showed no difference with respect to their ICC. From the study, it can be concluded that gender and participants age showed a significant difference in terms of learning culture in English language education. The findings of the survey outlined that female students showed more favorable acknowledgment towards ICC. It also revealed that the younger the students are, the more positive perception they manifest towards ICC (Çalışkan, 2009).

In the same vein, Devrim's work on teaching culture also emphasized the function of culture in the field of foreign language education. The findings of the study suggested that participants were more inclined more to the British Culture, whereas American culture was less favorable. It further revealed that participants showed significant preferences towards the more general topics, namely, sociology, technology, world history, and science. As distinct from

Jabeen & Shah (2011), participants of Devrim's study showed neutral attitudes towards political issues concerning the acquisition of intercultural communicative competence. From the study, it is interesting to note that a small number of participants showed slightly negative attitudes towards learning culture as the 'culture teaching or learning' was regarded as "Cultural Imperialism" and they supported to "Protect their own culture and identity" by opposing the acquisition of target cultural values (Devrim, 2006).

About the attitudinal research, demographic information also play a significant role due to the gender roles may vary across gender groups. Uzum (2007) found that female participants demonstrated a disinterested attitude towards the cultural invention of the target language or target culture compared to the male participants. This is due to the fact that Uzum (2007) suggested, female participants showed reluctant attitude for an opening to the other cultures because of the norms of their own cultural beliefs whereas the study conducted by Çalışkan (2009) found the total opposite results (Uzum, 2007).

By drawing on the concept of ICC, Güven analyzed university preparatory students' perception towards ICC. The study entailed 508 participants from the English foundation programs in Turkish universities, to whom questionnaires were given if their attitudinal perception differed in terms of gender, the reason for learning English, English proficiency, majors and medium of instruction of the universities. The research results of the study were considered consistent with the studies in the literature despite the slight difference in some variables. The study demonstrated that participants revealed more appraisable perception towards intercultural cultural communicative competence. However, it is worth noting that participants' gender, proficiency level and medium of instruction indicated statistically no significant, meaningful results in terms of ICC whereas participants from social science departments

manifested more positive attitude towards ICC. Participants also reported that teaching communicative cultural contents was more preferred in English language education. Films and videos or documentaries were also found significantly functional for teaching culture (Güven, 2015).

Zimmermann also discussed the challenges and strategies for facilitating and promoting ICC among international students in the United States of America, in which 101 international students participated in the research. The research indicated some effectual and behavior-related dimensions of ICC: the most significant factor in enhancing ICC was to engage in the active interaction with the native interlocutors along with adapting themselves the living style of American people. The result of the study emphasizes the importance of interactive engagement and interactive attentiveness for motivating English language learners to be able to intensify their competence in intercultural communication (Zimmermann, 1995).

Another recent corresponding study was conducted Altan (2018) who employed the same method and dimensions of ICC to the study. In the study, the author investigates the participants' perception of the individual aspects of ICC. The study reported that participants showed considerably positive attitudes towards ICC. The highest mean score was gained by "Respect for other cultural difference," and the lowest score reported in the study was "Intercultural attentiveness." The research also addressed the noteworthiness of ICC and communicative sensitivity which can promote the understanding between people from multicultural backgrounds and can diminish the conception of ethnocentrism and minimize the dissension between intercultural interactions (Altan, 2018).

One of the similar studies conducted by Karakaş (2013) also investigated Turkish students' ICC in the UK, and the study suggested that Turkish students possessed perplexing

perception towards their British and non-British counterparts. The study indicated that the majority of participants demonstrated a considerably high level of contentedness to their international friends. Most students who participated in the research revealed that spending time abroad and encountering people from diverse cultural background created opportunities to enhance cultural consciousness and awareness. Some Turkish participants showed complicated and contradictory intercultural perception due to the factors such as selecting which topics to discuss, preferences on foods, and adjusting themselves to the target or host culture (Karakas, 2013).

Stepanoviene (2011) inquired to analyze the 34 Erasmus students' dilemmas, and challenges faced during the international exchange program, which had the closest relevance to the ICC. The study primarily focused on the participants' attitudes, opinions, and common problem, and their inquisitiveness with foreign culture. The study proposed that the majority of participants expressed the openness to the willing to participate in ICC. Nonetheless, some participants indicated that they abstained themselves cultural or religious conversations instead of preferences shown to the subjects, such as, television programs, climate, and classes.

Stepanoviene reported that students showed great eagerness towards intercultural communication, notwithstanding, reluctance shown to acquire the cultural elements of the target culture (Stepanoviene, 2011). Corresponding with the results of the study performed by Stepanoviene, Xiao, and Petraki also surveyed undergraduate and graduated Chinese students in Australia as to inducing their attitudinal perception towards ICC. Being compatible with the findings of the study by Stepanoviene, Chinese students held an affirmative, positive attitude concerning engaging in the conversation with people from dissimilar cultures. It also suggested ICC gained preferences and enthusiasm by the participants (Xiao & Petraki, 2007).

Another study done in the field of ICC, the research findings revealed the adjustment demonstrated by the students who stayed in the target and hosted culture longer period. The more positive attitude was manifested for the open-mindedness, being tolerant to the circumstances in the different culture. And participants demonstrated the temperamental pliability in consequence of the intercultural communication (Shaftel & Ahluwalia, 2007).

Almost every paper that has been written as to ICC includes the section(s) relating to the learners' or language teachers' attitudes towards ICC, however, a few studies found in the literature focusing on the political dimensions of the term in question.

The study (Shahghasemi & Mirani, 2011) attracted attention on the topic of whether political or intergovernmental relations affect the people' belief or attitudes towards their ICC. The study found that American participants held more negative positions towards Iranian counterparts than Iranian participants exhibited to the American counterparts. The author discussed the factors that media manifested to both society and the images of both Iranian and American leaders, as well as the political reasons could be the main culprit for the astonishing result of the study (Shahghasemi & Mirani, 2011).

Bloom & Miranda (2015) also surveyed exchange students who stayed in Spain only for short period. Findings of the study suggested slight changes concerning intercultural communicative sensitivity. The gained low competence was probably due to the short-term stay in a host culture. It might increase the participants' ICC or sensitivity if the more extended period of the exchange programs were provided for the participants (Bloom & Miranda, 2015).

The result of demonstrating a high degree of ICC by participants is also supported by academic research performed by Hismanoglu in 2011. Hismonoglu aspired to investigate ELT students' ICC from different variables such as participants' proficiency, overseas experience, and

formal instruction at universities. The general findings of the study proposed that participants demonstrated a significant higher degree of ICC. On the participants' language proficiency in English, students with lower competence in English, and those who had advanced ability in English demonstrated statistically no meaningful difference in the attempt to acquire ICC. Concerning the relationship between participants' overseas experience with their ICC, the significant, meaningful difference was found between those who had overseas experience and those who had no overseas experiences. As for the participants with overseas experience, it can be concluded that the ICC improves significantly when the students experience the foreign and dissimilar culture. The study also revealed that there was no significant difference between the participants who had formal education and those who had a non-formal education (Hismanoglu, 2011).

Numerous studies have attempted to explain the relationship between English language learners' ICC and their proficiency in English. Many studies also support that the more competence a language learner has, the much higher ICC they demonstrate (Koike, 1996; Carrell, 1984; Takahashi & Beebe, 1987; Trosborg, 1995).

Even though studies regarding intercultural competence have been widely discussed in the literature, however, fewer investigations have been carried out comparing ELT students or English teacher trainees' intercultural communication competence between public and private universities. This research aimed to focus on, first of all, eliciting public and individual university students' intercultural communication competence, then comparing their capability of intercultural communication in terms of university type, gender, level of English and learning English experiences.

## 2.6. Conclusion

Collectively, these studies outline the critical role of ICC in foreign or second language acquisition. These shreds of evidence presented in the review of literature section give the aspiration to do further investigation with regard to ICC and the factors or components may/might influence the terms itself (Carlson, 1990; Carlson, 1990; Shaftel & Ahluwalia, 2007; Xiao & Petraki, 2007; Stepanoviene, 2011; Karakaş , 2013; Bloom & Miranda, 2015).

From the studies mentioned in the earlier section shed a light to which factors and components to be examined to enhance the acquisition of ICC. While some studies suggested the importance of English language learners' ICC, some suggested the proficiency of the learners has the most significant impact on improving ELT students' ICC (Carrell, 1984; Takahashi & Beebe, 1987; Prodromou, 1992; Koike, 1996; Spiro K., 2014).

Some other studies even failed to ignore the political and social background of the home countries and host cultures. Also, though there are several factors which directly influence the acquisition of ICC, some studies suggested some additional factors that should not be forgotten and ignored.

Together these studies, as mentioned above in the literature review section provide information into the conceptualization of ICC and the elements or exterior factors to be investigated thoroughly. Given the all that has been mentioned so far, one may suppose whether as to there is/are any difference(s) between students' ICC from state and private universities (Hismanoglu, 2011).



As can be seen from the other researchers, the findings from other studies envisage us to investigate further the overall degree of participants' ICC. Subsequently, the literature review stimulates to analyze the differences from participants' demographic information such as gender, age, and native language (Çalışkan, 2009; Güven, 2015; Uzun, 2007).

The main comparison of ICC between students from state and private universities because opportunities and possibilities of participating in international exchange programs demonstrate significant difference between state and private universities. Finally, under the auspices of careful literature review, participants' learning English experiences might influence their intercultural communicative proficiency.

A considerable amount of literature has been published on figuring out the relevant factors of ICC. What has known about ICC is mostly based on the empirical studies that investigate key components or elements of ICC. However, a neglected area in the field of analyzing English language learners' ICC was the comparative study on the participants from a different educational background, which means being studying at state and private universities.

## CHAPTER 3

### METHODOLOGY

#### 3.1. Introduction

In this part of the study, research methodology is discussed in detailed. First of all, the primary purpose of the study is going to be presented along with the subjects and research questions. Furthermore, it is aimed to discuss the setting of this study, participant selection, and reason why these mentioned setting and participants are chosen. The instruments and the reasons why it applied to this research are also provided along with the evidence of the previous measurements and models in the literature. Then data analysis is going to be used with relevant statistical analysis of the data collected for the research. All findings are going to be presented with detailed tabulations. Conclusions will be discussed, and methodology and related information of methods are provided for the clarification.

The primary purpose of this study is to elicit English language learners' ICC as a whole. As the initial step of the study, participants' overall level of ICC ought to be investigated comparatively because the participants are from the state and private universities and participants are the ELT students or English teacher trainees who have been studying in the Department of English Language Education.

Consequently, the research questions will be examined whether as to participants' age, gender, learning English experiences, native language, proficiency in English, overseas experience, the university grade, being state or private university students demonstrate any difference(s) in terms of their ICC. And all these research questions will be examined with the

statistical analysis tools. The final aim of this study is to provide the general comparative picture of state and private university students' ICC.

To date, various methods have been developed and introduced to measure and assess English language learners' communicative competence. As stated in the literature review section, numerous scholars applied diverse models and assessment tools to not only identify the key component of ICC but also it is aimed to figure out the perfect assessment model and scale. Different scholars have assessed the ICC with different measurement tools and models. A variety of methods and models and assessment tools can be found in the literature. (Bennett J., 1986; Chen & Starosta, 1999; Chen & Starosta, 2000; Gudykunst, 2002; Kim, 1992; Ruben, 1976; Van Oudenhoven & Van der Zee, 2000; Wu, Fan, & Peng, 2013; Wang & Zhou, 2016; Yang, 2008;).

As the assessment tool of this study, "ICC Model" was applied due to the fact that mentioned sub-factors and elements of the chosen model significantly reflect the purpose and subjects. Meanwhile, the assessment tool has been validated by many researchers in different countries including Asia, Europe and other countries around the world (Awang-Rozaimie, Amelia, Aiza, Stiti-Huzaimah, & Adib, 2013; Chen & Starosta, 2000; Del Villar, 2010; Penbek Yurdakul & Cerit, 2012; Peng, 2007; Tamam, 2010). Moreover, the validity and reliability of the ICC model were proven by many researchers (Karakas, 2013; Kahraman, 2008; Kılıç, 2013; Wang & Zhou, 2016).

In respect to the method of the study, excessive methodologies could be tracked down from the intensive literature review. Some studies were conducted with only a qualitative method, some other studies were performed by using case studies, and quantitative methods have also been found in terms of the selection of methodology. Choosing only a qualitative method for this study could not be considered sufficient since limitation of the time and duration of the study.

The solely quantitative approach could be problematic because some underlying factors or elements of particular questions could not be answered, and it might lead to ambiguity, even, it could be challenging to understand the participants' profound perception towards ICC.

Mixed method approach was employed for this study in consideration of the fact that quantitative data can be supplemented in order to minimize the incompleteness of the quantitative data. Furthermore, qualitative data can replenish the insufficiency of the quantitative data. To be more specific, it is important to measure the ELT students' overall degree and statistical difference among groups with quantitative data, as well as supporting the quantitative data with the qualitative data which can enlighten the research results profoundly.

### **3.2. Participant selection and setting of the study**

The target participants of this study are the students who study in the departments of English Language Teaching at state and private universities. To this end, ELT department students from state and private universities were included into this research since the participants are considerably available to reach, and target participants are directly exposed to foreign culture or the culture of English-speaking countries which are dissimilar from their own home culture. There is a total of 232 participants in this study. Namely, 126 participants from state universities, and 106 students are from private universities in Turkey. By choosing the equal number of participants, it is estimated to reduce the discrepancy in terms of findings and results of the thesis. As for the grades of students, no limitation has been put since it is one of these variables to investigate and compare in this study.

Semi-controlled random sampling was considered as the best method of selecting participants for this study since the sampling can represent the target population. And by doing so, sampling bias can be eliminated. Students from non-ELT departments were excluded from the

study since the primary purpose of the study to investigate the difference between state and private university English teacher trainees' intercultural communicative competence.

### **3.3. Research instruments**

Research instrument consists of two phases, quantitative and qualitative instruments. As for the quantitative instrument, an "ICC Questionnaire" was applied. For the qualitative phase, participants were interview with five open-ended questions.

As the assessment instrument of ICC, Wang and Zhou's "Intercultural Communicative Competence Questionnaire" was applied. This is due to the fact that numerous researchers have validated and tested its reliability in several studies (Awang-Rozaimie, Amelia, Aiza, Stiti-Huzaimah, & Adib, 2013; Chen & Starosta, 2000; Del Villar, 2010; Penbek Yurdakul & Cerit, 2012; Peng, 2007; Tamam, 2010; Karakaş , 2013; Kahraman, 2008; Kılıç , 2013; Wang & Zhou, 2016).

In the research questionnaire, there are 5 sub-components of ICC. These sub-factors consist of 'Interaction Engagement', 'Respect for Other Cultures', 'Interaction Confidence', 'Interaction Enjoyment', and 'Interaction Attentiveness'. The applied questionnaire consists of fifteen questions. The questionnaire is in English. This research questionnaire includes two parts. First part of this questionnaire asked participants' demographic information which consists of participants' age, gender, their university type, native tongue, English proficiency, their grade at university, their learning English experiences and overseas experience. In the second part of this questionnaire, starting with instruction of how to check and which number represents what meaning, fifteen questions were asked without specifying sub-factors due to remain the objectivity of their responses. In the second part of the questionnaire, five-point Likert-Scale was performed. In this five-point Likert-Scale questionnaire, 1 represents for "Strongly Disagree", 2

represents “Disagree”, 3 represents “Neutral”, 4 indicates “Agree”, and 5 represents “Strongly Agree”. In this questionnaire, question 1, 2, 3 represent the “Interaction Engagement”, question 4,5,6 indicates the “Respect for Other Cultures”, question 7, 8, 9 represent “Interaction Confidence”, Question 10, 11, 12 represent “Interaction Enjoyment” and question 13, 14, 15 represents “Interaction Attentiveness”.

With respect to the qualitative analysis, 5 interview questions were asked. The first interview question is “How participative you feel when you interact with people from cultures of English-speaking countries and why?”, the second interview question is “How self-assured do you feel when you interact with people from the English-speaking countries and why?”, the third interview questions is “How can you show your admiration to the people from cultures of English-speaking countries and why?”, the fourth interview question is “how delightful do you feel when you interact with people from cultures of English-speaking countries and why?”, and the last interview question is “How observant do you feel when you interact with culturally-distinct people of English speaking countries and why?”. When it comes to data analysis, SPSS 24 was applied for finding out the statistical results and findings of this study.

### **3.3. Data collection and procedures**

Prior to starting this data collection, a pilot study was conducted by producing the online google form questionnaire. Participants were chosen with equal numbers, respectively, 50 from the state universities and 50 from the private universities.

As the main purpose of the pilot study was to test the questionnaire whether the instrument applied was reliable or not. It indicated that the questionnaire performed on both state and private university students were highly reliable. The test of reliability was performed to check the reliability of the data. The Test of Reliability suggested that Cronbah’s Alpha was 0.86.

It suggested that this instrument used in this pilot study was considered highly reliable. In terms of Normality of the data, the Test of Normality was conducted which suggested that the data in this pilot study was not normally distributed. Therefore, Kruskal Wallis Test and Mann-Whitney U tests were applied for the data analysis.

The finding of the pilot study postulated that participants from both private and state universities demonstrated high level of ICC. Namely, the participants from the state university produced the high mean ( $M= 97.05$ ). Moreover, the students from private university also showed the higher mean in terms of ICC ( $M= 126.54$ ). As the result, a statistical meaningful difference was found between the degree of state and private university ELT students' ICC ( $P<0.05$ ). The pilot study reported that state university ELT students' intercultural communicative competence is slightly higher than private university ELT students' intercultural communicative competence.

From the other findings, the pilot study suggested that there was a statistically meaningful difference in terms of gender ( $P<0.05$ ). It suggested that male participants showed higher ICC than female participants. With regard to their learning English experiences, there are also statistically significant difference among participants ( $P<0.05$ ). It suggested that participants with 9 to 12 years of English learning experience showed higher level of ICC in comparison to the participants with less experience.

Concerning with the participants' proficiency in English, this pilot study results showed that the more proficient the participants are, the higher ICC they demonstrated ( $P<0.05$ ). Furthermore, the participants' overseas experience also showed statistically meaningful difference ( $P<0.05$ ), which stated that students with overseas experience demonstrated higher degree of ICC than those of having no experiences in English-speaking countries. Other factors

such as their age, native language and university grade showed no statistical meaningful difference in terms of their ICC.

For this comparative study, the data collection methods and procedures are presented as follows. As the beginning, the data collection procedures consist of 3 phases. First of all, 150 questionnaires were printed and distributed to the students from one of the state universities in Bursa. Meanwhile, an online google form questionnaire was prepared and short linked in order to reach the maximum number of participants from both state and private universities. 100 printed and distributed questionnaires returned from the state university, and there were 26 participants who replied google form questionnaire as the state universities participants. There were total 126 state university participants in this study. 106 participants replied google form questionnaire. Overall, 232 participants were included in order to examine the state and private university English teacher trainees' intercultural communicative competence.

As for the qualitative phase of data collection, 10% of state and private university ELT students were interviewed with semi-structural interview by asking 5 intercultural communicative competence questions. After completing data collection, all printed questionnaires were numbered in order not to cause confusion in the data entry and statistical analysis. The questionnaires from the google form data were directly imported into the SPSS data with original data.

### **3.4. Data analysis**

The analysis of the questionnaire was performed by conducting SPSS 24 (Statistical Package for the Social Science 24). Missing values of questionnaires were replaced with the group means because deleting the obtained data influence the results of statistical analysis. All data was entered to the SPSS 24 to initiate analyzing the data.



Descriptive statistics were conducted to elicit the frequencies of participants demographic information. To calculate and compare the state and private university students' ICC, means of state and private university participants' replies were calculated to determine which group of participants demonstrated a higher degree of ICC.

Test of Reliability was performed to assure that the questionnaire and data were reliable to carry out further analysis. Test of Normality was also conducted separately for the state, and private university questionnaires because the normal distribution contributes to the selection of parametric or non-parametric tests in this comparative study.

As can be seen from the table, it indicated that this questionnaire applied to this study was highly reliable because Cronbach's Alphas demonstrated the high-reliability value (0.761).

For the questionnaire from the state university, the Test of Normality test result indicated that the data was not normally distributed ( $P < 0.05$ ), therefore, Mann-Whitney U tests and Kruskal-Wallis Tests were conducted to elicit the ICC of state university students.

Table 1.

*Test of reliability analysis*

		<u>N</u>	<u>Percentage</u>	<u>Cronbach's Alpha</u>
Case	Valid	232	100	
	Excluded	0	0	
	Total	232	100	0.761

With regard to the questionnaires collected from private university, the Test of Normality result suggested that the data was normally distributed ( $P > 0.05$ ), therefore, Independent T-tests and One-way Anova Tests were conducted to figure out the difference of ICC in private universities. Lastly, all the data from both state and private universities were mingled to compare the ICC between state and private university students.

Table 2.

*Test of normality for state, private and overall participants.*

<u>Test of Normality</u>	<u>Mean</u>	<u>Sd.</u>	<u>df.</u>	<u>P</u>
State University	64.33	0.490	126	0.029
Private University	62.25	0.6678	106	0.141*
Total	51.88	0.372	232	0.243*

---

$P > 0.05$

The total data was also normally distributed, therefore, the difference between state and private university students' ICC was found by using Independent Sample T test and One-way Anova Tests. Since this questionnaire was adapted from "ICC" (Wang & Zhou, 2016), factor analysis was conducted whether or not the items in the questionnaire produced the same factors with the original study, which measure the ICC.

From the factor analysis table (table 3.), it can be said that this data also produced the same factors and same number of items which were categorized under the same components which represented the sub-factors of ICC. In this questionnaire, however, Q3, Q4, Q5, Q6, Q10,

Q11, Q12 are the reverse questions which were recorded into the different variables in this statistical analysis.

### **3.5. Conclusion**

In this chapter of the study, the methodology was explicitly presented. Instruments were applied to study starting with the participation selection and setting of the study. Secondly, the data collection methods were provided along with the data analysis. In the data analysis section, Test of reliability and The Test of Normality tests were used for the reliability and normal distribution of the data from state and private university ELT students. In the next chapter, findings and results of the study were given in detail by starting with the introduction along with answers to the research questions quantitatively and qualitatively. All the findings were reported with tables and figures in order to justify the research questions which addressed the related factors to be analyzed.

Table 3.

*Factor analysis results*

	<u>Number of Items</u>	<u>Scale Format</u>	<u>Cronbah's Alpha</u>
Factor / items	15	LRFa	0.761
Interaction Engagement	3	LRFa	.754
Q1	.650		
Q2	.660		
Q15	.760		
Respect Cultural Difference	5	LRFa	.789
Q4	.654		
Q5	.738		
Q6	.783		
Q11	.567		
Q12	.551		
Interaction Enjoyment	2	LRFa	.767
Q3	.786		
Q10	.691		
Interaction Attentiveness	2	LRFa	.710
Q13	.774		
Q14	.776		

Note: LRFa (Likert Response Format, five point: 1=Strongly Disagree to 5= Strongly Agree)

## CHAPTER 4

### FINDINGS

#### 4.1. Introduction

In this section, the findings section consists of two phases. First of all, the demographic information of all participants was figured out by using descriptive statistics along with examining the statistical answers obtained from SPSS 24. Consequently, the qualitative data were categorized for providing a profound analysis by the mixture of qualitative and qualitative data findings. All the findings were presented with relevant results of this study by tabulations. Through a table, all the conclusions were interpreted with the combination of results from both quantitative and qualitative analysis.

#### 4.2. Presentation of demographic information

Descriptive statistics of participants' demographic information provides the crucial information about participants' background in terms of age, gender, university type, native tongue, English proficiency, learning English experiences, the grade which participants' in and their overseas experience. First of all, the whole participants were analyzed, then state and private university students' data was calculated separately to compare the results.

According to the descriptive statistics, it can be reported that there were 232 English teacher trainees from both state and private universities. Taking "age" of the study population, it was found that 12 participants who were under the age of 18 (5.2%); the number of participants between 18 and 25 were 176 (75.9%); the age between 26-30 were 25 (10.80%), and the participants who were over 30 years old were 19 (8.2%). It can be suggested that the highest number of participants in this study were the groups between the age 18 and 25 (75.9%).

Gender is also one of the essential comparative factors in this study. It reported that 152 participants (65.5%) were females, and 80 (34.5%) participants were males in this study. In terms of participants' university type, it is found that 126 (54.7%) ELT teacher trainees were from state universities and 106 (45.3%) participants were from private universities. Concerning participants' native language, it is calculated that 202 (87.1%) participants native language was Turkish and 30 (12.9%) participants were non-Turkish speakers in this study. When considering the students' proficiency in English, it is found that the most considerable number of participants were advanced level English speakers with the number of 112 (48.3%), and upper-intermediate participants were 84 (36.2%), intermediate participants were 24 (10.3%), pre-intermediate participants were 11 (4.7%), and there was no participant with elementary proficiency.

When it comes to participants' learning English experiences, it can be said that the highest number of participants had 13 or more years of learning English experiences (45.7%) with the number of 106. And participants who had 9-12 learning English experiences were 96 (41.4%), 5-8 years English language learning experience was 15 (6.5%), and lowest number of learning English experience between 1 to 4 were 15 participants (6.5%).

From the participants' grade, it can be said that the highest number of participants were from fourth grade at universities with the number of 103 (44.4%), third grade participants were 69 (29.7%), second grade participants were 51 (22.0%), and first grade participants were 9 (3.9%). Speaking of participants overseas experience, the participants who replied "yes" were 106 (45.7%), and those who answered "No" were 126 (54.3%).

As for the descriptive statics from private universities, it also showed that the highest number of participants were between the age of 18 to 25 with the number of 79 (74.5%), following with the age group between 26 and 30 were 13 (12.3%), and the lowest quantity of

participants were under age of 18 with the number of 3 (2.8%). In terms of private university ELT students' gender, there were 64 (60.4%) females and 42 males (39.6%).

Participants' native language also were calculated by descriptive statistics; there were 91(85.8%) Turkish language speakers and 15 (14.2%) non-Turkish language speakers. In terms of private university students, it can be reported that there was 40 (37.7%) advanced English speakers, 38 (35.8%) upper-intermediate English speakers, 17 (15.1%) pre-intermediate English speaker proficiency.

When taking participants' learning English experiences, it can be reported that the highest number of participants had 13 and more years of English language learning experience, the participants with 5-8 years of learning experience were 6 (5.7%), participants with 9-12 learning English experiences experience 40 (37.7%), and there were 13 (12.4%) participants with between 1 and 4 learning English experiences experience. The highest number of participants from private universities were second grade university students with the total number of 49 (46.2%), and fourth-graders were 27 (25.5%), third graders were 21 (19.8%), and the lowest quantity of participants were first grade private university students with the number of 9 (8.5%).

For private university students overseas experience, 52 (49.1%) participants have had being abroad experience while 54 (50.9%) participants with no having overseas experience. Now, the state university participants descriptive statistics results are presented. First of all, of the population of participants from state universities, the pronounced number of participants were between the age of 18-25 with the highest number of 79 (74.5%), second-highest number of participants were between the age of 26-30 with the second-highest number of 13 (12.3%), the lowest quantity of participants were under 18 with the total number of 3 (2.8%). Considering the gender of participants from state universities, female participants consist of 64 students (60.4%),

and male students comprised of 42 (39.6%) students. There were 91 (85.8%) participants whose native language was Turkish whereas 15 (14.2%) participants from state universities were non-Turkish speakers.

From the descriptive statistics, it can be concluded that the considerable number of participants were advanced English speakers with the total number of 40 (37.7%), the second-highest number of participants speak English with upper-intermediate proficiency with the total number of 38 (35.8%). However, there were no participants with an elementary level of proficiency.

Most of the participants had 13 or more years of learning English experiences, numbering of 47 (44.3%), and participants with 9 to 12 learning English experiences experience were 40 (37.7%). Consequently, it can be said from the statistics that participants with between 1 and 4 years and 5 to 8 years learning English experience were 13 (12.3%) and 6 (5.7%).

Majority of ELT teacher trainees from state universities were from second grade at their universities with the number of 49 (46.2%), third and fourth-grade students were 21 (19.8%) and 27 (25.5%). The first-grade students were only 9 (8.5%). As to the state universities students overseas experience, it can be said that 52 (49.1%) participants had overseas experience and those who had no overseas experience were 54 (50.9%).

From descriptive statistics results, it can be concluded that the participants' number from both state and private universities demonstrated similarities, which can be helpful to actualize the comparative studies in terms of ICC.



Table. 4.

*Overall background information about all participants*

<u>Category</u>	<u>Sub-Categories</u>	<u>Frequency</u>	<u>Percent (%)</u>
Age	Under 18 years old	12	5.20
	18-25 years old	176	75.90
	26-30 years old	25	10.80
	Above 30 years old	19	8.20
Gender	Female	152	65.50
	Male	80	34.50
Native Language	Turkish	202	87.10
	Non-Turkish	30	12.90
Overseas Experience	Yes	106	45.70
	No	126	54.30
Proficiency	Pre-Intermediate	12	5.10
	Intermediate	24	10.30
	Upper-intermediate	84	36.20
	Advanced	112	48.30
Learning English experiences	1-4 years	15	6.50
	5-8 years	15	6.50
	9-12 years	96	41.40
	13 and more years	106	45.70
University Grade	First Grade	9	3.90
	Second Grade	51	22.00
	Third Grade	69	29.70
	Fourth Grade	103	44.40

### 4.3. The first research question

The first research question “What are the overall degrees of state and private university students’ ICC? And does state and private university students’ ICC differ significantly?”. This research question aimed to investigate the state and private university participants’ overall level of ICC. To elicit the whole participants’ ICC, the Mean and the level of agreement were calculated by descriptive statistics and frequencies. Then, the rate of agreement to each question under each ICC sub-scales was calculated to support the overall degree of participants’ ICC.

As can be seen from Table 5, the percentage of 93.40% surveyed from both state and private universities reported that the participants hold the highest overall degree towards ICC significantly. Moreover, it can further indicate that 6.6 % of participants of all participants commended the medium-high level of ICC. As for the state universities,’ participants’ response towards the questionnaire postulated that 93.40% of participants showed a considerably substantial degree of ICC. Only 6.6% of participants demonstrated the medium level of degree in terms of ICC. Of the 106 private universities’ participants who completed the questionnaire also suggested the higher overall degree of ICC, whereas only 13.30% of participants indicated the medium degree of ICC.

It can be concluded from them both Table 5 and Table 6 that not only have the state university students showed the significant highest level of ICC. To explain, it can be reported from the tables that there is no significant, meaningful difference in terms of means between state and private universities’ participants’ ICC due to the high amount of means the participants produced after being surveyed. Expectedly, no low level of ICC of both state and private universities’ participants were found whereas the overall response of participants to the

questionnaire was quite agreeable, which can be the sign of having a high degree of ICC among both state and private universities students.

Table 5.

*State and private university participants' overall degree of ICC*

<u>Item</u>	<u>State Universities</u>			<u>Private Universities</u>			<u>Overall</u>		
	<u>Mean</u>	<u>(%)</u>	<u>Degree</u>	<u>Mean</u>	<u>(%)</u>	<u>Degree</u>	<u>Mean</u>	<u>(%)</u>	<u>Degree</u>
Q1	4.71	97.60	High	4.53	90.60	High	4.63	94.40	High
Q2	4.40	94.40	High	4.34	86.80	High	4.38	90.90	High
Q3	3.71	63.50	High	3.68	57.50	High	3.70	60.80	High
Q4	4.76	93.40	High	4.48	90.50	High	4.63	94.80	High
Q5	4.75	96.00	High	4.55	91.50	High	4.65	93.90	High
Q6	4.63	90.50	High	4.40	84.90	High	4.52	87.90	High
Q7	4.02	78.60	High	4.05	76.40	High	4.03	77.60	High
Q8	4.10	80.90	High	4.08	83.00	High	4.09	81.90	High
Q9	3.95	75.40	High	4.07	81.20	High	4.00	78.00	High
Q10	4.50	96.10	High	4.26	84.40	High	4.39	90.90	High
Q11	4.63	95.20	High	4.33	85.80	High	4.49	91.00	High
Q12	4.48	92.10	High	4.19	81.10	High	4.35	87.00	High
Q13	3.96	76.20	High	3.66	62.20	Medium	3.82	69.80	High
Q14	3.44	61.70	Medium	3.45	51.90	Medium	3.45	55.60	Medium

---

Q15	4.27	89.6	High	4.19	84.00	High	4.23	87.00	High
-----	------	------	------	------	-------	------	------	-------	------

---

Table 6.

*The strength of state and private university students' overall degree of ICC*

<u>Degree</u>	<u>Rating</u>	<u>State Universities</u>		<u>Private Universities</u>		<u>Overall</u>	
		<u>Frequency</u>	<u>(%)</u>	<u>Frequency</u>	<u>(%)</u>	<u>Frequency</u>	<u>(%)</u>
High	Between 5 and 3.68	14	93.40%	13	86.70	14	93.40
Medium	Between 3.67 and 2.34	1	6.60%	2	13.30%	1	6.6%
Low	Between 2.33 to 1	0	0.00%	0	0.00%	0	0.00%
Total		15	100%	15	100%	15	100%

---

To answer research question 1, which stated if there is any difference between state and private university students' ICC, Independent Sample T-test was applied since the whole data was normally distributed. The independent sample T-test results indicated that there is a considerable significantly meaningful difference between state and private universities' participants acknowledgment towards ICC. Comparing the total mean of state (Mean=64.34) with the private (62.25) universities, the mean differences was also found.

As can be observed from table 7, it can be reported that there is a statistically meaningful difference between state and private university ELT students' ICC ( $P < 0.05$ ). However, the difference is considerably regarded as a minute because the mean difference is 2.088 from the statistical analysis. Indeed, from the table, it can be revealed that there is a meaningful, significant

difference between ELT students from state and private universities. The results from this table also support the previous findings from the overall means of both state and private university participants' intercultural communicative competence. In table 4 and 5, 93.40% of the surveyed population from state university expressed the most significant agreement towards their ICC, whereas 86.70% of participants from private universities stated the high agreement towards their ICC.

Table 7.

*The independent Sample T-test results of participants from state and private universities*

<u>Item</u>	<u>Variables</u>	<u>N</u>	<u>Mean</u>	<u>P(2-tailed)</u>
University Type	State	126	64.34	
	Private	106	62.25	
Total		232		0.011*

\*P < 0.05

It also worth mentioning that only 6.6% of participants from state universities stated the medium level of ICC while the almost double percentage of participants from private universities indicated the medium level of ICC. Overall, it can be concluded that there is a statistically significant difference between private and state universities' students in terms of their ICC. Furthermore, this results from the Independent sample T-test also suggested the statistically meaningful difference between state and private university students' ICC (P < 0.05).

To strengthen and find out profound understanding of participants' ICC, semi-structured interviews were conducted. There were 10 participants from the state university and the same number of participants from private universities. Aiming to find out the participants' overall degree of ICC, five open-ended questions regarding the sub-scales of ICC were asked. It can be suggested from qualitative findings that qualitative results also reinforced the findings from the quantitative findings. The qualitative conclusions and tabulation were given below, and it can be seen from table 8 and table 9.

Table 8 demonstrated the interview results from state university participants' ICC. There are five sub-scales of ICC, respectively, "interaction engagement," "interaction confidence," "respect for other cultures," "interaction enjoyment," and "interaction attentiveness." Each question represents one sub-scale of ICC. Interview question 1 represented interaction engagement, interview question 2 expressed the interaction enjoyment; interview question 3 described respect for other culture, interview question 4 represented interaction enjoyment, and interview question 5 represented interaction attentiveness.

As can be seen from table 8, state university participants revealed the positive attitude towards the interview questions. 72% of participants from state university had a positive acknowledgment towards ICC. However, only 28% of participants showed the average negative opinions towards the sub-scales of ICC. For instance, interview research question asked the participants if participants feel when interacting with people from English-speaking countries. One of the participants replied: "I enjoy interacting with people from the culture of English-speaking countries. I participate a lot and become talkative. Even though I become a little bit shy, however, I love to explore more about their culture." Another interviewee also answered positively: "I feel happy about this, and I will be pretty participative...". According to the

interview notes, there can be seen 36 positive responses, while the other 14 responses were negative. For instance: one of these participants replied, “I don't think I am participative enough. Because I am shy, and the thought of not being able to speak perfectly scares me.”

As for the interviews conducted for private university participants, the overall degree of participants' ICC was significantly higher. In table 9 below, most participants showed positive attitudes towards their ICC. There were 64% of participants who replied to the interview questions positively. 36% interviewees believed they were not interculturally communicative enough. For instance, one of these private university candidates responded positively, “I feel confident about interacting with English-speaking countries people...”. Other participants from private university also replied positively, “Very self-assured. Because what can happen...”. Some negative comments about the sub-scales of ICC were also found in this interview. One of the participants also replied negatively to questions: “I generally don't feel self-assured because of my anxiety...”. Moreover, one of the other participants also answered, “I do not think I am pretty sure of myself during the interaction because I do not believe I manage the English language pretty flexible...”.

To sum up, both state and private university participants revealed significantly strong attitudes towards their ICC.

According to the analysis from this interview notes and frequencies of positive and negative responses from table 8 and table 9, it can be clearly said that state university participants showed considerably higher ICC. To illustrate, just over 70% of participants from state university held a positive attitude towards their ICC, whereas the frequencies of definite answers from private university participants were just below 65%. For private university participants, there were 36% of participants gave negative responses to the interview question; however, the

frequencies and percentage of negative replies from state universities far under the private university participants.

Table 8:

*State university interviews analysis (PR=positive Responses, NR=Negative Responses)*

<u>Interview Questions</u>	<u>N</u>	<u>PR (N)</u>	<u>(%)</u>	<u>NR(N)</u>	<u>(%)</u>
Q1: How participative do you feel when interacting people from cultures of English-speaking countries? Why?	10	6	60%	4	40%
Q2: How self-assured you feel when interacting with people from English-speaking countries? Why?	10	6	60%	4	40%
Q3: How can you show your admiration to the people from English-speaking countries? Why?	10	7	70%	3	30%
Q4: How delightful you feel when you interact with people from cultures of English-Speaking countries? why?	10	9	90%	1	10%



Q5: How observant you feel when you interact with culturally distinctive people from English-speaking countries? Why?	10	8	80%	2	20%
Total	100	36	72%	14	28%

Table 9.

*Private university interview analysis (PR=positive Responses, NR=Negative Responses)*

<u>Interview Questions</u>	<u>N</u>	<u>PR(N)</u>	<u>(%)</u>	<u>NR(n)</u>	<u>(%)</u>
Q1: How participant do you feel when interacting people from cultures of English-speaking countries? Why?	10	5	50%	5	50%
Q2: How self-assured you feel when interacting with people from English-speaking countries? Why?	10	5	50%	5	50%
Q3: How can you show your admiration to the people from English-speaking countries? Why?	10	6	60%	4	40%

Q4: How delightful you feel when you interact with people from cultures of English-Speaking countries? why?	10	7	70%	3	30%
Q5: How observant you feel when you interact with culturally distinctive people from English-speaking countries? Why?	10	9	90%	1	10%
Total	10	32	64%	18	36%

The qualitative findings were in line with the quantitative results found in this research. The independent sample T-test results of state and private university students' ICC also supported these qualitative findings. In these quantitative findings, it suggested that there was a statistically meaningful difference between state and private university students' ICC ( $p < 0.05$ ). In these qualitative findings also indicated that the participants from state universities showed a significant higher ICC.

#### 4.4. The second research question

The second research question is, "Do state, and private university participants' gender, native language, and participants' overseas experience demonstrate any difference in terms of participants' ICC?". The second research question aimed to investigate the state and private university ELT students' ICC in terms of their gender, native language, and participants' overseas experience. To answer research question 2, Mann-Whitney U test and independent-sample T-test were applied.

It can be seen from table 10 that English teacher trainees from state universities indicated a significantly meaningful results in their gender, and their overseas experience. As taking state university students' gender into consideration, it can be reported that female and male participants' ICC demonstrated a significant difference ( $P < 0.05$ ). Even though the female participants outnumbered the male students, male participants showed a higher degree of ICC.

In terms of participants' overseas experiences, it can be put forward that participants who had overseas experience or staying in foreign counties experience showed higher ICC than those who had no any overseas experience ( $P < 0.05$ ). However, participants' native language did not demonstrate any statistically significant difference in terms of their ICC ( $\text{Sig.} > 0.05$ ).

Table 10.

*State university participants' ICC in terms of their gender, native tongue, and overseas experience.*

<u>ICC</u>	<u>Descriptive Statistics</u>			<u>Mann-Whitney U Test</u>
	<u>Mean</u>	<u>No.</u>	<u>Std. Deviation</u>	<u>P(2-tailed)</u>
Gender				
Female	58.80	88		
Male	74.38	38		
Total	64.33	126	5.50	0.028*
Native Tongue				
Turkish	62.35	111		
Non-Turkish	52.95	15		
Total	64.34	126	5.50	0.400

Overseas Experience				
Yes	70.33	54		
No	57.42	72		
Total	64.33	126	5.50	0.048*

\*P < 0.05

The table 11 below illustrated the private university English teacher trainees' ICC in terms of their gender, native language, and their overseas experiences. The data from gender explain that there is no statistically significant difference between female and male ELT students' intercultural communicative competence ( $p > 0.05$ ). Examining participants' native language, it can be reported that there is a statistically meaningful difference between Turkish and non-Turkish language speakers. It is apparent to observe from the table that Turkish language speakers hold a slightly higher mean in comparison with those of non-Turkish speakers ( $P < 0.05$ ). When it comes to the private university ELT students' overseas experience, it can be suggested that private university ELT students' ICC did not show any statistically significant difference in terms of their overseas experience ( $P > 0.05$ ).

These tests revealed comparative findings related to replying research question 2. From both state and private university ELT students' ICC, it can be concluded comparatively that state and private university participants' ICC differ in some variables whereas it hardly ever showed any difference. First of all, state university participants' intercultural communicative competence showed statistical differences in terms of their gender and overseas experience ( $P < 0.05$ ).

To illustrate, male ELT students from state universities demonstrated considerably higher ICC than those of females. Moreover, state university ELT students also showed the meaningful

statistical difference in terms of their overseas experience, which indicated that participants who had overseas experience hold significant higher ICC than those with no overseas experience. Comparatively speaking, ELT students from private universities showed no statistical differences in terms of their gender and overseas experience.

Second of all, while state university ELT students showed no statistical difference in terms of their ICC, the ELT students from private universities demonstrated the meaningful, statistically significant difference, which supported that Turkish language speakers illustrated slightly higher ICC than those of non-Turkish language speakers.

Table 11.

*Private university participants' ICC in terms of their gender, native tongue, and overseas experience.*

<u>ICC</u>	<u>Independent Sample T-test</u>				
	<u>M</u>	<u>Std. D</u>	<u>df</u>	<u>t</u>	<u>P(2-tailed)</u>
Gender					
Female	62.70	7.08	64		
Male	61.55	6.57	42		
Total			106	.845	0.393
Native Tongue					
Turkish	63.13	6.15	91		
Non-Turkish	56.87	8.66	15		

Total		106	2.690	0.016*
Overseas Experience				
Yes	62.81	6.79		
No	61.70	6.97		
Total		106	0.826	0.411

\*P<0.05

Taking the quantitative research results into account, it can be concluded that state university ELT students' gender and overseas experience showed statistically meaningful differences, whereas there was no statistically significant difference found between state university participants' native language. However, private university ELT students' native language showed a statistically significant difference between groups, while no statistically significant difference was found between private university ELT students' gender and overseas experience in terms of intercultural communicative competence.

Considering the answers of a semi-structural interview, this qualitative data also supported the quantitative data with respect to participants' overseas experience and their native language in both state and private university ELT students' case. As for state university participants, for instance, one of the state university participants stated the importance of communicating with foreigners in the target context. For example, the interviewee said: *"The most effective way of these is speaking English with a foreigner. Thus, interaction with foreigners should be increased as far as possible."* Other participants in the interview also suggested the importance of communication in the English context, and the participants said: *"I feel like I can speak with an English speaker in a more comfortable way than I speak with a Turkish friend of*

*mine.*” There is also another candidate stated the significance of communication in English-speaking context. The participant replied: “...*But a native speaker may make me feel more self-assured because they never judge you because of your mistakes...*”.

However, negative comments about engaging in the conversation in English were also found from the ELT students’ answers. For instance, there was a participant who suggested the insignificance of overseas experience. One participant suggested: “...*but I preferred to stay silent because I had not had enough self-confidence....*”. One of the other participants also said: “...*especially, when it comes to an English-speaking culture which is mainly built on colonization, it makes you feel wrong about their culture...*”.

To sum up, it can be clearly stated that these qualitative research findings and quantitative research findings were in line with each other. Both participants from private and state universities expressed the highly ICC in the interview and suggested some reasons behind their replies. Most participants believed that overseas experience was necessary, specifically interacting with someone from the target culture in the target language context even though the small number of participants expressed disagreement due to the historical, political, personal reasons.

#### **4.5. The third research question**

The third research question is” Do the state and private university participants’ age, proficiency in English, learning English experiences, the ELT students’ university grade demonstrate any difference in terms of participants’ ICC? “. The third research question attempted to investigate the difference between state and private ELT university students’ ICC in terms of their age, proficiency in English, learning English experiences, and their university grade. In order to find out the answer to research question 3, Kruskal-Wallis Tests and One-way Anova Tests were conducted.

As can be seen from the table 11 and 12, it can be interpreted that state university ELT students' ICC demonstrated statistically significant differences in terms of their age, proficiency, and their university grade ( $P < 0.05$ ). Interpreting the findings from state university students' ICC in terms of their age, the participants who are above 30 years old produced the significantly higher mean (Mean=95.53) than those of other age groups. Meanwhile, the lowest ICC can be seen among the participants who are under the age of 18, with the least mean score (Mean=49.45). However, the private university ELT students' ICC did not demonstrate any statistical difference between groups in terms of their age ( $P > 0.05$ ).

Table 12.

*State university participants' ICC in terms of their age, proficiency in English, learning English experiences experience, and the grade.*

ICC	Descriptive Statistics			Kruskal Wallis Test	
	Mean	No.	SD	P(2-tailed)	
Age (years)					
Under 18	49.45	9			
18-25	62.92	97			
26-30	57.33	12			
Above 30	95.53	8			
Total	64.34	126	0.633	0.048*	
Proficiency					
Intermediate	38.19	8			
Upper-intermediate	56.73	46			
Advanced	70.64	72			



Total	64.34	126	0.616	0.017*
Learning English experiences				
1-4 years	21.00	2		
5-8 years	47.57	9		
9-12 years	66.90	56		
13 years	64.14	59		
Total	64.34	126	0.688	0.176
University grade				
Second grade	10.75	2		
Third grade	72.22	48		
Fourth grade	59.38	76		
Total	64.34	126	0.526	0.019*

\*P < 0.05

It can be reported that there is a statistically meaningful difference among groups of state university students' ICC in terms of their proficiency in English ( $P < 0.05$ ).

It can be concluded that the more advanced proficiency in English the participants have, the higher degree of ICC the participants demonstrate. To explain, the participants with the advanced proficiency showed the highest mean score (Mean= 70.34) compared to those of lower proficient ELT students (Mean = 38.19). The similar findings can also be found amongst the ELT students from private universities. The highest ICC can be seen in advanced proficient speakers of English ( $P < 0.05$ ).

On the subject of state university participants' ICC concerning their university grade, it is found that the higher grade in English language departments showed the considerable higher

degree of ICC. For instance, state university ELT students who study in the third grade (Mean=72.22) showed considerable higher mean than those from second grade (Mean=10.75). It is also surprising to note that the fourth graders showed less significant degree of ICC (Mean=59.39) than the third grade.

Compared to state university ELT students' ICC with those of private university students', it can be seen that fourth graders showed the highest degree of ICC than those of lower grades at universities. From state university students' findings, it can be noted that third graders possessed the lowest degree of ICC than other groups, which can be completely opposite to the findings of state university ELT students' university grades.

From table 13, it can be suggested that there are statistically significant differences among private university ELT students' ICC in respect of their grades at university. From the table, it can be said that the statistically meaningful differences can be found between private university 3<sup>rd</sup> grade groups and 4<sup>th</sup> grade groups. The statistical difference is significant ( $P < 0.05$ ). The conclusion can be drawn upon the obtained the findings from the study. Broadly interpreting, first of all, statistical findings suggested that state university English teacher trainees revealed a statistically significant difference in terms of their gender and overseas experience whereas the English teacher trainees from private universities showed no difference in terms of the variables in question.

However, participants from private universities showed the significant difference with regard to their native language whereas the participants from state universities indicated no differences in respect of their native tongue.

Second of all, it is clear that either state universities or private university participants' ICC differ in terms of their proficiency and their university grade. State university student's ICC

showed statistical meaningful difference while the private university participants' ICC showed no difference in terms of their age. No significant difference can be found in terms of learning English experiences variable in both state and private university participants.

By the conclusion of the quantitative data, it can be reported that age, proficiency, and participants' university grades showed statistically significant difference between groups in state university context, meanwhile, proficiency and university grades of private university participants also revealed the statistically significant differences between groups.

To illustrate, the more the participants aged, the more ICC the participants demonstrate. For proficiency, it can be said that the more proficient the participants are, the more interculturally competent the participants are. And participants' ICC was showed considerable higher degree with the passing grades, which means the highest grade the participants are, the higher ICC the participants poses.

After interviewing 10% of ELT students as to the sub-scales of ICC, it can be suggested that proficiency is one of the main contributors to improve participants' ICC. One of the participants said: *"...But now I feel more powerful myself to have a conversation with a native thanks to the lesson I took when I was at university Advance Speaking..."*. There was another participant also said: *"...Normally I feel shy due to the fact that I do not trust my English proficiency. I am afraid to speak something wrong about bot my and target culture"*. Another participant reply was worth mentioning. The participant said: *"Because what can possibly happen when I'm talking to some girl from Australia. As long as it is not a formal meeting, I will not start a war due to my poor English"*. As can be seen from these interview notes, it can be understood that proficiency is important, the more proficient the students are, the higher ICC they reveal. There was another participant also suggested the importance of practice in order to engage

in intercultural conversation with people from target culture. For instance, the participant suggested: “...*After the practice that I had during my lessons and improving my English, I feel more self-assured while speaking with the natives. Because I know that I can be able to communicate with them and explain myself without thinking so much...*”. Thus, these replies suggested how important the proficiency is in order to establish successful intercultural communication with people from different cultures.

Some participants from both state and private universities stated some negative comments about effect of proficiency in intercultural communication. One of the participants stated: “...*I am kind of shy and the thought of not being able to speak perfectly scares me...*”. One of the participants also suggested that proficiency is also important for ICC. The participant said: “...*I do not believe I manage English language pretty flexible. For this reason, I may probably deliver what I intended to deliver incorrectly...*”.

Table 13.

*Private university participants' ICC in terms of their age, proficiency in English, learning English experiences experience, and the grade.*

ICC	Descriptive Statistics			One-way Anova Tests			
	Mean	No.	SD	Group Statistics	Mean <sup>2</sup>	F	P(2-tailed)
Age (years)							
Under 18	55.67	3	4.72				
18-25	62.86	79	6.17	Between Groups	74.970		
26-30	62.08	13	8.90				
Above 30	59.82	11	8.79	Within Groups	46.450		
Total	62.25	106	6.87	Total		1.614	0.191
Proficiency							
Pre-intermediate	63.45	12	8.65	Between Groups	159.040		
Intermediate	57.69	16	6.98				
Upper-intermediate	61.87	38	6.06				
Advanced	64.35	40	6.17	Within Groups	42.848	3.71	
Total	62.25	106	6.87	Total			0.007*
Learning English experiences							
1-4 years	62.38	13	8.39				
5-8 years	59.33	6	5.68	Between Groups	18.367		
9-12 years	62.55	40	7.11				
13 years	62.32	47	6.47				

				Within Groups			
Total		106	6.87	Total	48.130	0.382	0.766
University grade							
First grade	61.00	9	6.06	Between Groups	148.159		
Second grade	62.08	49	6.41				
Third grade	59.29	21	6.27				
Fourth grade	65.26	27	7.50	Within Groups	44.305		
Total	62.25	106	6.87	Total		3.34	0.022*

(\* $P < 0.05$ )

It is also very interesting to note that some participants from both state and private universities stated that there were some essential aspects which also claimed to be influential contributors to ICC. To illustrate, some participants validated that body language, mimics, and even the gestures during the interaction were also very important. For instance, one of the participants said: “...*Words are significant, yet body language, gestures are as important as the language itself...and during the intercultural communication...*”.

It is also worth mentioning that some participants from both state and private universities also suggested that they were of the contrary opinion towards the culture of English-speaking countries due to the political reasons when it came to intercultural communication. For instance, one of the participants argued the reluctance in intercultural communication due to the colonization of these English-speaking countries. To be specific, one of the participants replied: “...*I am a person who is often inclined to discuss sometimes sensitive talking... when it comes to an English-speaking culture which is mainly built on colonization, it makes you feel wrong about their culture*”.

It should also be mentioned that another interviewee also expressed the disappointment towards the ICC because of the polluted information caused by social media. The participant may believe that racial discrimination and Sinicization of western culture in the press impacted his attitudes towards intercultural communication. For example, the interviewee said: “...*not at all, due to the lack of interaction of being fascists, racist and highly misinterpreted by the media...*”

It is also very noticeable in this interview that using formal and informal language may even one of the contributors who could affect the participants' ICC. To illustrate, the participant said: “*Broken sentences, negative statements, vulgar slang makes your thoughts and mind awful. Therefore, I am observant either I speak English or Turkish*”. It can be observed how the native speakers of the language used by people in the target culture might also be a significant contributor to participants' ICC.

There is also another non-neglectable contributor which aroused during the interview session. It is noted from the interview that anxiety could be the possible reason why some participants held negative attitudes towards intercultural communication. Feeling anxious or worried about establishing successful communication also caused some interruption to the ICC. For instance, one person responded: “*I am shy, and the thought of not being able to speak perfectly scares me.*” The contributor mentioned above also supported by the reply of another participant: “*I was feeling a bit nervous and thinking that any error should not occur during the conversation.*”

By way of the conclusion of the findings of the study, it can be concluded that both state and private university participants demonstrated the highest degree of ICC. Firstly, it can be suggested that state university participants showed slightly higher ICC than those of private

university students. The qualitative data also are in line with this quantitative data. In qualitative findings also revealed state university participants have slightly higher ICC.

Secondly, it can be reported that gender, participants' overseas experience revealed meaningful statistical significance between the groups in state universities, whereas native language showed a statistically significant difference between groups in private universities. To illustrate, males in state universities showed considerably higher ICC than the female participants. Those who had overseas experience demonstrated significantly higher ICC than that of those who had never been abroad. For participants from private universities, native Turkish language speakers also showed slightly higher ICC than those non-Turkish language speakers.

Thirdly, it can be summarized that state university participants' age, proficiency in English and university grade showed significant, the meaningful difference among groups while private university participants demonstrated the statistically significant difference in terms of their proficiency and university grades. To explain, the older the participants are, the higher ICC they show in state universities, whereas no statistically meaningful difference was found in terms of age in private universities. When taking participants' proficiency in English into account, the participants from both state and private universities demonstrated a statistically significant difference in terms of their ICC. It can be said that the more proficient the participants are, the higher the ICC they revealed. For participants' university grade, it can be reported that participants from both state and private universities showed a similar trend in terms of their ICC. For instance, the higher grades the participants study, the higher the ICC they possess.

To sum up, not only the quantitative findings but also the qualitative findings were in line, and both supported each other. It is also worth mentioning that some new trends and



contributors were found after the semi-structured interviews. To explain, social media, news, and even political aspects could be the contributor or influential factors for participants' ICC.



## CHAPTER 5

### DISCUSSION

#### 5.1. Introduction.

First of all, this chapter provides the discussion of the findings and results that have been gathered through qualitative and quantitative results. Then it also aims to find answers to the research questions and presents the conclusion of the study along with the recommendations for further studies.

The principal purpose of this study, first of all, was to investigate the state and private university ELT students' ICC in order to compare the difference of their ICC on the overall scale. Second of all, state and private university ELT students' ICC were compared in order to obtain the comparative result in terms of their age, gender, university types, native tongue, participants' proficiency in English, learning English experiences, the present grade the students at, and their overseas experience. In this study, not only is the quantitative data, but also qualitative data were used to generate the optimum research findings from both state and private university participants.

As the means of data collection and data analysis, the ICC Scale questionnaire was used to obtain quantitative data. With regard to the collection of qualitative data, state and private universities students were interviewed through employing semi-structured interviews as the data collection instrument.

In this chapter, the findings of each research question were presented in detail along with the limitation of the study, the consistency or inconsistency of this results with the previous

research results in literature, the recommendations of the future studies and pedagogical implication were exhibited with the support of research findings and conclusions.

## **5.2. Discussion of Findings with relation to research questions**

The current research tried to find answers to the following research questions;

1. What are the overall degrees of state and private university students' ICC and are there any difference?

2. Do state and private university participants' gender, native language and participants' overseas experience demonstrate any difference in terms of participants' ICC?

3. Do the state and private university participants' age, proficiency in English, learning English experiences, the grade the participants in demonstrate any difference in terms of participants' ICC?

## **5.3. State and private university students' overall degree of ICC**

This first research question aimed to elicit the overall degree of state and private university students' ICC and whether the state and private university students' ICC showed any statistical differences.

To analyze the participants' overall degree of ICC, descriptive statistics were conducted for the calculation of means and frequency of agreement of both state and private university participants. Furthermore, Independent Sample T-test was performed to compare the mean differences between state and private university ELT students' ICC due to the normal distribution of data. According to the results of descriptive statistics, it can be drawn to the close that both state and private university ELT students demonstrated higher level of ICC, which can be supported by the frequency and overall percentage of agreement from the state and private university ELT students.

Concerning the findings of state university participants, 93.40 percent of research population expressed higher regard towards ICC. However, only 6.6% of participants showed the medium level of ICC. In respect of the case of private university ELT students' ICC, it can be reported that 86.70% of participants replied with the high level of ICC whereas 13.30% of participants showed a medium level of ICC. It can be summarized from the findings of descriptive statistics that state university participants have a slightly higher degree of ICC than the ELT students from private universities.

By comparison with state and private university students' intercultural communicative competence, it can be suggested that statistical difference was meaningful between state and private university students' ICC ( $p < 0.05$ ).

By way of conclusion, it is obvious to report that both state and private university students showed the higher degree of ICC, and state university students' ICC is slightly higher than those of private universities according to research findings and statistical results.

These results share many similarities with the results from previous studies found in the literature. Many studies in the previous literature found the high competence or strong positive attitudes of English language learners towards ICC (Altan, 2018; Atay, Çamlıbel, & Kaslıoğlu, 2009; Çalışkan, 2009; Devrim, 2006; Güven, 2015; Karakaş, 2013; Prodromou, 1992; Stepanoviene, 2011; Wang & Yu, 2008; Xiao & Petraki, 2007;). In this study, the identical results of having a higher level of ICC from both state and private university students were found.

However, these findings related to research question 1 failed to validate the results of some studies found in the literature (Kahraman, 2008; Jabeen & Shah, 2011; Wu, Fan, & Peng, 2013). Those studies which failed to substantiate these findings relate to the political or

psychological features of participants. For example, Karaman's study was unable to find a precise degree of ICC, and participants overall degree of ICC remained ambiguous. The awareness was raised why this study produced opposite results from these studies mentioned above. The most probable reason as to why these studies indicated the negative or low level of attitude towards ICC might be the authors' concentration on the different spectrum and perspective while investigating ICC. For instance, Jabeen's study found out that politicians' constant interference or overprovoked attitudes may have resulted in influencing language learners' ICC in unfavorable ways (Jabeen & Shah, 2011). Wu and Peng's study also did not wholly disapprove this finding even though the participants showed a low level of ICC. Moreover, the participants in Wu and Peng's study may unconditionally be conscious of the importance of ICC despite the unfavorable attitudes towards statistically (Wu, Fan, & Peng, 2013).

The qualitative findings also supported the quantitative findings in this thesis study. According to the findings from the qualitative research, it can also be said that students from both state and private universities shared similar significantly higher ICC. 72% of participants from state university showed a substantially higher degree of ICC while the participants from private universities also showed a higher degree of ICC by 64%. By conducting a content analysis on the interview notes, it can be illustrated that state university participants' ICC is considerably higher than the participants from private universities. Thus, these qualitative and quantitative findings are in considerable agreement.

To sum up, these findings are consistent with the considerable amount of studies found in the literature. The consistency concludes that this study and conclusions are valid and commensurate with the fundamental findings and results in the literature. Furthermore, these research findings also suggest that state university ELT students' ICC can be slightly higher than

the students' ICC in private universities. The possible reasons could be the direct exposure of foreign culture through the university lecturers' high level of ICC, and this might be because their lecturers have received their postgraduate degrees overseas. Thus, participants from both state and private universities might have been exposed to the foreign cultures and different norms and values of English-speaking countries by the influences of their academic lecturers. The other possible reason might be the use of social media. Some participants suggested the social media is also one of the influential factors in developing intercultural communicative competence. Engaging in social media also contributes to the students' ICC because the 21st century and extensive use of social networks and media could be the reason for being exposed to a foreign culture.

#### **5.4. State and private university students' ICC in terms of gender, native tongue, and overseas experience**

This second research question aimed to investigate if there is any significant difference between state and private university ELT students' ICC regarding to their gender, native language, and overseas experience. In order to elicit the difference of participants' ICC, the intercultural communicative scale was performed, and semi-structural interviews were administrated.

The results demonstrated that statistically significant differences were found among the participants from both state and private universities. First and foremost, state university ELT students' gender, overseas experience indicated the meaningful statistical difference in terms of ICC ( $p < 0.05$ ), however, native language failed to demonstrate any statistical difference ( $p > 0.05$ ).

For a state university case, it is surprising to note that male participants revealed much higher ICC than female participants even though the female participants outnumbered the male participants. For state university students' overseas experience also confirmed that students having overseas experience showed more favorably higher ICC than those with no any overseas experience. However, no statistically meaningful difference was found as to state university ELT students' ICC in terms of their native tongue.

In terms of private university students' ICC, it can be reported that slightly significant difference was found between Turkish and non-Turkish language speakers ( $p > 0.05$ ). This may be due to the fact that Turkish speaker participants' number is much higher than those of non-Turkish speakers. However, private university students' ICC did not demonstrate any statistical difference in terms of their gender and overseas experience.

What has been found from the study, state university participants' ICC differs in terms of their gender and overseas experience, whereas private university students' ICC demonstrates the statistical difference in terms of their native tongue.

The findings of this study substantiate with the results found in the literature. Uzum's findings corroborated identically with these findings in terms of participants' gender. Uzum indicated that female participants showed more indifferent attitudes towards ICC, whereas male participants showed a much higher degree of ICC. Uzum concluded the reason as the female participants demonstrated more reluctant attitudes towards foreign or dissimilar culture due to the cultural norms existed in their home culture (Uzum, 2007). These findings also suggested that female participants showed the less considerable perception of ICC. There are also some studies found no consistency with these findings, which implied no statistical difference was found between participants' ICC in terms of their gender (Çalışkan, 2009; Güven, 2015).

A numerous number of studies testify this findings that participants' ICC showed significant difference in terms of their overseas experience (Carlson, 1990; Williams, 2005; Shaftel & Ahluwalia, 2007; Xiao & Petraki, 2007; Hismanoglu, 2011; Stepanoviene, 2011; Karakaş, 2013; Soria & Troisi, 2014; Bloom & Miranda, 2015). To explain, the participants in Karakaş's study indicated that spending time overseas is the essential factor to increase ICC. Xiao and Petraki also suggested that exchange programs provided students with opportunities to be engaging in intercultural activities and improve their preference and enthusiasm in terms of ICC. Hişmanoğlu also indicated that a significant increase in ICC was found among those of staying in foreign countries longer. The findings of Soria and Toisi's study are also commensurate with the results of this study. There are also a few numbers of studies found in the literature, which suggested no difference between participants who had overseas experience and those without being abroad experience (Bean & Boffy-Ramirez, 2017).

It is worth mentioning that no studies in the literature have taken participants' native language into their consideration of research. Therefore, these findings in terms of participants' native language would be the first result in the literature. These research findings indicated that a slight difference was found between participants who speak the Turkish language than those who speak the non-Turkish language.

By way of conclusion, these significant findings are consistent with the findings in the literature. Stating that female participants showed a low level of ICC than male participants is an example. It also indicated that participants' ICC increases significantly by exchange programs or staying overseas. It also suggested that Turkish language speakers are more intercultural communicative competent than those who speak foreign languages in this context in Turkey.



The qualitative data also supports the results of quantitative data for research question 2. Many participants expressed during the interview that speaking to the native speaker and only speaking to Turkish friends may change their ICC. As mentioned in the previous findings section, the native language is also one of the contributing factors to ICC. For participants' overseas experiences, some participants also supported that being lack of opportunities to talk to native speakers and going to other countries are also the factors to impact their ICC. From the point of qualitative and quantitative data, the study results produced the sound results to support the research questions.

#### **5.5. State and private university students' ICC in terms of age, proficiency in English, learning English experiences experience, and university grades.**

Research question 3 intended to explore the statistical difference of students' ICC in terms of their age, proficiency in English, learning English experiences, the grade the participants in. Due to the non-normal distribution of the data, Kruskal Wallis Tests were conducted to elicit the participants' ICC in terms of their age, proficiency, and the university grade. For private university participants' ICC, One-way Anova Tests were administrated for identifying the difference between private university students' ICC.

The statistical test results demonstrate the several meaningful difference between groups for state university participants. As to the ICC of state university students, statistically significant differences were identified in terms of age, participants' proficiency, and their university grade at present.

The statistical results of state university case indicated that there are meaningful differences among the different age groups. State university participants aged above 30 years old showed the highest ICC than those of other age groups. The least agreement to ICC was the age

group of under 18 years old. The finding above disagree with the finding of the study performed by Çalışkan, who found that the younger the participants are, the highest ICC they demonstrate (Çalışkan, 2009). The result of this study was probably because participants develop more cultural sensitivity, attentiveness, enjoyment, and confidence as their experiences grow. However, no significant differences were found among the private university participants in terms of their age.

As far as the participants' proficiencies are concerned, the statistical findings suggested that the participants with a high level of proficiency in English revealed a higher level of ICC in both state and private university case. The overall results confirmed that the higher proficient the students have, the more ICC the participants possessed.

According to the participants' ICC with regard to participants' university grade, it can be claimed that the higher grade they are in, the higher level of ICC they demonstrated. It can be said from the findings that the highest ICC can be shown by senior students from the state university. Private university participants followed similar results as the state university participants. The graduate grades demonstrated the highest level of ICC in private university findings. These findings are mainly consistent with the findings in the literature (Prodromou, 1992; Koike, 1996; Carrell, 1984; Takahashi & Beebe, 1987; Trosborg, 1995). These citations are all in an agreement of the findings that language learners' ICC increase significantly along with the improvement of the learners' proficiency in English. However, some studies disagree with these findings of participants' proficiency and their ICC (Güven, 2015; Hismanoglu, 2011).

It is also shown that state and private university students' ICC did not differ concerning their learning English experiences in both state and private university findings. It is also worth mentioning that no research in literature addressed the investigation of examination concerning

participants' learning English experiences and their university grades. This research once again reaffirms that the higher classes the participants are in, the more intercultural competence the participants are.



## CHAPTER 6

### CONCLUSION

#### 6.1. An overview of the study

The current study preliminary focus on the comparison of state and private university students' ICC. This study showed significant differences from the other studies found in the literature with the comparative analysis in terms of the age, gender, native tongue, learning English experiences experience, English proficiency, oversea experiences, university grade and so on. According to the research questions, it was aimed to investigate the meaningful statistical difference between the participants' overall degree of ICC.

Consequently, the comparative analysis within the group and between groups was conducted to enlighten the research questions. Finally, the semi-structural interviews were conducted to figure out the profound and potential reasons why the quantitative data showed differences statistically. The number of participants in the research was 232, and there were 126 state university participants and 106 private university students. For the interview section, there were 20 students, namely 10 participants from a state university and ten from private universities. SPSS 24 was conducted to analyze the quantitative data, and semi-structured interviews were performed for understanding further of the quantitative data.

Mixed method approach was conducted to investigate further and combine the quantitative and qualitative data for supporting the answers to the research questions. Due to the data have been collected via tests and interviews, the study concluded the discussion of findings and results. In this conclusion chapter, the study was completed through the final statements, answering the research question by combining quantitative and qualitative data findings and

results. In this chapter, the conclusion was demonstrated along with the limitation of the study and implication for future studies.

## **6.2. Conclusion**

The current study was aimed to elicit state and private university students' ICC comparatively in terms of gender, native tongue, overseas experience, participants' proficiency in English, learning English experiences, their university grade and their current age. Therefore, the results provide researchers and language practitioners with valuable pedagogical implications.

In the beginning, the findings of the current study revealed that state and private university students' ICC differ in terms of several factors such as gender, native tongue, and their overseas experience. That being the case, language practitioners and language instructors might take these elements into their consideration while they intend to integrate these primary skills in second language education with teaching ICC in language classrooms.

Over the above that, language learners' proficiency in English, age, university grade, and learning English experiences also necessitate the emergence of considering these factors in delivering language practice and language education. Not only may these findings benefit the language learners, but it may also place high importance for teachers to offer insights into delivering cultural or intercultural contents in language education.

By way of concluding, the present study serves as the mixed method research for eliciting the participants' ICC from a different perspective. Several new findings were found, and these findings of this study are in a great agreement with the previous literature. The results of the current research are valid and significant for this own context which includes state and private university participants concerning their ICC. Once again, this present study hardly

overgeneralizes the whole bigger picture in Turkey. Therefore, more studies necessitate being administrated to obtain more generalized results.

The current study was instrumentally significant for the existing literature, not only, by conducting the research using the mixed method, but also approached the participants' ICC comparatively. Since, numerous researchers failed to address the participants' native tongue, university grade, learning English experiences, most importantly, comparatively.

In conclusion, the data of the present study was collected by Intercultural Communicative Scale and online google form questionnaire as well as the semi-structured interviews with some participants of this study. The significant findings of this study were that state and private university students' ICC differ in terms of their gender, overseas experience, and their native tongue. Moreover, the participants' ICC also demonstrated the difference in terms of their proficiency, age, and their university grade.

### **6.3. Limitation of the study**

Even though, the current study can be considered as the implication for the language practitioners and language instructors to incorporate their communicative language teaching with intercultural communicative language teaching to increase the language learners' awareness and consciousness towards the host culture or the culture of the target foreign languages.

According to the results and findings of this study, there are several recommendations for future research. Initially, it is suggested to investigate the geopolitical aspects which may affect the language learners' ICC. This study also only concentrated on the students of formal education. Therefore, the comparative studies as to the participants' formal and non-formal education and their differences concerning their ICC could be investigated broadly. Furthermore,

the influences of the home culture on the language learners' intercultural cultural communicative competence could also be examined on a large scale to obtain more generalized results.

Another limitation of this study could be the number of participants. There were 232 participants from private and state universities, including more participants and expanding the scope of the research could produce valid results for the study.

The limitation to be noticed might also be increasing the number of participants for a semi-structured interview to analyze the profound reasons and potential contributors who might be the influential factors for ICC. Due to the limitation of this study, only 20 participants were included in this research, increasing the number of interviews may provide researchers more illustration to investigate the degree of ICC.

Last but not least, the noticeable limitation of this study concerns the number of participants in terms of their demographic information, such as their age, proficiency, and university grade. Due to the potential limitation, it is found difficult to equalize the number of participants in terms of features as mentioned earlier. Equalizing the number of participants in terms of the factors as mentioned above, could yield more sound results.

For participants' proficiency in English, it was asked the participants to check the correct proficiency they believed they were, some participants' response were found unreasonable due to the fact that the students in Departments of English Language Education couldn't be lower proficiency since the most of the participants' required or elective courses were taught in English. Thus, conducting a proficiency test before carrying out similar research to check the participants' current level of proficiency could be preferable.

#### **6.4. Implication for future research**

As for the implication for future research, it can be proposed that some critical features could be involved in the study. According to the qualitative data, many participants expressed the impact of using social media on ICC. Thus, first of all, the frequency of using social media and the difference between various groups of social media users' ICC could also contribute to the literature.

Second of all, the impact of the history and its impact on ICC could also be investigated because some participants demonstrated the negative acknowledgment due to the uneven historical events between their history and the history of the target culture.

Thirdly, some participants suggested that their ICC could be affected by the feeling of anxiety and personality. The relationship between stress, motivation, and ICC, and the impact of each these topics could be the significant implication for future studies.

Lastly, this present study only approached the language learners' ICC, but it might fail to address the teachers' ICC. Therefore, a comparative study between language teachers and language learners' ICC could be performed in future studies.



## References

- Allwood, J. (1985). *Intercultural Communication*. Göteborg: Department of Linguistics: Göteborg University. Retrieved from Global Communication Corporation: <https://globalcommunicationcorporation.weebly.com/intercultural-communication.html>
- Altan, M. (2018). Intercultural Sensitivity: A Study of Pre-service English Language Teachers. *Jthisnal of Intercultural Communication* (46), 1404-1634.
- Arasaratnam, L. A., & Doerfel, M. L. (2005). Intercultural Communication Competence: Identifying Key Components from Multiple Perspective. *International Jthisnal of Intercultural Relations*, 137-163.
- Atay, D., Çamlıbel, Z., & Kashiğlu, Ö. (2009). The Role of Intercultural Competence in Foreign Language Teaching. *İnönü University Jthisnal of Faculty of Education*, 10(3), 123-135.
- Awang-Rozaimie, A., Amelia, A., Aiza, J., Stiti-Huzaimah, S., & Adib, S. (2013). Intercultural Sensitivity and Cross-Cultural Adjustment among Malaysian Students Abroad. *Jthisnal of Education and Social Research*, 3(7), 693-703.
- Bean, H., & Boffy-Ramirez, E. (2017). Comparing Chinese Undergraduate Students' Level of Intercultural Communication Competence: Does Studying Abroad in USA Make a Difference? *Jthisnal of Comparative and International Education*, 1-15.
- Bennett, J. (1986). A developmental Approach to Training for Intercultural Sensitivity. *International Jthisnal of Intercultural Relations*, 10, 179-196.

- Bennett, M. (1993). Towards Ethno-relativism: A Developmental Model of Intercultural Sensitivity. In R. Paige, *Education for the Intercultural Experience* (pp. 56-78). Yarmouth: Intercultural Press.
- Bloom, M., & Miranda, A. (2015). Intercultural Sensitivity Through Short-Term Study Abroad. *Language and Intercultural Communication*, 15(4), 567-580.
- Borghetti, C. (2013). Integrating Intercultural and Communicative Objectives in the Foreign Language Class: A proposal for the Integration of Two Models. *The Language Learning Journal*, 41(3), 254-267.
- Brunnet-Thornton, J. (2010). *Introduction to Cross-Cultural Management* (Vol. 202). Praha: VSE.
- Byram, M. (1989). *Cultural Studies in Foreign Language Education*. Philadelphia: Multilingual Matters.
- Byram, M. (1997). Assessment 2000: Towards A Pluralistic Approach to Assessment. *Multilingual Matters*, 109-110.
- Byram, M. (1997). *Teaching and assessing intercultural communication competence*. Philadelphia: Multilingual Matters.
- Byram, M. (2008). *From Foreign Language Education to Education for Intercultural Citizenship: Essays and Reflections*. Buffalo: Multilingual Matters Ltd.
- Candel-Mora, M. (2015). Attitudes Towards ICC of English For Specific Purposes Students. *Social and Behavioral Science*, 76, 26-31.

- Carlson, J. (1990). *Study Abroad: The Experience of American Undergraduates*. Westport: Greenwood Publishing Group.
- Carrell, P. (1984). Inferencing in ESL: Presupposition and Implications of Active and Implicative Predicates. *Language Learning*, 34, 1-21.
- Chen, G., & Starosta, W. (1999). A Review of the Concept of Intercultural Awareness. *Human Communication*, 27-54.
- Chen, G., & Starosta, W. (2000). The Development and Validation of the Intercultural Sensitivity Scale. *Human Communication*, 3, 1-15.
- Chong, Y. (2015). The Chinese-Perspective of Intercultural Competence Models Revised. *Journal of Intercultural Management*, 7(1), 23-41.
- Coperias Aguilar, M. (2007). Dealing with ICC in the foreign language classroom. *Springer*, 59-78.
- Corbett, J. (2003). *An Intercultural Approach to English Language Teaching: Languages for Intercultural Communication and Education*. Multilingual Matters.
- Coulmas, F. (1997). *The Handbook of Sociolinguistics*. Blackwell Publishers Ltd.
- Deardorff, D. (2009). *The Sage Handbook of Intercultural Competence*. Thousand Oaks, Calif: Sage Publication.
- Del Villar, C. (2010). How Savvy Are We? Towards Predicting Intercultural Sensitivity. *Human Communication*, 13(3), 197-215.

- Devrim, D. (2006). *Students' Opinions of the Role of 'Culture' in Learning English as a Foreign Language (Unpublished Master's Thesis)*. Istanbul: Bogaziçi University.
- Fantini, Alvino and Tirmizi, Aqeel. (2006). Exploring and Assessing Intercultural Competence. *World Learning Publications*.
- Fritz W., G. A. (2005). An Examination of Chen and Starosta's Model of Intercultural Sensitivity in Germany and United States. *Intercultural Communication Studies, 14*, 53-65.
- Güven, S. (2015). *EFL Learners' Attitudes Towards Learning ICC.*, Ankara: Council of Higher Education Thesis Center.
- Gao, J., & Wu, D. (2007). Zhōngguó wài pài rényuán kuà wénhuà shèngrèn lì zhǐbiāo tǐxì gòujiàn yánjiū. [Study on intercultural competence index of Chinese expatriates]. *Science and Management, 28*(5), 169-173.
- Gao, Y. (1998). The "Dao" and "Qi" Concept of Intercultural Competence. *Language Teaching and Research, 3*, 39-53.
- Gudykunst, W. (2002). Intercultural Communication. In W. Gudykunst, & B. Mody, *Handbook of International and Intercultural Communication* (pp. 179-182). Thousand Oaks, CA: Sage.
- Guilhermer, M. (2000). Intercultural Competence. In M. Byram, *M. Routledge Encyclopedia of Language Teaching and Learning* (pp. 298-300). London and New York: Routledge Taylor and Francis Group.

- Hammer, M. (2003). Measuring Intercultural Sensitivity: The Intercultural Development Inventory. *International Journal of Intercultural Relations*, 27, 421-443.
- Hammer, M., Bennett, M., & Wiseman, R. (1978). Dimensions of Intercultural Effectiveness: An Exploratory Study. *International Journal of Intercultural Relations*, 2(4), 382-393.
- Hismanoglu, M. (2011). An Investigation of ELT Students' ICC in Relation to Linguistic Proficiency, Overseas Experience and Formal Instruction. *International Journal of Intercultural Relations*, 35, 805-817.
- Hymes, D. (1972). On communicative competence. In J. Pride, & J. Holmes, *Sociolinguistics* (pp. 269-293). Baltimore: Penguin Books.
- İşcan, A. (2016). The Use of Turkish Films in Teaching Turkish As a Foreign Language: A Sample from Hababamsınıfı. *Participatory Educational Research (PER)*, 190-198.
- Çalışkan, G. (2009). *Creating Cultural Awareness in Language Teaching (Unpublished Master's Thesis)*. Ankara: Hacettepe University.
- Jabeen, F., & Shah, S. (2011). The Role of Culture in ELT: Learners' Attitude Towards the Teaching of Target Language Culture. *European Journal of Social Science*, 23(4), 604-613.
- Jia, Y. (1997). *Intercultural Communication*. Shanghai: Shanghai Foreign Language Teaching Press.
- Kılıç, S. (2013). English Lecturers' Beliefs Regarding Intercultural Competence. *Hasan Yücel Eğitim Fakültesi Dergisi*, 20, 47-59.

- Kahraman, A. (2008). A Study of Cultural Aspects of English Language with Turkish Learners of English. *Dolmupınar Üniversitesi Sosyal Bilimler Dergisi*, 21, 1-10.
- Karakaş , A. (2013). Intercultural Attitudes of Turkish Students Studying in a UK University. *Jthisnal of Intercultural Communication* (31).
- Kim, Y. (1992). Intercultural Communication Competence: A Systems-thinking View. In Gudykunst, & Y. Kim, *Reading on Communicating with Strangers: An Approach to Intercultural Communication* (pp. 371-381). New York: McGraw-Hill.
- Koike, D. (1996). Transfer of Pragmatic Competence and Suggestions in Spanish Foreign Language Learning. In S. Gass, & J. Neu, *Speech Acts Across Cultures: Challenges to Communication in a Second Language* (pp. 257-281). New York: Mouton de Gruyter.
- Kramsch, C. (2013, January). Culture in Foreign Language Teaching. *Iranian Jthisnal of Language Teaching Research*, 1(1), 57-78.
- Leask, B. (2009). Using Formal and Informal Curricula to Improve Interactions Between Home and International Students. *Jthisnal of Studies in International Education*, 13(2), 205-221.
- Li, Y. (2010). *Kuàguó qǐyè wài pài rényuán kuà wénhuà shèngrèn lì móxíng gòujiàn jí shízhèng yánjiū. [Intercultural competence model and empirical research of expatriates]*. Hunan: Hunan University.
- Liu, L. (2003). A New Perspective on the Goals of TEFL in China. *The Internet TESL Jthisnal*, IX(11).
- Lundgren, U. (2004). *An intercultural approach to foreign language teaching*.

- Lustig, M., & Koester, J. (1993). *Intercultural Competence-Interpersonal Communication Across Cultures*. New York: NY: Harper Collins.
- Meyer, M. (1991). Developing Transcultural Competence: Case Studies of Advanced Language Learners. In J. Bouchard, *Ideology, Agency, and ICC: A Stratified Look into EFL Education in Japan* (pp. 19-20). Springer Nature.
- Moran, P. (2001). *Teaching Culture: Perspectives in Practice*. Boston: Heinle & Heinle.
- Pangabeian, H., Murniati, J., & Tjitra, H. (2013). Profiling Intercultural Competence of Indonesians in Asia Workgroups. *International Jthisnal of Intercultural Relations*, 37, 86-98.
- Penbek, Yurdakul, D., & Cerit, A. (2012). Intercultural Communication Competence: A study about the Intercultural Sensitivity of University Students Based on Their Education and International Experience. *International Jthisnal of Logistics Systems and Management*, 11(2), 232-252.
- Peng, S. (2007). Intercultural Sensitivity: Comparison Between English Majors and Non-English Majors. *Jthisnal of Ningxia University (Humanities and Social Science Edition)*, 29(1), 171-176.
- Pozzo, M. (2014). ICC and Medical Students from Haiti: The Case of the Faculty of Medical Sciences at National University of Rosario, Argentina. *Social and Behavioral Science*, 132, 708-714.

- Prodromou, L. (1992). What Culture? Which Culture? Cross-cultural in Language Learning. *ELT Jthisnal*, 46(1), 39-50.
- Ruben, B. (1976). Assessing Communication Competency for Intercultural Adaptation. *Group and Organizational Management*, 1(3), 334-354.
- Savigyon, S. (1997). *Communicative Competence: Theory and Classroom Practice*. New York, NY: McGrawHill.
- Sercu, L. (2002). Implementing Intercultural Foreign Language Education. Belgian, Danish and British Teachers' Professional Self concepts and Teaching Practices Compared. *Evaluation and Research in Education*, 16(3).
- Sercu, L. (2005). Testing Intercultural Competence in A Foreign Language. Current Approaches and Future Challenges. *BELL Belgian Jthisnal of English Language and Literature*, 3, 151-167.
- Shaftel, J., Shaftel, T., & Ahluwalia, R. (2007). International Educational Experience and Intercultural Competence. *International Jthisnal of Business & Economics*, 6(1), 25-30.
- Shahghasemi, E., & Mirani, G. (2011). How do Iranians and U.S. Citizens Perceive Each Other: A Systematic Review. *Jthisnal of Intercultural Communication* (27), 1404-1634.
- Soria, K., & Troisi, J. (2014). Internationalization at Home Alternativeness to Study Abroad: Implications for Students' Development of Global, International, and Intercultural Competencies. *Jthisnal of Studies in International Education*, 18(3), 261-280.



Spencer-Oatey, H., & Franklin, P. (2009). Intercultural Interaction. A Multidisciplinary Approach to Intercultural Communication. *Palgrave Macmillan*, 365, 3-51.

Spiro, B. B. (1980). *Theoretical Issues in Reading Comprehension: Perspectives from Cognitive Psychology, Linguistics, Artificial Intelligence, and Education*. Hillsdale: NJ: Erlbaum.

Spiro, K. (2014). Learning Interconnectedness: Internationalization through Engagement with One Another. *Higher Education Quarterly*, 68(1), 65-84.

Spitzberg, B. (1991). An Examination of Trait Measures of Interpersonal Competence. *Communication Reports*, 4, 22-31.

Stepanoviene, A. (2011). Exchange Students' Experiences in Intercultural Communication. *Studies about Languages*, 18, 60-64.

Suchankova, H. (2014). Developing Intercultural Competence during the Language Tuition. *World Conference on Educational Science*. 116, pp. 1439-1443. Prague: Academic World Education and Research Center.

Takahashi, T., & Beebe, L. (1987). The Development of Pragmatic Competence by Japanese Learners of English. *JALT Jthisnal*, 8, 131-155.

Tamam, E. (2010). Examining Chen and Starosta's Model of Intercultural Sensitivity in a Multiracial Collectivistic Country. *Jthisnal of Intercultural Communication Research*, 39(3), 173-183.

- Thornbury, S. (1997). *About Language*. Cambridge: Cambridge University Press.
- Ting- Toomey, S. (1993). Communicative Resthiscefulness: An Identity Negotiation Theory. In R. Wiseman, *Intercultural Communication Competence* (pp. 72-111). Newbury Park, CA: Sage.
- Trosborg, A. (1995). *Interlanguage Pragmatics: Requests, Complaints, and Apologies*. New York: Mouton de Gruyter.
- Uzum, B. (2007). *Analysis of Turkish Learners' Attitudes Towards English Language and English-Speaking Societies (Unpublished Master's Thesis)*. Ankara: Middle East Technical University.
- Valdes, J. (1986). *Culture Bound: Bridging the Cultural Gap in Language Teaching*. Cambridge: Cambridge University Press.
- Van Oudenhoven, J., & Van der Zee, K. (2000). The Multicultural Personality Questionnaire: A Multidimensional Instrument for Multicultural Effectiveness. *European Jthisnal of Personality, 14*, 291-309.
- Wang, W., & Zhou, M. (2016). Validation of the Short Forms of the Intercultural Sensitivity Scale (ISS-15). *International Jthisnal of Intercultural Relations, 55*, 1-7.
- Wang, Y., & Yu, W. (2008). A Comparative Study on ICC of Non-English Majors EFL Learners in Different Context. *Jthisnal of Nanhua University, 3*, 103-106.

- Williams, T. (2005). Exploring the Impact of Study Abroad on Students' Intercultural Communication Skills: Adaptability and Sensitivity. *Jthisnal of Studies in International Education*, 9(4), 356-371.
- Wiseman, R. L. (2002). Intercultural communication competence. *CA: Sage*, 207-224.
- Wu, W., Fan, W., & Peng, R. (2013). An Analysis of the Assessment Tools for Chinese College Students' Intercultural Competence. *Foreign Language Teaching and Research*, 4, 581-592.
- Xiao, H., & Petraki, E. (2007). An Investigation of Chinese Students' Difficulties in Intercultural Communication and Its Role in ELT. *Jthisnal of Intercultural Communications*, 13.
- Yang, X. (2008). Building Intercultural Competence Model for Company F. *Antai College of Economics and Management*.
- Zhao, A., & Jiang, Y. (2003). *Introduction to applied language and cultural studies*. Shanghai: Shanghai Foreign Language Education Press.
- Zimmermann, S. (1995). Perceptions of Intercultural Communication Competence and International Student Adaptation to An American Campus. *Communication Education*, 44(4), 321-335.

## CV

**Birthplace and Date of Birth:** Xinjiang – 1986

<b>Education</b>	<b>: Years</b>	<b>Institution</b>
<b>High School</b>	2003- 2006	Luopu No.1 Science High School (洛浦一中)
<b>Bachelor's Degree</b>	2013-2017	Xinjiang University of Finance and Economics
<b>Master's Degree</b>	2012-2016	Yildiz Technical University
<b>Master's Degree</b>	2017-2019	Uludag University
<b>Languages</b>	: English, Uyghur, Chinese, Turkish, Spanish	
<b>Work Experience</b>	<b>: Years</b>	<b>Workplaces</b>
	2013-2014	Colegio De Venecia Colombia (EFL Instructor)
	2016-2018	Istanbul Arel University (English Instructor)
	2019- present	The Ministry of National Education

**Conferences** :

5th International Conference on New Trends in English Language Teaching and Testing  
2018 – CIFK

WUJIABUDULA, A. (2018). An Investigation on Second Language Learners' Production of Conventional Expressions in L2 Pragmatics. *Advances in Language and Literary Studies*, 9(5), 43-48.

**Publications** :

WUJIABUDULA, A. (2018). An Investigation on Second Language Learners' Production of Conventional Expressions in L2 Pragmatics. *Advances in Language and Literary Studies*, 9(5), 43-48.

- WUJIABUDULA, A. (2018). Quality Issues in ICT-based Higher Education. *Jthisnal of Foreign Language Education and Technology*, 3(1), 317-328.
- WUJIABUDULA, A. (2018). Teachers' General Perspectives Towards the Computer-Assisted Language Learning in ELT Classrooms. *Jthisnal of Foreign Language Education and Technology*, 3(2), 73-100.
- WUJIABUDULA, A. (2019). A Study on Turkish as a Foreign Language Learners' ICC of Turkish Culture in Turkey. *International Jthisnal of Languages' Education and Teaching*, 7(2), 358-379.
- WUJIABUDULA, A. (2019). IELTS Test Takers' Acknowledgement as to Their Native and Non-Native IELTS Teachers. *European Jthisnal of Foreign Language Teaching*, 4(2), 93-112.

ULUDAĞ ÜNİVERSİTESİ  
TEZ ÇOĞALTMA VE ELEKTRONİK YAYIMLAMA İZİN FORMU

Yazar Adı Soyadı	AIHEMAITUOHETI WUJIABUDULA
Tez Adı	A Comparative Study on University Students' Intercultural Communicative Competence at State and Private Universities (Devlet ve Özel Üniversite Öğrencilerinin Kültürel İletişimsel Yeterliliğinin Karşılaştırılması Üzerine Bir Çalışma)
Enstitü	Eğitim Bilimler Enstitüsü
Anabilim Dalı	Yabancı Diller Eğitimi Anabilim Dalı
Bilim Dalı	İngiliz Dili Eğitimi Bilim Dalı
Tez Türü	Yüksek Lisans Tezi
Tez Danışman(lar)ı	Dr. Öğretim Üyesi Derya Döner Yılmaz
Çoğaltma (Fotokopi Çekim) İzni	<input type="checkbox"/> Tezimden fotokopi çekilmesine izin veriyorum <input checked="" type="checkbox"/> Tezimin sadece içindekiler, özet, kaynakça ve içeriğinin % 10 bölümünün fotokopi çekilmesine izin veriyorum <input type="checkbox"/> Tezimden fotokopi çekilmesine izin vermiyorum
Yayımlama İzni	<input type="checkbox"/> Tezimin elektronik ortamda yayımlanmasına izin veriyorum <input checked="" type="checkbox"/> Tezimin elektronik ortamda yayımlanmasının ertelenmesini istiyorum 1 yıl <input checked="" type="checkbox"/> 2 yıl <input type="checkbox"/> 3 yıl <input type="checkbox"/> <input type="checkbox"/> Tezimin elektronik ortamda yayımlanmasına izin vermiyorum

Hazırlamış olduğum tezimin yukarıda belirttiğim hususlar dikkate alınarak, fikri mülkiyet haklarım saklı kalmak üzere Uludağ Üniversitesi Kütüphane ve Dokümantasyon Daire Başkanlığı tarafından hizmete sunulmasına izin verdiğimi beyan ederim.

Tarih: 15.09.2017

İmza: 