

Significance of intercultural competence development for study-abroad students: preparing
Turkish international sojourners to undertake graduate programs in English L1 countries

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Faruk Kural

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TEZ TESLİM ve ONAY TUTANAĞI

KONU: *Significance of intercultural competence development for study-abroad students: preparing Turkish international sojourners to undertake studies in English Lt countries.*

ONAY:

Prof. Dr. Yasemin Bayyurt

(Danışman)

(İmza)

Yard. Doc. Dr. Zeynep Koşoğlu

(Üye)

(İmza)

Prof. Dr. Ayşe S. Akyel

(Üye)

(İmza)

Prof. Dr. Gölge Seferoğlu

(Üye)

(İmza)

Dr. Hossein Farhady

(Üye)

(İmza)

TESLİM EDEN

: Faruk Kural

TEZ SAVUNMA TARİHİ

: 20/02/2015

TEZ ONAY TARİHİ

: 20/02/2015

VITA

FARUK KURAL

EDUCATION

- 2008 – 2015 Ph.D., Yeditepe University, Department of English Language Education, Istanbul, Turkey
- 1988 – 1990 M.A., Monash University, Department of Linguistics, Melbourne, Australia
- 1985 – 1988 B.A., Deakin University, Department of Interpreting and Translation, Melbourne, Australia

WORK EXPERIENCE

- 2001 – to date Coordinator, Yeditepe University, Department of Foreign Languages, Istanbul, Turkey
- 1999 – 2000 Lecturer, Bilgi University, Department of Study Skills, Istanbul, Turkey
- 1997 – 1999 Instructor, Yeditepe University, English Preparatory School, Turkey
- 1994 – 1997 Instructor, the Contemporary Business Management Foundation, Istanbul, Turkey
- 1991 – 1994 Coordinator, Marmara University, Faculty of Engineering, Istanbul, Turkey
- 1988 – 1990 Interpreter/Translator, Department of Education, Melbourne, Australia

CONFERENCE AND PRESENTATIONS

- Kural, F. & Bayyurt, Y. (2014). Interculturality of graduate Turkish sojourners in the context of English L1 Countries. Paper presented to the conference on International Educational Exchange and the Promotion of Peace, Development, and Intercultural Understanding, Bilkent University, Ankara, Turkey.
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- Kural, F. & Koçoğlu, Z. (2014). Study-abroad students' ELF awareness and intercultural sensitivity prior to sojourn: Necessity for training. Paper presented at the Seventh International Conference of English as a Lingua Franca, the American College of Greece, Athens, Greece.
- Derince, M., Çakmak, P.T., & Kural, F. (2013). Reflection on the implementation of ELF-aware lessons in secondary and tertiary English language classrooms. Paper presented at the Sixth International Conference of English as a Lingua Franca. Tre University, Rome, Italy.
-

UNPUBLISHED ACADEMIC WORK

Kural, F. (2010). Fine arts students' attitudes to ESP programs: Designing an ESP syllabus for fine arts students. www.academia.edu

Kural, F. (2007). Contextual variables of ESL learning: Comparative focus on ESL teaching contexts. www.academia.edu

Kural, F. (2007). Relevance of indirect assessment for direct writing assessment: Focus on validity and reliability. www.academia.edu

Kural, F. (1989). Contrastive analysis of the tense, aspect and modalities of the Turkish and English verbs: Translation difficulties. www.academia.edu

PROFESSIONAL ACTIVITIES AND AWARDS

NAATI (National Accreditation Authority for Translators & Interpreters of Australia)
Accreditation at Level 3 in Interpreting in Turkish and English

NAATI Accreditation at Level 3 in Translation from Turkish into English

NAATI Accreditation at Level 3 in Translation from English into Turkish

Legal Interpreting Certificate (issued by the Victorian Ethnic Affairs Commission of Australia)

RESEARCH AND TEACHING INTERESTS

Linguistic Theories, Functional Grammar, Sociolinguistics, Applied Linguistics, Language Planning and Policy, Language Teacher Education, Syllabus Design, ELF, ESP, Legal Translation and Interpreting, Translation and Interpreting Theories.

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LIST OF ABBREVIATIONS

ALES	Academic Personnel and Graduate Studies Entry Exam [Akademik Personel ve Lisansüstü Eğitimi Giriş Sınavı]
BVE	Black Vernacular English
CNP	Communicative Needs Processor
DQ	Demographic Questionnaire
EIL	English as an International Language
ELF	English as a Lingua Franca
ESL	English as a Second Language
IC	Intercultural Competence
IELTS	International English Language Testing
ISS	Intercultural Sensitivity Scale
ISSQ	Intercultural Sensitivity Scale Questionnaire
KPSS	Public Servant Selection Exam [Kamu Personel Seçme Sınavı]
L1	First Language
L2	Second Language
NAAQ	Needs and Attitudes Analysis Questionnaire
NNS	Non-native speaker
ÖSYM	Student Selection and Placement Center [Öğrenci Seçme ve Yerleştirme Merkezi]
TOEFL	Test of English as a Foreign Language
ÜDS	Inter-University Foreign Language Examination [Üniversitelerarası Kurul Yabancı Dil Sınavı]

ABSTRACT

Significance of intercultural competence development for study-abroad students: preparing Turkish international sojourners to undertake graduate programs in English L1 countries

By

Faruk Kural

This study consists of investigating intercultural competence needs of government-sponsored Turkish international graduate students from an ELF perspective, designing an IC development syllabus, and its implementation. Being the first one to take up the opportunity of identifying IC needs of government-sponsored students undertaking an English language preparatory program, it intends to provide remedies to potential communication problems they face in the context of English L1 countries where ELF is used as a medium of real communication through an intercultural competence development course to equip them with the capability of communicating their own identities, affairs, opinions and reflections in global settings as well as providing utilizable information for the stakeholders in the areas of setting goals and objectives consistent with the students' IC development needs, and developing instructional material selection/adaptation criteria to match the recipients' needs in intercultural competence. The sociocultural learning theory (Vygotsky 1997) was used as the grounded theory in the study, which was accomplished by using the social-constructivist approach that involved the preparatory school's administration in a collaborative process throughout the study. Parallel to this approach, the process oriented model of (Deardorff 2006) was used as a framework for the design and implementation of the syllabus.

The study is based on two-phase data collection and analysis. The first phase data collection was used for the needs analysis of the syllabus design which consisted of e-mail interview responses of 25 government-sponsored Turkish students during their graduate

studies in English L1 countries, open-ended responses of 9 graduate students to 6-videoclips in which different varieties of English were presented for their comments upon completion of their English preparatory programs prior to their departure to English L1 countries, and self-assessment needs analysis questionnaire (Bayyurt 2009) and intercultural sensitivity scale questionnaire (Chen & Stratosa 2000) responses of 30 graduate students prior to their commencement of an English preparatory program in Turkey. The second phase of data collection was used to evaluate the effects of the implementation of the syllabus which included the field notes taken during the implementation of the syllabus, the students' and the preparatory school's administrator's accounts of its effects during and upon completion of its implementation, and comparison of self-assessment intercultural sensitivity scale responses of students who participated and who did not participate in its implementation.

The subjects' e-mail interview responses to ten open-ended questions focusing on the assessment of their own intercultural experience in the ELF context of English L1 countries during their sojourns and used to identify the subjects' orientation to the English language, awareness of ELF and intercultural sensitivity by analyzing their views within five overarching themes and categories that emerged from their:

- perceptions of the “ideal English” and native speakerism;
- perceptions of their own English;
- views on their English learning experiences;
- receptivity to ELF; and
- intercultural awareness and views on intercultural development needs.

Along with a considerable shift in the subjects' perceptions of the “ideal English” and native speakerism indicating that communication was more important for them than conforming to the norms, the study stresses the subjects' lack of intercultural sensitivity and awareness prior to their departure and their desire for intercultural competence development

training prior to their sojourns and their propensity to ELF as contributory factors that would contribute to their adjustment and successful communication in the host country.

The data based on the participants' videoclip responses prior to their departure was analysed and evaluated in terms of their interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment, and interaction effectiveness; and their EFL awareness accounted for their attitudes towards the English spoken in the videoclips, their awareness of the cultures of the speakers, and their tolerance for the cultures of these speakers, their willingness and readiness for participating in conversations with these speakers if need be. The videoclip responses presented a critical view on normative based study-abroad preparatory programs, their deficiencies in the area of intercultural competence development, and ELF awareness needed for successful interaction in the ELF context of English L1 countries. The data collected by the Needs and Attitude Analysis Questionnaire and Intercultural Sensitivity Scale Questionnaire prior to the participants' commencement of the preparatory program also demonstrated a significant degree of lack of ELF awareness and intercultural sensitivity in all the five dimensions of the scale's measure indicating the necessity of training prior to sojourn.

The syllabus content includes intercultural competence development topics - such as cultural self-awareness, deep cultural knowledge and sociolinguistic awareness - and activities focusing on the global nature of English, which intend to develop sufficient ELF awareness, and knowledge and skills necessary to communicate in ELF encounters such as the attitude of respect and value other cultures, openness, adaptability, flexibility, ability to withhold judgements, and curiosity and discovery while tolerating ambiguity.

The data collected in the second phase indicated that the implementation of the syllabus made significant contribution to the participants' in their ELF awareness and intercultural competence skills while the data collected from those who did not take the

instruction did not indicate any such improvement. The outcomes of the study have significant pedagogical implications for syllabus design, language planning and policy, language teacher education, and research in language education.

KISA ÖZET

Yurt dışına giden öğrencilerin kültürlerarası yeteneklerinin gelişiminin önemi: lisansüstü öğrenim görmek üzere anadili İngilizce olan ülkelere giden Türk öğrencilerinin hazırlanması

Faruk Kural

Bu çalışma, devlet bursu ile lisansüstü öğrenim görmek üzere yurt dışına giden öğrencilerin kültürlerarası becerilerinin, İngilizcenin uluslararası bir dil olması açısından araştırılması, kültürlerarası becerilerin gelişimini öngören bir ders programı oluşturulması ve uygulanmasında oluşmaktadır. Bu çalışma, devlet bursu ile yurt dışında öğrenim görmek üzere İngilizce hazırlık programına katılan öğrencilerin kültürlerarası becerilerinin belirlenmesi için yapılan tek ve ilk olan bir çalışmadır ve amacı, bir ders programı oluşturarak bu öğrencilere, İngilizcenin bir dünya dili olması işlevinden kaynaklanan farklı kullanımların sonucu olmasından kaynaklanan Anglofon ülkelerinde karşılaşacakları olası iletişim sorunlarının üstesinden gelebilme becerisi kazandırmak, kültürlerarası iletişim ortamlarında kendi kimlik, düşünce ve gereksinimlerini ifade edebilme donanımı kazandırmak, bu konu ile ilgilenen kişi ve mercilerin yararlanabileceği veri ve bilgi sunmak, öğrencilerin bu alandaki gereksinimlerine yönelik eğitimin amaç ve hedeflere ve kullanılacak malzemelerin düzenlenmesine ilişkin kriterleri belirlemektir.

Bu çalışmada, sosyal öğrenme kuramı (Vygotsky 1997) temel alınmıştır ve çalışma buna uygun olarak hazırlık okulu yönetimi sosyal-konstrütravist bir yöntemle çalışmaya dahil edilerek işbirliği içinde yürütülmüştür. Ders programı, bu kuramsal yaklaşıma uygun olarak geliştirilmiş olan süreç temelli öğrenim modeline (Deardorff 2006) uygun olarak oluşturulmuş ve uygulanmıştır.

Çalışmada kullanılan veriler ve değerlendirilmesi iki aşamadan oluşmuştur. İlk aşamada toplanılan veriler programın oluşturulması için gereken ihtiyaç analizinde kullanılarak müfredat oluşturulmuştur. Bu aşamadaki veriler üç gruptan toplanmıştır: a)

Anadili İngilizce olan ülkelerde devlet bursu ile lisansüstü öğrenim görmekte olan 25 öğrenciden e-posta yöntemi ile görüşme yapılarak; b) İngilizce hazırlık programını tamamlayan 9 öğrenciden yurt dışına çıkmadan önce 6-adet kısa video konuşması hakkındaki görüşlerini belirtmeleri; c) İngilizce hazırlık programına katılan 30 öğrenciden programa başlamadan önce doldurdıkları, kendi görüşlerini belirttikleri ihtiyaç analizi anketi (Bayyurt 2009 ve kültürlerarası duyarlılık anketi (Chen & Stratos 2000). İkinci aşamada toplanan veriler uygulanan programın etkisini değerlendirmek için kullanılmış olup bu veriler programın uygulanma sürecinde yapılan gözlemlerden; programa katılan öğrencilerin program hakkındaki görüşlerinden; program yöneticilerinin öğrencilerden edindikleri geribildirimlere ve kendi gözlemlerine dayanan görüşlerinden; ve programın sonunda programa katılan öğrenciler ile programa katılmayan öğrencilerin doldurdıkları kültürlerarası duyarlılık anketi ile ifade ettikleri görüşlerinin karşılaştırılmasından oluşmaktadır.

Katılımcıların e-posta görüşmelerindeki 10 soruya verdikleri ve anadili İngilizce olan ülkelerdeki İngilizcenin kültürlerarası iletişim ortamlarına ilişkin kendi deneyimlerine dayanan görüşlerini ortaya koyan yanıtları, katılımcıların İngilizce hakkındaki eğilimleri ve İngilizcenin dünya dili konumu hakkındaki farkındalıkları ve kültürlerarası duyarlılıkları birbiri ile ilintili beş kavram ve kategori açısından incelenmiştir:

- “İdeal İngilizce” ve anadil İngilizcesi hakkındaki algıları;
- Kendi İngilizceleri hakkındaki algıları;
- İngilizce öğrenim deneyimleri hakkındaki görüşleri;
- Global İngilizceye olan eğilimleri
- Kültürlerarası konularda farkındalık ve kültürlerarası gelişim gereksinimleri.

Çalışma, katılımcıların, kendileri açısından iletişim kurmanın kurallara uymaktan daha önemli olduğuna belirterek vurgulayarak “İdeal İngilizce” ve anadil İngilizcesi algılarında önemli ölçüde değişiklik olduğunu ortaya koymasının yanı sıra katılımcıların

yurtdışına çıkmadan önce kültürlerarası duyarlılıklarının önemli ölçüde yetersiz olduğunu, katılımcıların yurtdışına çıkmadan önce kültürlerarası gelişim eğitimi almaya arzu ettiklerini, global İngilizceye eğilimli olduklarını ve bu konunun yurt dışındaki ortama uyum sağlama ve etkin iletişim kurmalarına katkı sağlamada önemli bir faktör olduğunu kanıtlamıştır.

İngilizce hazırlık programını tamamlayan 9 öğrenciden yurt dışına çıkmadan önce 6-adet kısa video konuşması hakkındaki görüşleri, iletişime katılım, kültürel farklılıklara saygı, iletişim kurma güveni, iletişimden zevk alma ve iletişimde etkin olma açılarından incelendi. Katılımcıların yanıtları ayrıca global İngilizce hakkındaki farkındalıkları, videolarda kullanılan İngilizce türlerine karşı tavırları, konuşmacıların kültürleri hakkındaki farkındalıkları, bu kültürlere karşı hoşgörülerini ve gerekli olması halinde bu konuşmacılarla iletişim kurma istekleri bakımından değerlendirildi. Katılımcıların verdikleri yanıtlar, yurtdışı hazırlık programlarındaki norm-temelli uygulamalar, kültürlerarası becerilerin gelişimi alanındaki yetersiz olmaları ve global İngilizce hakkındaki farkındalığın anadili İngilizce olan ülkelerin global ortamlarında başarılı iletişim kurmaya katkı sağlaması gibi konular hakkında önemli eleştirel görüşleri içermektedir. 30 öğrencinin İngilizce hazırlık programına başlamadan önce doldurdukları ihtiyaç analizi ve kültürlerarası duyarlılık anketlerindeki yanıtlar, katılımcıların, global İngilizce hakkındaki bilgilerinin ve kültürlerarası duyarlılıklarının anketin beş boyutunda da önemli ölçüde eksik olduğunu göstermiş ve yurt dışına çıkmadan önce bu konuda eğitim verilmesinin gerekli olduğunu ortaya koymuştur.

Oluşturan ders programının müfredatı, kişisel kültürel farkındalık, derin kültür bilgisi ve sosyal dilbilim farkındalığı gibi kültürlerarası yetenek geliştirme konularını içermekte; İngilizcenin global konumunu temel alan, global İngilizce hakkında yeterli bir farkındalık yaratmayı hedefleyen ve global İngilizcenin kullanıldığı ortamlarda iletişim kurabilmek için gerekli olan yetenek ve becerilerin geliştirilmesini sağlamaya yarayan, farklı kültürlere değer

verme ve saygılı bir tavır oluřturma, aıklık, esneklik, yargılamadan kaınma, merak duyma ve belirsizlik durumunda sabırlı davranarak bilgi edinme isteęi gibi sınıf ii aktivitelerden oluřmaktadır.

İkinci ařamada toplanan veriler, uygulanan programın, katılımcıların global İngilizce farkındalıklarına ve kltrlerearası becerilerine nemli bir katkı saęladığını, programa katılmayan ęrencilerde ise herhangi bu konuda herhangi bir ilerleme olmadığını ortaya koymuřtur. alıřmanın bulguları, dil programı ve mfredatı oluřturma, dil planlaması ve politikası, dil ęretmenlięi eęitimi ve dil eęitimi alanındaki arařtırma alanlarında nemli pedagojik sonular ortaya koymaktadır.

CHAPTER 1

INTRODUCTION

1.1. Background and purpose of the study

In recent years variations in English have drawn a lot of scholarly attention, particularly from English language educators who are in constant search of trying to establish the most suitable criteria to meet the linguistic demands of their international students. Traditionally, their choices have been dominated by the variety spoken in the host country and proficiency exam requirements accepted as enrolment criteria by the education institutions in these countries, such as obtaining high results in Test of English as a Foreign Language (TOEFL) or International English Language Testing (IELTS) exams or preparing the sojourners to get acceptable results in these exams. Although the competence required for the success in these exams could suffice for the enrolment requirements and serve for the initial enrolment purpose, they fall too short to guarantee the best outcome desired by the sojourners.

The global nature and function of English overwhelms most cross-cultural encounters throughout the world, and the linguistic domains of English L1 countries are no exception from this. An overwhelming majority of government-sponsored Turkish sojourners undertake their studies in these countries, where they come face to face with difficulties posed by their lack of preparation for these encounters prior to their sojourns. The purpose of this study is to provide remedies to potential communication problems that these sojourner face in the context of English L1 countries where English as a Lingua Franca (ELF) is used predominantly as a medium of communication.

Although Turkish language policymakers, education authorities and institutions that design and provide these programs firmly believe, rightfully, in the benefits of the preparatory programs for Turkish international graduate students and the linguistic contribution that can

be attributed to those in need prior to their sojourns, there has not been much academic attention on the necessity of their participants' intercultural competence (IC) development and their readiness for global communication in which most of daily interaction involves non-native/non-native communication in ELF; and therefore, this study intends to research IC needs of government-sponsored Turkish international graduate students from an ELF perspective. The outcomes of the study are particularly significant especially when we consider the fact that for an overwhelming majority of these students, who have had a very brief instruction and a poor linguistic background in English, this academic sojourn is the first journey to a foreign country and the first experience and opportunity to use their English in an intercultural setting as the linguistic context of Turkey does not provide such an opportunity.

Arising from this need, which includes identifying the IC development needs of government-sponsored Turkish graduate students and the development of sufficient ELF awareness in them, the study intends to design a course that would equip them with the capability of communicating their own identities, affairs, opinions and reflections in global settings. The outcomes of the study intend to provide utilizable information for the stakeholders in the areas of setting goals and objectives consistent with the students' IC development needs, and developing instructional material selection/adaptation criteria to match the recipients' needs in IC.

Along with providing utilizable information for the development of a course that could complement the current programs, the findings of the study intend to provide guidance for program developers and providers, both in public and private sectors, to design and implement complementary IC development programs for international graduate, as well as undergraduate, students by setting criteria for syllabus design and curriculum development based on the information provided by the participants of the study concerning what they identify as their IC needs and what they consider to be relevant and contributory to their

linguistic improvement and IC development to cope with difficulties in cross-cultural settings during their sojourns.

In terms of theoretical considerations the study intends to introduce the significance of IC development as part L2 performance skills essential for academic achievement in the context of English L1 countries, where an overwhelming majority of Turkish international students undertake their advanced education and therefore where academic guidance requires more attention. While an overwhelming majority of government-sponsored graduate students undertake their studies in these countries, according to the Council of Higher Education (2005) figures 43 per cent of those who have returned without completing their education did so due to academic failure. As the studies of Khawaja and Stallman (2011), and Poyrazlı and Kavanaugh (2006) found that low academic achieving international students studying in the U.S. reported lower levels of English proficiency and greater overall adjustment strain, it can be easily predicted that lack of sufficient intercultural competence could have significant contribution to the adjustment strain experienced by these students. It can be assumed with certainty that the figures could be much higher if we consider the numbers of those who undertake their advanced studies at all levels without government sponsorship.

Although this study does not account for the wide variability of the linguistic preparedness of all the Turkish advanced education international students, it intends to provide a foundation for future research that might precisely investigate the potential existence of the problems posed by lack of linguistic readiness to undertake studies in intercultural settings, as well as bringing the issue to the attention of the higher-education authorities.

The following chapters are organized as follows: Chapter 2 presents the historical background of the English training provided for government-sponsored Turkish international

graduate students, the context of the study, description of the English preparatory program where the study was undertaken, the global nature of English, the statement of the problem, and the research questions; Chapter 3 explains the theoretical background of the study and presents the review of the related literature; Chapter 4 provides detailed information about the methodological design of the study; In Chapter 5, the results and the discussion of the results will be presented; and in Chapter 6, the conclusions drawn from the study will be discussed.

1.2. Definition of key terms

ELF: It refers to function and use of English in intercultural communication (Gnutzmann, 2000)

Intercultural communication: Communication that takes place between people from different countries. This term is also used interchangeably with cross-cultural communication.
(Meierkord, 1996)

Intercultural competence: The ability to step beyond one's own culture and function with other individuals from linguistically and culturally distinct background (Deardorff, 2006)

CHAPTER 2

HISTORICAL BACKGROUND AND THE CONTEXT OF THE STUDY

2.1. Historical background of government-sponsored study-abroad English preparatory programs in Turkey

Foreign language competence has been an indispensable dimension of Turkish international students and has been dealt with as an important educational issue within the state's policy of modernizing the education system (Karagözoğlu, 1985). In 1929, the legislature approved Act No. 1416 which empowered the Ministry of Education known as “the Legislation of Sending Students Abroad to Study” and intended to “modernize the society through the enlightenment of modern education and science”, the main cause of Atatürk's education campaign (Karagözoğlu, 1985). Along with two other provisions, one in 1987 and the other in 1992, the act has remained in place ever since, maintaining its essence mainly due to the fact that sending students abroad has never lost its popular support as it is considered to be a fundamental means of training scholars and specialists needed to fill senior staff shortages at universities and other public institutions, and thus, serving for the purpose of conveying modern science and technology to the nation from the West.

In 1987, with an amendment in Section 33 of Act No. 2547, the universities were also empowered to send their junior research staff for graduate training abroad through the Council of Higher Education (YÖK). In order to fill the academic positions became available with the establishment of 23 new state universities and advanced technology institutes, YÖK was further provided to send graduate students abroad under Provisional Section 24 added to Act No. 3837 in 1992.

Act No. 1416 provides scholarship for graduate students who are qualified to be eligible by the Ministry of Education or other state institutions to pursue their studies in foreign countries upon completion their undergraduate education, and there has been a rapid

increase in the numbers of the graduate sojourners sponsored under the act. According to the Ministry of Education sources, while 630 Turkish students sponsored under the act were undertaking their graduate studies in foreign countries as of the end of 2002 (Table 1), their numbers were up to 1723 as of the end of 2011 (Table 2). An overwhelming majority of these sojourners were undertaking their studies in English L1 countries, especially in the United States. The figures show that 577 of the 630 sojourners and 1577 of 1723 in 2002 and 2011, respectively, were undertaking their programs in the U.S. and England.

Country		Master's Degree		Doctorate		Total				
		Science	Social	Science	Social	Science	Social	Total	Science (%)	Social (%)
USA	Male	37	23	202	107	239	130	369	65	35
	Female	6	18	44	76	50	94	144	35	65
	Total	43	41	246	183	289	224	513	56	44
England	Male	-	6	21	19	21	25	46	46	54
	Female	-	5	5	8	5	13	18	28	72
	Total	-	11	26	27	26	38	64	41	59
France	Male	-	1	17	5	17	6	23	74	26
	Female	-	1	8	1	8	2	10	80	20
	Total	-	2	25	6	25	8	33	76	24
Germany	Male	-	6	3	8	3	14	17	18	82
	Female	-	1	1	-	1	1	2	50	50
	Total	-	7	4	8	4	15	19	21	79
Switzerland	Male	-	-	-	1	-	1	1	-	100
	Female	-	-	-	-	-	-	-	-	-
	Total	-	-	-	1	-	1	1	-	100
Total	Male	37	36	243	140	280	176	456	61	39
	Female	6	25	58	85	64	110	174	37	63
	Total	43	61	301	225	344	286	630	55	45

Table 2

Turkish government-sponsored international graduate students under Act No. 1416 as of end of 2011 (Source: the Higher Education Directorate of the Ministry of Education)

Country		Master's D.		Doctorate D.		Total				
		Science	Social	Science	Social	Science	Social	Total	Science (%)	Social (%)
USA	Male	334	145	229	80	563	225	788	71	29
	Female	144	74	77	38	221	112	333	66	34
	Total	478	219	306	118	784	337	1121	70	30
England	Male	76	79	57	67	133	146	279	48	52
	Female	42	66	34	36	76	102	178	43	57
	Total	118	145	91	103	209	248	457	46	54
France	Male	-	5	2	7	2	12	14	14	86
	Female	-	2	2	6	2	8	10	20	80
	Total	-	7	4	13	4	20	24	17	83
Germany	Male	10	8	9	6	19	14	33	58	42
	Female	4	12	2	6	6	18	24	25	75
	Total	14	20	11	12	25	32	57	44	56
Switzerland	Male	1	-	-	-	1	-	1	100	-
	Female	-	1	-	-	-	1	1	-	100
	Total	1	1	-	-	1	1	2	50	50
Australia	Male	3	-	12	-	15	-	15	100	-
	Female	4	-	10	-	14	-	14	100	-
	Total	7	-	22	-	29	-	29	100	-
Finland	Male	1	-	-	-	1	-	1	100	-
	Female	-	-	-	-	-	-	-	-	100
	Total	1	-	-	-	1	-	1	100	-
Holland	Male	1	1	1	1	2	2	4	50	50
	Female	-	2	-	-	-	2	2	-	100
	Total	1	3	1	1	2	4	6	34	66
Japan	Male	3	-	1	1	4	1	5	80	20
	Female	1	-	-	-	1	-	1	100	-
	Total	4	-	1	1	5	1	6	83	17
Canada	Male	8	-	1	-	8	1	9	89	11
	Female	2	1	4	1	6	2	8	75	25
	Total	10	1	5	1	14	3	17	82	18
Russian Federation	Male	-	1	-	-	-	1	1	-	100
	Female	-	1	-	-	-	1	1	-	100
	Total	-	2	-	-	-	2	2	-	100
Sweden	Male	-	-	1	-	1	-	1	100	-
	Female	-	-	-	-	-	-	-	-	-
	Total	-	-	1	-	1	-	1	-	100
Total	Male	437	239	313	162	749	402	1151	65	35
	Female	197	159	129	87	326	246	572	57	43
	Total	634	398	442	249	1075	648	1723	62	58

Under the current provisions of the Act, those who lack sufficient language skills are required to undertake a 6-month long preparatory language course, prior to their sojourns, offered at the departments of foreign languages of certain state universities to be prepared for internationally recognised exams such as TOEFL and IELTS. According to the announcement of the Ministry of Education (2012), 1475 graduate students were sponsored under the act by the Ministry of Education during the 2012/13 academic year to pursue their studies in foreign countries.

The selection and allocation process of the students was administered by the Assessment Selection and Placement Centre (ÖSYM) by the selection of 1000 candidates from the Universities, 116 from the Turkish Petroleum Corporation and 156 from the Department of Forestry and Water Affairs, 200 from the Department of Agriculture and Primary Industries, and 3 from the National Borax Research Institution. However, despite the initial 1475 scholarship allocation quota, which was within the ÖSYM preferences of 5390 applicants, in the end, it was down to 1271 with 20 being unfilled. 396 of them were required to undertake preparatory courses in Turkey prior to their sojourns at eight state universities in four cities. 171 of these candidates chose to undertake their programs in Ankara, 146 in Istanbul, 55 in Izmir, and 24 in Antalya. The language preparatory courses offered at state universities in the four cities spread over these locations as follow:

Istanbul	Yıldız Technical University
	Istanbul University
	Marmara University
Ankara	Hacettepe University
	Ankara University
	Gazi University
İzmir	Dokuz Eylül University

Despite the long history of English preparatory programs offered for government-sponsored Turkish international graduate students, which dates back as early as the foundation of the new Republic, there has been scant research to date to demonstrate to what extent the candidates who undertake these programs could develop sufficient IC needed for their academic progress abroad. While the success criteria of these programs are bound by the candidates' sufficient preparation for TOEFL and IELTS exams, which are also set as the primary achievement objectives by the program providers, there has not been any academic attempt that would address the views of the students who attend these programs on their IC needs based on their own experience and reflections.

2.2. The context of the study

The present study was conducted at Marmara University, one of the state universities in Istanbul, where an English preparatory program was offered for government-sponsored students who would pursue their graduate studies in English L1 countries. According to an initial interview conducted with one of the administrators of the program, 31 students were attending the course, which began in the 2014 Spring term and was to continue to the end of 2014 Fall term consisting of 125 days of full-time studies. Upon completion of the program, the participants would be entitled to take another six-month language course abroad if they want to, or if they did not have sufficient language skills. If they had sufficient TOEFL or IELTS scores they would be allowed to start their graduate programs immediately without taking any further language course. They did not have to take or pass any other TOEFL or IELTS exam before their departure. If they were upper-intermediate or higher level they would probably take TOEFL or IELTS exams before they went abroad; but if they were lower

level, like beginners, they would take a language course abroad and would try to get the sufficient TOEFL or IELTS scores set out as graduate program enrolment criteria by the university. Once they completed the program here, they would be allowed to go and begin their sojourns without being obliged to meet any other linguistic criteria.

2.3. Description of the preparatory program

The current preparatory program was designed and implemented according to a protocol signed between the program providers and the authorised members of the Ministry of Education (Appendix 1), which clearly set out the goals and objectives of the program by its definition as being offered under Act No. 1416 to prepare graduate students for TOEFL and IELTS to pursue their studies abroad. The protocol required the instruction to be provided to develop listening, speaking, reading and writing skills consistent with the European Council's Language Portfolio criteria within the three proficiency levels: beginner, intermediate and advanced. The academic calendar was defined to be 24-week long with 30 hours a week teaching for the beginner level and 25 hours a week for the intermediate and advanced levels. The candidates' proficiency level was determined by their performance in the placement exam, which was prepared by a commission formed by the representatives of program-provider universities. 0-39 grades performed in the exam was considered to be the beginner level, 40-60 the intermediate level, and 61-100 the advanced level. The books, videos and other instruction material were selected by the same commission.

There was no achievement criteria set for the program by the Ministry of Education or the program providers in Turkey. However, as the TOEFL and IELTS exam results were considered to be primary achievement indicators, students were trained to be prepared for these exams, and thus, the instruction materials used during the programs were mainly course books intended to develop sufficient backgrounds in the students that would enable them to

continue on with the TOEFL/IELTS-exam preparation orientation. Most of the students who enrolled these programs would take their abroad programs mainly in the U.S., U.K., Canada and Australia. In some of the previous groups, there were also a few students who would undertake their studies in European countries, such as Holland and Germany, where the medium of Instruction was English. There were also some theology students who undertook their undergraduate programs in Arab countries, such as Jordan and Saudi Arabia; they also undertook their studies in English, though the TOEFL scores required for these programs were not very high. The major areas of the students who took up the preparatory programs varied a lot, ranging from theology to history, from Armenian literature to environmental engineering.

Once the six-month program finished all of the students were awarded a certificate indicating that they had taken the program. Most of the master students started their master programs abroad. Some of them had already started their master programs here; but a very small proportion of them had completed it here before their sojourn to undertake their PhDs. The only exam they took prior to this course was ALES; they were not obliged take any other exam such as KPSS or ÜDS.

The upper-level students, who usually made up two-third of the whole group and who started at intermediate or upper-intermediate level, demonstrated remarkable linguistic progress; and about 90 per cent of them succeeded in the TOEFL or IELTS exams and satisfied the linguistic criteria required for their graduate programs abroad.

After the enrolments, the students were given only a placement exam, and grouped up and placed in classes according to their proficiency levels consistent with the European Language Portfolio categories. The participants of the present study were divided into three classes of about 10 students in the first term, one of which was elementary/intermediate classified as A1-1/A1-2 levels, and two were upper-intermediate/advanced classified as

B1/B2 levels. Weekly teaching hours were 30 hours for the A1-1/A1-2 level class, 25 hours a week for the B1/B2 level ones, in which the teaching materials presented in Table 3 were used by starting from the lowest proficiency levels for each group then moving onto more difficult ones for the gradual introduction of each group to TOEFL and IELTS materials. 4 instructors were assigned for the instruction of each class whose weekly teaching hours ranged from 3 to 9 hours a week. In the second term, all the classes were gradually introduced to full IELTS and TOEFL instruction. As in the first term, in the second term, weekly instruction hours continued to be 30 hours for the lower level classes, and 25 hours for the higher ones.

2.3.1. Instruction materials used in the preparatory programs

A1-1/A1-2 classes – In the 1st Term, the elementary, pre-intermediate and intermediate levels of Language Leader, each level consisting of a course book and work book, were used sequentially until the end of the term, occupying all the 30 hour weekly instruction hours shared by all of the four instructors. It began with the elementary level which was used for 5 weeks, then continued on with the pre-intermediate level for 5 more weeks, and finished the term with the intermediate level which was used in the last 3 weeks of the term (Table 3).

In the 2nd Term, IELTS and TOEFL materials were gradually introduced and used for 20 hours a week from the beginning through to the end, for 12 weeks, concurrently with the upper-intermediate level of Language Leader, used 10 hours a week shared by two instructors. The exam preparatory materials consisted of Cambridge Grammar for IELTS and Objectives IELTS: Intermediate (Students Book & Workbook) and Developing Skills for TOEFL, which were used for 5 hours and 15 hours a week respectively shared by the remaining two instructors assigned to the class.

B1/B2 classes – In the 1st Term, the intermediate and upper-intermediate levels of Language Leader were used sequentially starting with the intermediate level and continuing for 7 weeks for all the 25 hour weekly instruction hours shared by all of the four instructors, and then moving onto the upper-intermediate level and continuing through to the end of the semester on a 10 hours-a-week basis for the last 6 weeks, shared by two instructors. In the last six weeks, Developing Skills for TOEFL were also used concurrently during the remaining 15 hours weekly class hours shared by the remaining 2 instructors.

Table 3:

Teaching materials used for each group during the implementation of the program, their approximate length of use in numbers of weeks in each academic term, and number of instructors sharing each material

Instruction Materials	1st Term 13 weeks x (30 hours) A1-1 Class Beginner/Element.	1st Term 13 weeks x (30 hours) A1-2 Class Pre-Intermediate	1st Term 13 weeks x (30 hours) A2 Class Intermediate	1st Term 13 weeks x (30 hours) B1 Class Up-Int./Advanced
Language Leader: Elementary Course book, Workbook, and CDs	5 weeks x (30 hours) 4 instructors			
Language Leader: Pre-Intermediate Course book, Workbook, and CDs	5 weeks x (30 hours) 4 instructors	5 weeks x (30 hours) 4 instructors		
Language Leader: Intermediate Course book, Workbook, and CDs	3 weeks x (30 hours) 4 instructors	8 weeks x (30 hours) 4 instructors	7 weeks x (25 hours) 4 instructors	7 weeks x (25 hours) 4 instructors
	2nd Term 12 weeks x (30 hours) A1-1 and A1-2 mixed ILTS Class	2nd Term 12 weeks x (30 hours) A1-1 and A1-2 mixed TOEFL Class		
Language Leader: Upper-Intermediate Course book, Workbook, and CDs	12 weeks x (10 hours) 2 instructors	12 weeks x (10 hours) 2 instructors	6 weeks x (10 hours) 2 instructors	6 weeks x (10 hours) 2 instructors
Cambridge Grammar for IELTS	12 weeks x (5 hours) 2 instructors	12 weeks x (5 hours) 2 instructors		
Developing Skills for TOEFL, and CDs		12 weeks x (15 hours) 2 instructors	6 weeks x (15 hours) 2 instructors	6 weeks x (15 hours) 2 instructors
			2nd Term 12 weeks x (25 hours) A2 and B1 mixed TOEFL Class	2nd Term 12 weeks x (25 hours) A2 and B1 mixed IELTS Class
Mastering Skills for TOEFL, and CDs			6 weeks x (25 hours) 4 instructors	
Objectives IELTS: Intermediate. Students book, Workbook, and CDs	12 weeks x (15 hours) 2 instructors			
Objectives IELTS: Advanced Students book, Workbook, and CDs				6 weeks x (25 hours) 4 instructors
Longman for TOEFL, and CDs			6 weeks x (25 hours) 4 instructors	
IELTS Masterclass Students book, and CDs				6 weeks x (25 hours) 4 instructors
	Total: 750 hours	Total: 750 hours	Total: 625 hours	Total: 625 hours

In the 2nd Term, the TOEFL and IELTS materials were used more extensively for all of the 25 hours a week instruction from the beginning through to the end, for 12 weeks, sequentially. They consisted of Mastering Skills for TOEFL, Longman for TOEFL, Objectives IELTS: Advanced (Students book & Workbook), and IELTS Masterclass. These materials were used by starting with the lowest level ones and moving on to the more difficult ones; and the instruction process was shared by all of the four assigned instructors.

2.4. The global nature of English

The global nature of English is defined within a variety of terms that are distinct from the native-norm based definitions such as EFL and ESL. McKay (2002, p. 132) uses the term International English to describe it as a language used by native speakers of English (Gnutzmann 2000, p. 357) and bilingual users of English for cross-cultural communication. McKay indicates that International English can be used in a local sense between speakers of diverse cultures and languages within one country and in a global sense between speakers from different countries. Other terms used more or less interchangeably to refer to this global nature include:

English as a *lingua franca*: (e.g. Gnutzmann, 2000)

English as a global language (e.g. Crystal, 1997)

English as a world language (e.g. Mair, 2003)

English as a medium of intercultural communication (e.g. Meierkord, 1996)

All of these terms denote a difference from the default conception of a language, namely the code and conventions employed by its native speakers, commonly indicating some sort of recognition that in the use of ELF conditions hold which are different from situations when a language is clearly associated with its native speakers and its place of origin, whether it is spoken by those native speakers or by people who have not learnt it as a foreign language

different attitudes and expectations prevail and different norms apply. Using the term World English, Brutt-Griffler (2002, p. 110) identifies four central features of the development of global language:

- I. Econocultural functions of the language (i.e., World English is the product of the development of a world market and global developments in the fields of science, technology, culture and the media)
- II. The transcendence of the role of an elite lingua franca (i.e., World English is learned by people at various levels of society, not just by the socio-economic elite)
- III. The stabilization of bilingualism through the coexistence of world language with other languages in bilingual/multilingual contexts (i.e., World English tends to establish itself alongside local languages rather than replacing them, and so contributes to multilingualism rather than jeopardize it)
- IV. Language change via the processes of world language convergence and world language divergence (i.e., World English spreads due to the fact that many people learn it rather than by speakers of English migrating to other areas; thus two processes happen concurrently: new varieties are created and unity in the world language is maintained)

2.5. The statement of the problem

Although providing L2 training through English preparatory programs for government-sponsored Turkish international graduate students has been a regular practice ever since the establishment of the republic as part of the state's education policy of modernisation, there is a scant academic effort to demonstrate to what extent these programs could contribute to the IC development of their recipients prior to their sojourns to cope with their studies abroad.

The Ministry of Education clearly defines preparation for the TOEFL and IELTS exams as the main achievement criteria for the preparatory programs, rightfully, as they are also consistent with the international enrolment requirements for almost all of the English-medium graduate programs. In the preparatory programs, after a certain level of competence developed through course books, the candidates are gradually introduced to intensive TOEFL and IELTS based-material instruction to develop sufficient linguistic competence that is necessary for the readiness to sit for these exams. Although the preparatory programs could provide sufficient linguistic contribution to the candidates' readiness for these exams, the success criteria on these exams are based on 'knowing about language' rather than 'doing with language', and thus, the structural approach of teaching methodology is often used in the preparation programs for these exams. In this approach the elements of the language are viewed as being linearly produced in a rule-governed way, with much of the attention is focussed on the description of the structures rather than on communication (Richards & Rodgers, 1995). Excessive emphasis on linguistic forms results in neglecting real communication, which undermines IC development that is particularly essential in the context of ELF.

Despite the broad and advanced level of content-knowledge covering a variety of academic scopes in these exams, high performance in the scores does not guarantee successful performance in intercultural settings. Therefore, it is not clear as to whether such-exam-preparation oriented programs could equip, even their successful recipients, with sufficient IC skills eventually, to enable them participate in face-to-face communication effectively in intercultural domains. The teaching methodology used in these programs, which prioritize "preparation to score high", presents significant problems in terms the recipients' readiness to undertake graduate programs in English L1 context, where ELF is used mostly in non-native-non-native communication.

In addition to the problems associated with the structural teaching approach, the contents of the instruction materials currently used in these programs, which are intended to be responsive for general audiences that would include anyone whoever would wish to take these exams, present difficulties, also, especially for graduate students as the undertaking studies at this level requires deeper attention on specific academic areas. The broadness of the instruction material content could allow only a narrow scope that could fall within the learner's academic scope and topics relevant to global English speaking audiences, which also brings limitations to making use of learners' L1-L2 connection for their L2 development. Therefore, it is necessary to design a course that would complement the lacking IC development component of the current preparatory programs to equip their participants to ease up difficulties confronted in real communication in the context of ELF and enable them to participate and position themselves as individuals to express their own ideas, beliefs and self-reflections in cross-cultural domains.

2.6. Research questions

In order to design a course which intends to develop sufficient IC in government-sponsored Turkish international graduate students who are prepared to take up studies in English L1 countries, this study seeks to answer the following research questions:

1. What are the IC needs of government-sponsored Turkish international graduate students who are prepared to undertake studies in English L1 countries?
2. To what extent government-sponsored Turkish international graduate students' IC sensitivity was changed by the implementation of the IC development syllabus?
3. What are the opinions of government-sponsored Turkish international graduate students of the IC development instruction they received prior to their sojourn?

CHAPTER 3

LITERATURE REVIEW

3.1. Theoretical perspectives

3.1.1. The role of the sociocultural theory

The sociocultural theory (Vygotsky, 1997) was used as the grounded theory in framing and identifying the research scope for the reasons that it could offer a sufficient theoretical perspective that is consistent with the outlook in most ELF literature, reflecting the view that language is a social product developed socially through interaction; and that it views learning and development as an ongoing unified interdependent process of social interaction in which expert guidance and participation plays a major role, which provided the framework for me in my choice of IC development and instruction models as well as providing me with a course design perspective that shaped up my approach to the IC development course design in structuring and sequencing the instruction content and activities of the syllabus.

The sociocultural theory views the individual's mental functioning in terms of its relation to cultural, institutional, and historic context; thus, the focus of the sociocultural perspective is on the roles that participation in social interaction and culturally organized activities shape up psychological development. "The social dimension of consciousness is primary in time and fact. The individual dimension of consciousness is derivative and secondary" (p. 30). This view indicates that mental functioning of the individual is not simply derived from social interaction; instead, the specific structures and processes revealed by individuals can be traced to their interactions with others.

Wertsch (1991) identifies three major themes in the sociocultural theory that explain the nature of interdependence between individual and social process in learning development. The first theme is that individual development has its origins in social sources. As learners

participate in a broad range of joint activities and internalize the effects of working together, they acquire new strategies, and knowledge and culture. The second theme in the theory is that human action, at both the individual and social levels, is mediated by tools and signs – semiotics. Semiotic means include “language; various systems of counting; mnemonic techniques; algebraic symbol systems; works of art; writing, schemes, diagrams, maps and mechanical drawings; all sorts of conventional signs and so on” (p. 137). Additional semiotic means include computers, calculators, videos and the like. These semiotic means are both the tools that facilitate the co-construction of knowledge and the means that are internalized to aid future independent problem solving activity. The third theme of the theory is that the first two themes are best examined through genetic, or developmental, analysis. This theme indicates that to study something historically means to study in the process of change; that is the dialectical method’s basic demand. To encompass in research the process of a given thing’s development in all its phases and changes - from birth to death - fundamentally means to discover its nature, in essence, for it is only in movement that a body shows what it is. Thus the historical study of behaviour is not an auxiliary aspect of theoretical study, but rather forms its base (Vygotsky, 1978, pp. 64–65).

The sociocultural theory highlights the social basis of the emergence of ELF as a social product commonly developed through interactions of people from a variety of different linguistic and cultural backgrounds, with its interlocutors representing their own identities and cultures by sharing and internalizing others’ and forming “communities of practice” globally that could be identified by the three themes stated above (Wenger, 2004), which reflect the sociocultural development perspective: (i) mutual engagement in shared practices, (ii) taking part in some jointly negotiated enterprise, and (iii) making use of members’ shared repertoire.

Deardorff’s (2006) model reflects the sociocultural theory’s outlook on the learning process, also, which involves ongoing interaction, negotiation, and collaboration, through

which the learners are guided to internalize the external knowledge presented to them to attain their own development and form their own views. In parallel to the sociocultural theory's outlook, Deardorff's (2006) model conceptualizes IC development as an ongoing process in which individuals are given opportunities to reflect on and evaluate their own intercultural development over time and critical thinking plays a crucial role in an individual's ability to acquire and evaluate knowledge; attitudes (especially respect, openness, and curiosity) serve as the basis of socialisation and collaboration for co-construction of knowledge, which has an impact on all the other dimensions of IC development. The model considers the ability to see from others' perspective a fundamental basis of IC development, which has received full consensus and support from all the experts working in the IC development field, which is a way to forming a global perspective and ability to understand other worldviews. This deep cultural knowledge involves a more holistic, contextual understanding of a culture, including the historical, political, and social contexts. Thus, any development of culture-specific knowledge goes far beyond the conventional surface-level knowledge of foods, greetings, customs, and so on, in the way knowledge and development are conceptualized in the sociocultural theory.

The present study, dealing with IC development of Turkish international graduate students through an ELF course during their English preparatory program prior to their departure to pursue their graduate studies in English L1 countries, intends to respond to the lack of literature dealing with a) the IC development per se prior to their sojourn, and b) students' own perception of the IC development course in terms of its contribution to their ELF competence.

The sociocultural theory of Vygotsky (1997) and Deardorff's (2006) Process Model of IC Development as well as the research literature concerning intercultural sensitivity and its connection with IC played a large role in formulating the research questions and the data

collection of the study. In devising the areas of inquiry, the study took into account what the models and research literature do and do not provide us about IC development and course design concerning the preparation of international students who pursue their graduate education in English L1 countries.

Most of the research literature reviewed in Chapter 2 dealt with generalized intercultural learning with some of them focusing on it as part of ELF competence, as opposed to the development of IC through an ELF preparatory course that embodies goals and objectives to be achieved through sequential instruction content focusing on identified topics. Furthermore, research concerning learners' perspectives of the significance of IC development for global communication, especially with particular reference to ELF interaction, is scant in the literature, thus, offering a wide range of research scope.

Most importantly, the aim of the study is to analyse the needs of government-sponsored Turkish international graduate students' IC development in order to design a course that would contribute to their ELF preparation prior to their departure. The ELF literature was used to identify the IC instruction content and topics of the course. Deardorff's Process Model of IC development provided the framework for the structuring and sequencing the instruction content, materials and activities. Intercultural sensitivity literature contributed to the designing of the data collection instruments.

3.1.2. Research methodology

The research methodology used in the present study was social constructivism, which is rooted in the sociocultural theory that emphasizes collaborative reflection during the research, also. In this approach, the role of the researcher is far more than just designing and submitting findings for practitioners and stakeholders; instead, the researcher considers them to be the owners of their own research whose experience, opinions, suggestions are integrated

and utilised throughout the research process (Mitchell & Myles, 1988). They are encouraged to join and become parties, or with their own initiatives, to undertake the research for themselves sharing their ideas, experience and research results with other colleagues through ongoing reflective collaboration.

Reflective collaboration is instigated by the researcher, or the teacher as a researcher him/herself, at the very beginning of the research and continues throughout the research during which other teachers are invited to express their views on all the issues about design, sampling, data collection and analysis. They are continuously informed about the progress of the research and its findings; more issues are investigated to eliminate doubts or to ensure clarification; and modifications are made for improvement. All the decisions are taken together with the involvement of practitioners and stakeholders in a process during which they find the opportunity of not only expressing their opinions and exchanging ideas with other colleagues, but also exploring on their own ideas based on their own experience, reframing their views on their own practice.

In this model, the researcher is not detached from the research process and teaching practice and the objectivity is not the main goal of the researcher, as in the positivistic approach; instead, the main goal of the researcher in the reflective collaborative model is to provide authentic explanation to the central phenomenon. The researcher frames and reframes his/her design in an ongoing reflective collaboration with stakeholders whenever necessary during the course of the research to achieve it.

3.2. ELF in the context of international education

Much of the study abroad literature is based on those who either seek to have education in English speaking countries or those who travel to or from these countries to others to study. Obviously, there is a good reason for that and that is basically because of the

role that English plays in global communication due to its function as an ELF. Advances in communication technology fostered by the globalisation process, reciprocally, have brought people from different nations into day to day contact for a variety of economic, social and political reasons where English is primarily used as a means of exchange, which has made the language a most sought after commodity.

Fostered by this new trend, the increased inflow of international students into English L1 countries in their pursuit of undergraduate and graduate programs in the language of globalism resulted in fundamental changes in higher education institutions in these countries (Wisker, 2000). Qiang (2003) identifies four different approaches to institutionalisation: the 'activities approach', which includes activities such as curriculum design, student exchange and so on, which focuses on cross-cultural skills needed to function in a globalised environment; the 'competency approach', which focuses on cross-cultural skills needed in globalised contexts; the 'ethos approach', which emphasises the need to create organisational beliefs which will facilitate and sustain an international set of principles within the institutions; and the 'process approach', which aims for the same sustainable international ethos, but emphasizes the importance of programs and research projects as much as institutional policies. Stressing the significance of all the four approaches identified by Qiang in the welcomed internationalism tendencies of the UK universities, Luxon and Peelo (2009) argue that the teaching and learning experience is at the heart of internationalisation, rather than peripheral to the policy and strategic choices made by institutions, suggesting that micro level innovation should be the driving force and the main focus for policy implementation strategies.

Readings (1996) claims that apart from the obvious gains by adding an international perspective assumed by the globalization culture, this must have also been seen as a significant shift in the university ideal. In the 19th century the university as an institution was

seen as an instrument of nation building, while since the late 20th and early 21st century universities have taken on characteristics of international business that compete against each other. Ninnes and Meeri (2005) suggest that the reliance on the public university that sees post-compulsory education as a public good is threatened by the new global trend, which decrees education as a commodity that can be traded globally; and that in this form of competition, English-medium courses may be a way to better one's chances.

On the other hand, as English becomes the overwhelmingly dominant language in a large number of domains throughout the world, the number of its non-native speakers of different L1 backgrounds who use English as ELF in education and academic settings, also, increasingly outnumbers its native participants who take part in such settings; and in most cases its native speakers are absent from these settings. Participants of speech events in these settings belong to different primary lingua-cultural communities, and ELF users do not themselves constitute a speech community with an established distinct legitimate "variety" that would characterise regular local networks of interaction. On the contrary, variation in use is random. Claiming that the concepts of "community" and "variety" need reconsideration Seidlehofer (2008, p. 28) argues that stability and separation, which are the assumptions of these concepts, run counter to the reality of ELF as an emergent phenomenon. Eckert and Connell-Ginet (1992) suggest that ELF communities should be called "communities of practice" as such communities emerge to meet practical communicative contingencies. Developing on this idea Wenger (2004) identifies three features determining "communities of practice": (i) mutual engagement in shared practices, (ii) taking part in some jointly negotiated enterprise, and (iii) making use of members' shared repertoire. Having the same native language has no role in this definition of a community. According to this view the community is no longer created by a common language variety, but rather the language variety is created by the community.

Kachru (1985) defines three concentric circles to describe the sociolinguistic profile of English “representing the types of spread, the patterns of acquisition and the functional domains in which English is used across cultures and languages” (p. 12): the “inner”, “outer” and “expanding circles”. The inner circle includes countries such as England, the United States, Canada, Australia and New Zealand where English was originally used as the primary language. The outer circle consists of mainly ex-colonial countries such as India, Nigeria, Malaysia and Singapore where English is an institutional non-native local variety with established and shaped up new norms used quite intensively and extensively in daily life. The expanding circle comprises countries such as Israel, China, Spain and Turkey where English is used mainly for instrumental purposes. Although this model has seen some criticism and questioned by some academic circles including Kachru himself in relation to the changing status of English in the world, Yılmaz and Bayyurt (2010) indicate that “it raises the awareness of scholars towards wider use of English around the world in a critical way and towards the fact that the use of English is not confined to its native speakers” (p. 6). Park and Wee (2009) state that this model has introduced “...the ideological dimensions surrounding the global spread of English” (p. 1-2) to academic debate.

Considering competence in English an important and indispensable lifetime asset for their future and progress in professional life, many students from other nations, like many Turkish international students, seek an opportunity to study in a country holding the view that it would provide the context where a standard variety of English is used as the principle medium of communication and where it is possible to live and obtain education in their professional scope. Based on the assumption that the combination of immersion in the native speech community combined with formal classroom learning creates the best environment for learning (Freed, 1998), there is a common view that this is the best, and perhaps the only, means of attaining the highest level of competence needed for global communication.

Although it is clear that education in an English-speaking environment makes these candidates some valuable educational, social and economic contributions and benefits them in many ways, educational institutions must become more knowledgeable about the kind of communication difficulties these students might encounter in real communication situations during their sojourns in terms of their sufficient preparation prior to their departure, which would go beyond the development of sufficient EFL proficiency skills set as primary goals and objectives for almost all of the English preparatory programs designed for international students.

While the adjustment challenges faced by these students are believed to be limited with and attributable to only native-norm based English language proficiency and native culture, there are scant efforts to view such challenges from the perspective of the status and function of ELF. While the choice of many students to pursue studies in this language links to the notion of ‘becoming learners’ of this language, Björkman (2008) suggests that its function as a vehicular language within European academic circles, through which speakers from different first language backgrounds communicate a message, carry out a task, solve a problem, etc., makes many people its ‘speakers’ worldwide. Its function as an ELF is particularly visible within the genre of research publication. For example, in 1996 90.7% of all publications in the natural sciences worldwide were in English (Ragnhild, 2011). As Brumfit (2001, p. 116) indicates, the ownership of the English language is no longer numerically limited with its speakers of English as a mother tongue, or first language; its ownership rests with its non-native speakers spread over all the continents whose numbers almost double its native speakers. In practice native speakers are in the minority. Due to the numerical dominance of non-native speakers, pluralinguals (Seidlehofer 2008, p. 26) outnumber monolinguals for language maintenance; and thus it is the non-native speakers of

English who are the main agents in the ways English is used maintained and changed, and who will shape the ideologies and beliefs associated with it.

The characteristics of global speech events are inconsistent with the principles and priorities of traditional native norm-based ESL teaching pedagogy. Hülmbauer, Böhringer and Seidlhofer (2008, p. 28) suggest that there is a common misconception of ELF related to the differences between the two types of pedagogies, which is that ELF speakers are conceived to be in the process of learning a language repertoire rather than using it effectively. They are not considered merely *learners* trying to conform to native-speaker norms but primarily *users* of the language, where the main consideration is not formal correctness but functional effectiveness. Indicating that using and learning are related (you can learn while using), she emphasizes that with ELF the emphasis is on the use and the learning is incidental. She states that the ELF user's language may certainly exhibit the same forms as the learner's English, but the significance of the forms is essentially different. She suggests that what becomes apparent from this is that to use ELF means to use English "exolingually" (p. 31), i.e. to appropriate the language according to the communicative needs, which often implies that traditional norms are not adhered to. Widdowson (2003, p. 48) states that to communicate this way is "to exploit the resources of the language to produce a novel combination, not allowable by the conventional code, but nevertheless a latent possibility which is virtual in the language though not actually encoded." As Jenkins (2006a, p. 141) points out the fact that ELF can contain some unconventional features does not mean, however, that ELF only consists of language which diverges from established norms, arguing that depending on the communicative context, ELF "includes both [...] variants that would be considered errors in relation to EFL and, inevitably, given the common ancestor, also variants that are native-like, but by default rather than design".

Gnutzmann (2000, p. 358) indicates that when used as lingua franca, English is no longer founded on the linguistic and sociocultural norms of native speakers and their respective cultures. Taking this view one step further and asserting that the proponents of Standard English emphasizing grammatical correctness and functions as gatekeepers to keep the nonstandard ways on the periphery, Widdowson (1994, p. 385) claims that native speakers have “no right to intervene or pass judgements. They are irrelevant. The very fact that English is an international language means that no nation can have custody over it.” He argues that native speakers of English should not interfere with the development of English in the world, and need to understand that English is international only to the degree that they do not possess. Language users need to adopt it, change it, and make it their own by expressing their perception of reality through English in order to truly own it. He claims that language learners cannot be autonomous in a learning environment where another culture and its language are imposed upon them, and proposes to “shift the emphasis away from context of use to context of learning, and consider how language is to be specially designed to engage the student’s reality and activate the learning process” (p. 387).

A large number of studies have investigated ELF settings with regards to communicative effectiveness of ELF spoken interactions. For example, focusing on the use of pragmatic-strategy skills in an academic context, Björkman (2011) reported on the data collected in an ELF setting at a Swedish technical university comprising lectures and student group-work sessions. He found that although the participants in both type of the speech events used pragmatic strategies, it was clear that the lecturers employed fewer pragmatic strategies in the lectures than the students did in the group works. He indicated that it was because the lectures were monolingual speech events and it was only up to the lecturer to make use of these strategies, leaving students a little or no room to manoeuvre. He stated that the group work sessions on the other hand were interactive by their nature, and therefore, very rich in

pragmatic strategies, with instances of turn taking and opportunities of signalling understanding or disturbance, backchannelling, and thereby negotiating meaning.

An earlier study reported by Firth (1996) based on data collected in an ELF business situation produced similar results. He reported that the meanings intended for the business talk to sell goods were negotiated successfully despite the occurrence of grammatical infelicities such as unidiomatic clause constructions along with prosodic and pronunciation variants. He indicated that the successful activation of pragmatic-strategy skills used by the speakers resulted in a perfect understanding in a flow of oral communication without any breakdown. Björkman (2011) states that the strategies which the subjects in the Firth's study used are known as *let-it-pass*, *make it normal*, and *other repairer* strategies, where in the first one the speakers let unclear words or utterances pass, and in the second one the hearer treated the speaker's non-standard usage as normal. She indicates that these strategies are commonly used by non-native English speakers in ELF communication, and stresses that the concept of pragmatic fluency is an essential concept to consider in the development of teaching material for international students, especially for the increasing use of ELF in higher education. Such efforts might consider five different performance criteria identified by House (1999, p. 151) that characterise global communication speech events:

1. Appropriate use of routine pragmatic phenomena such as discourse strategies;
2. Ability to initiate topics and topic change, making use of appropriate routines;
3. Ability to "carry weight" in a conversation;
4. Ability to show turn-taking, replying/responding;
5. Appropriate rate of speech, types of filled and unfilled pauses, frequency and function or repairs.

Seidlhofer (2003, p. 22) suggests that the ELF's pedagogic perspective with its global features and cross-cultural role shifts the focus of English teaching towards communication

skills and procedures abandoning unrealistic notions of achieving “perfect” communication through “native-like” proficiency. She claims that exposure to a wide-range of varieties of English and a multilingual/comparative approach are likely to facilitate communication strategies and accommodation skills which include drawing on extralinguistic cues, gauging interlocutors’ linguistic repertoires, supportive listening, signalling non-comprehension in a face-saving way, asking for repetition, paraphrasing, etc. She indicates that as far as ICs and strategies are concerned, native speakers are frequently disadvantaged due to lack of practice in these processes and over reliance on English as their L1 (Hülmbauer, Böhringer, & Seidlhofer, 2008, p. 25). They claim that this can prove counter-productive as the idiomatic kind of language used by native speakers often represents an obstacle in intercultural communication. They define this obstacle as “unilateral idiomaticity” (Seidlhofer, 2004, p. 220). Gnutzmann (2000, p. 358) further claims that this “may be harmful to the success of communication, if the participants do not share a similar linguistic repertoire”. Smith (1992) suggests that language teachers should expose learners to different varieties of English to raise their awareness, indicating that being familiar with the different varieties of English provides convenience for the listener to comprehend the speaker. He claims that “understanding is not speaker - or listener – centred but is interactional between speaker and listener” (p. 76). This suggests that understanding (i.e. intelligibility, comprehensibility, and interpretability) may not only relate to pronunciation. Since the interaction is a complex process, it is necessary for language teachers to consider other dimensions of communication - such as culture, attitudes, and outlook of interlocutors - in international interaction other than accents of English users. Therefore, ELF teaching needs to consider different varieties of English as well as multicultural aspect of international communication.

Indicating that English is an international language in a sense that it does not represent one or two life styles but it represents multiple perspectives, Kachru (1992) proposes a

paradigm shift attitudinally and methodologically, and suggests teaching 'World Englishes' to advanced students and training professionals for which he provides a guideline to teachers.

According to his guidelines, teachers need to:

- a) give sociolinguistic profile of English in the world;
- b) expose students to different varieties of English;
- c) emphasize functional validity of varieties of English, while teaching one variety;
- d) expose students to constructive pragmatics within and between varieties.

Alptekin (2002) also claims that the traditional pedagogical model based on the native speaker-based notion of communicative competence fall short of providing sufficient guidance for ESL program implementations. Stressing the unique status of English as an ELF, he suggests that this model with its standardised native speaker norms is not responsive for native-nonnative and nonnative-nonnative communication needs, failing to reflect the lingua franca status of English and limiting teacher and learner autonomy. He indicates that a new pedagogical model that would accommodate the case of English as a means of international and intercultural communication is needed. According to him, in this model successful bilinguals with intercultural insights and knowledge should serve as pedagogical models as in ELF, international communicative competence should be developed among ELF learners by equipping them with linguistic and cultural behaviour which will enable them to communicate effectively with others, the ELF pedagogy should be appropriate globally as well as locally, instructional materials and activities should involve international and local contexts, and instructional materials and activities should have suitable discourse samples pertaining to native-nonnative speaker interactions as well as non-native-nonnative speaker interaction.

3.3. Intercultural competence

3.3.1. Definitions and concepts associated with intercultural competence

One dimension that needs to be considered as an essential factor that is inseparable from ELF communicative competencies is IC. Although much of the studies concerning IC have been conducted in various fields and IC has been defined differently according to interpretations of the researchers (Hoskins & Crick, 2010), a lot of recent studies in the area focuses on IC as an essential element of global culture, global citizenship, and global communication skills and their development, and thereby, as an inseparable aspect of ELF and the development of ELF skills.

In their report prepared for the Council of Europe, Barret, Byram, Lázár, Mompoin-Gaillard, and Philippou (2013) state that the first step of understanding IC requires identifying a number of related concepts, which include the concepts of “identity”, “culture”, “intercultural encounter” and “competence”. According to them, “identity” refers to “a person’s sense of who they are and the self-descriptions to which they attribute significance and value. Most people use a range of different identities to describe themselves, including both personal social identities” (p. 5). They state that “culture” is not an easy term to define due to the fact that cultural groups are always internally heterogeneous groups that cover a range of diverse practices and norms that are often challenged and change over time, and are enacted by individuals in personalised ways; however, distinctions can be drawn between the material, social and subjective aspects of culture. They define “intercultural encounter” as a situation where an individual encounter with another/others that have different cultural affiliations. Such encounters may take place face-to-face or through social or communication media. They indicate that in their definition of IC the term “competence” refers to “a combination of attitudes, knowledge, understanding and skills applied through action in any

relevant situation”, instead of referring merely to a matter of skills which are applied in a given context. Therefore, according to them, IC is “a combination of attitudes, knowledge, understanding, and skills applied through action which enables one, either singly or together with others, to understand and respect people who are perceived to have different cultural affiliations from oneself to respond appropriately, effectively and respectfully when interacting and communicating with such people; establish positive and constructive relationships with such people; and understand oneself and one’s own multiple cultural affiliations through encounters with cultural ‘difference’” (p. 7).

Originally, the main focus area of IC emerged in the 1950s, 1960s and 1970s from the research efforts of finding remedies to cross-cultural communication problems experienced by westerners working abroad that hindered collaboration between people from different backgrounds (Sinicrope, Norris, & Watanabe, 2007). Since the late 1970s and 1980s, the research scope in IC has been expanded over a wide spectrum ranging from international education to permanent residency in foreign countries. The research purposes also range widely, from selection of appropriate participants for sending abroad to cross-cultural mediation to the determination of learning outcomes associated with a variety of educational experience. As the focus and purpose of IC has expanded, approaches to its descriptions and assessment have also evolved from short attitude and personality surveys to more complex behavioural assessments, self-assessments, performance assessments, portfolio assessments, and others.

In a broad sense IC can be defined as “a complex of abilities needed to perform effectively and appropriately when interacting with others who are culturally and linguistically different from oneself” Fantini (2006). Although there has been a variety of more or less related terms used in the literature by different researchers to describe IC, which also include intercultural understanding, such as “interpersonal communicative competence”

(Ruben, 1976), “transcultural communication”, “cross-cultural adaptation” (Kim, 1993), “cross-cultural competence”, “intercultural sensitivity” (Bennett, 1993), “intercultural effectiveness” (Stone, 2006, p. 338), “intercultural competence” (Deardorff 2006, p. 247), “intercultural literacy” (Heyward, 2002, p. 10), “global citizenship” and “global competence” (Hunter, White, & Godbey, 2006, p. 270), there has been scant consensus on how concepts related to IC should be defined (Deardorff, 2006; Freeman, Treleavan, Ramburuth, Leask, Caulfield, Simpson, ...Sykes, 2009; Stier, 2006). Although what they all try to account for is the ability to step beyond one’s own culture and function with other individuals from linguistically and culturally distinct background, Deardorff (2006) argues that the differences in the use of terminology and the lack of specificity in the definition of IC is caused by the difficulty of identifying the specific components of the concepts attributed to IC.

Stone (2006) suggests “intercultural effectiveness” arguing that it covers a similar range of competences to IC that is “the ability to interact with people from different cultures so as to optimise the probability of mutually successful outcomes” (p. 338). In identifying the components of IC, Deardorff (2006) documented an outcome-based definition that that was approved by consensus amongst IC scholars in her study. In her study IC was defined as “the ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills and attitudes” (p. 247).

Heyward (2002) uses the term “intercultural literacy” as referring to “understanding, competencies, attitudes, language proficiencies, participation and identities necessary for successful cross-cultural engagement” (p. 10). Heyward’s proposes that his term “first conceives of literacy as including competencies, attitudes and identities and addition to understandings, and second it suggests a literacy that crosses cultural boundaries (p.10).

Hunter, White, and Godbey (2006) indicate that “global competence” refers to “having an open mind while actively seeking to understand cultural norms and expectations of others,

leveraging this gained knowledge to interact, communicate and work effectively outside one's environment" (p. 270). They also suggest that the lack of agreement on the definition of, or knowledge, skills, attitudes and experiences necessary for global competence has resulted in the design and implementation of educational programs that lack a sound research foundation, and that a working definition has to be formulated within a specific context so that it can be customised according to the mission of the university.

Based on the study in the field of language and communication, Crichton and Scarino (2007) state that students' intercultural competencies "can be seen in terms of enhancing their capacities to work with their own and others' language and cultures, to recognise knowledge in its cultural context, to examine the intercultural dimension of knowledge applications, and to communicate and interact effectively across languages and cultures" (p. 19-20). They indicate that their definition focuses on how intercultural awareness is developed, assessed and evaluated at sites of intercultural interaction. Interaction is identified as the linguistic and cultural means of the development of intercultural competencies.

Treleavan, Freeman, Leask, Ramburuth, Simpson, Sykes, and Ridings (2007, p. 9) state that "IC is a dynamic, interactive and self-reflective learning process involving staff and students with the potential to transform values, skills and knowledge. Based on the same view, a more detailed definition was proposed by Paige, Jacobs-Cassuto, Yershova, & DeJaeghere (2003) who define IC as a "dynamic, on-going, interactive self-reflective learning process that transforms attitudes, skills and knowledge for effective communication and interaction across cultures and contexts."

The literature indicates that IC and related skills can be interpreted as the abilities to behave and communicate effectively and appropriately in multicultural settings, suggesting that the development of IC skills involves an on-going learning process that involves interpretation, self-reflection and negotiation which gradually transform one's attitude,

knowledge and skills towards cultural differences in which language functions as a means of interaction and communication to facilitate its development.

Sinicrope, Norris, & Watanabe (2007) suggest that foreign language and study abroad programs play a significant role in offering students the opportunity to develop their ICs; and that the acquisition of such competencies may be vital not only for individual enrichment and communicative proficiency, but also for equipping future educators, professionals, and leaders with the skills necessary for the promotion of successful collaboration across cultures.

The expansion of the research scope and purposes based on an extensive body of varying research and theoretical writing that have attempted to describe, define and measure IC resulted in the development of a number of theoretical frameworks for it.

3.3.2. Theoretical frameworks used for understanding and assessing intercultural competence

One of the earliest frameworks was Ruben's framework known as the conventionalization and measurement of intercultural communicative competence (Ruben, 1976). Ruben's approach was based on linking the gap between what individuals know to be interculturally competent and what they actually do in intercultural situations. He suggests (as cited in Ruben & Kealey, 1979, pp. 19-20) that it is uncommon for individuals to have comprehensive knowledge of the theories of cross-cultural effectiveness, possess the best of motives, and be sincerely concerned about enacting his/her role accordingly, and yet be unable to demonstrate those understandings in his/her own behaviour; and therefore, he argues, that to understand and assess individuals' behaviours, it would be necessary to employ "measures of competency that reflect an individual's ability to display concepts in his behaviour rather than intentions, understandings, knowledges, attitudes, or desires" (p. 337). He suggests that observing individuals in situations similar to those for which they are trained

or selected would provide information for their performances in similar future situations. Based on the literature and his own findings, he identified seven skills as being essential to cross-cultural adaptation which are used as the measurement areas in the assessment of IC: display of respect, interaction, orientation to knowledge, empathy, self-oriented role behaviour, interaction management, and tolerance for ambiguity.

Based on their experiences in the European context, Byram (1997) and Risager (2007) have developed a multidimensional intercultural model. Byram's model comprises five factors within which the skill sets are subcategorized as IC factors for the identification and assessment. These factors are attitude, knowledge, interpreting and relating, skills of discovery and interaction, and critical culture awareness. Risager's model uses Byram's theoretical foundation and proposes an extended conceptualization of IC. Claiming that her model to be broader in scope, she suggests that an IC model should include the broad resources an individual possesses as well as the narrow competencies that can be assessed. However, the ten elements she outlines are largely concerned with linguistic developments and proficiencies which are:

1. Linguistic (linguastructural) competence
2. Linguacultural competences and resources: semantics and pragmatics
3. Linguacultural competences and resources: poetics
4. Linguacultural competences and resources: linguistic identity
5. Translation and interpreting
6. Interpreting texts (discourses)
7. Use of ethnographic methods
8. Transnational cooperation
9. Knowledge of language as critical language awareness, also as a world citizen

10. Knowledge of culture and society and critical culture awareness, also as a world citizen.

(Risager, 2007, p. 227)

Using these foundations and combining the existing theories of IC, Byram and other European researchers such as Kühlmann, Müller-Jackier and Budin (Sinicrope, Norris, & Watanabe, 2007) have collaborated to develop a multidimensional framework, which consists of two sets of dimensions, one for the assessor and one for the examinee, with three skills for each dimension: basic, intermediate, and full. From the assessor's point of view IC consists of 6 different dimensions: tolerance for ambiguity, behavioural flexibility, communicative awareness, knowledge discovery, respect for others, and empathy. From the examinee's point of view IC consists of three dimensions: openness, knowledge, and adaptability. Differing from Rubin's earlier framework, these European-oriented frameworks stress acquisition of proficiency in the host culture, moving well beyond the ability to interact respectfully, non-judgementally, and effectively with the host culture.

A different model of IC, known as Bennett's Developmental Model of Intercultural Sensitivity, has been widely discussed, researched, and explored in the North American context in recent years (Bennett, 1993; Hammer, Bennett, & Wiseman, 2003; Paige, Jacobs-Cassuto, Yershova, & DeJaeghere, 2003). Developed on the basis of research in the 1970's and 1980's, Bennett's model is considered to be dynamic in that its focus is directed towards explaining how individuals respond to cultural differences and how their responses evolve over time. The model consists of six stages grouped into three ethnocentric stages (the individual's culture is the central worldview) and three ethnorelative stages (the individual's culture is one of many equally valid worldviews). The former group consists of the denial, defence, and minimization stages, and the latter consists of the acceptance, adaptation, and integration stages. Although Bennett's model does not describe the role of communication in

the development of IC explicitly, it refers to communication as a developmental strategy, especially in the ethnorelative stages during which participants become eager to apply their knowledge of cultural differences to face-to-face communication after moving out of the acceptance stage.

Arguing that previous IC models have been subjective and limited by the cultures of the individuals involved in their conceptualization and assessment, Arasaratnam and Doerfel (2005) developed a new, culture-wide model known as a Culture-Generic Approach to IC. Their model emerged from their work in which they used a bottom-up approach method of identifying the themes and dimensions, instead of imposing factors and dimensions as in the previous models. To identify these themes and dimensions they conducted a semantic network analysis of interview transcripts.

Gudykunst (1993, 1998) argues that individuals experience anxiety and uncertainty when interacting with foreign cultures, and that therefore they need to develop the ability to manage their anxiety consciously for cross-cultural adaptation. His Anxiety/Uncertainty Model conceptualizes identifying and focusing on the source of anxiety which include concept of self, reaction to host culture, situations, and connections with the host culture. However, in Kim's Integrative Model (1993) cross-cultural adaptation is conceptualised as an integrative process, in which the individual is dynamic, "never a finished product but, instead in the business of growing and maturing" (p. 173). Comprising six different dimensions, which include communication competence, social communication, environment, predisposition, and intercultural transformation, Kim's model is based on the assumption that individuals who experience cross-cultural adaptation undergo stages of acculturation (acquiring the elements of the host culture) and deculturation (unlearning elements of the old culture) in a cyclic pattern of stress-adaptation.

Ting-Toomey's Negotiation Model (1993) focuses on three factors that contribute to cross-cultural adaptation: cognitive, affective, and behavioural. According to her when individuals are faced with foreign or unfamiliar settings these factors "contribute to effective identity negotiation and outcome attainment processes" (p. 106) and enable them to interact with strangers.

All of these models offer comprehensive insights into the factors that may be relevant to learners' IC development; however, none of them has led to the development of assessment for estimated levels or degrees of IC (Sinicrope, Norris, & Watanabe (2007). Although there is no complete agreement on the definition of IC between any of these models, a recent study conducted by Deardoff applied both survey and Delphi methods to bring a range of intercultural experts, scholars and administrators to encapsulate the many perspectives on IC into a single consensus definition that could serve as the compromising basis and starting point for future IC development attempts and purposes (Deardorff, 2006).

3.3.3. Deardorff's model of intercultural competence development

The model was developed through identifying the aspects on which the experts reached consensus, and then being categorized and placed into a model (Figure 1) that lends itself to understand and to further the development of measurable outcomes. In brief terms, the model defines IC as "the ability to interact effectively and appropriately in intercultural situations, based on specific attitudes, intercultural knowledge, skills and reflection" (Stiftung, 2006, p. 5). The model describes IC as a process orientation that is organized at two levels or stages - an individual level and an interactional level, each containing separate steps. At the individual level, the first step requires one to possess the attitudes of respect, value for other cultures, openness, ability to withhold judgments, and curiosity to discover while tolerating ambiguity. The second step requires one to develop specific knowledge and comprehension

that would include cultural self-awareness, deep cultural knowledge, and sociolinguistic awareness. Consequently, to continually acquire and comprehend this kind of knowledge, one must possess the skills to listen, observe, evaluate, analyze, interpret, and relate. At the interactional level, this definition of IC distinguishes between two types of desired outcomes: internal and external. The internal desired outcomes demonstrating IC are an informed frame of reference change that would come through adaptability, flexibility, ethnorelative view, and enthusiasm. The external outcome desired from this process orientation is that all of these developmental gains are integrated holistically so that the individual demonstrates effective and appropriate communication and behaviour in an intercultural setting.

The model is process-oriented as its focus on internal and external outcomes of IC is being based on development of specific attitudes, knowledge, and skills inherent in IC. Given that these items are still broad, each item can be developed into more specific measurable outcomes and corresponding indicators depending on the context. The overall external outcome of IC is defined as an effective and appropriate behaviour and communication in intercultural situations, which again can be further detailed in terms of indicators of appropriate behaviour in specific contexts.

There are several key points to consider in this grounded-based model that have implications for IC development (Deardorff, 2006):

- IC is an ongoing process, and therefore individuals are to be given opportunities to reflect on and evaluate their own IC over time.
- Critical thinking plays a critical role in an individual's ability to acquire and evaluate knowledge.
- Attitudes (especially respect, openness, and curiosity) serve as the basis of this model and have an impact on all the other dimensions of IC development.

- As the ability to see from others' perspective is an essential dimension upon which there is a complete consensus by all the experts and in all IC models, developing a global perspective and the ability to understand other worldviews becomes an important consideration. This deep cultural knowledge involves a more holistic, contextual understanding of a culture, including the historical, political, and social contexts. Thus, any development of culture-specific knowledge goes far beyond the conventional surface-level knowledge of foods, greetings, customs, and so on.

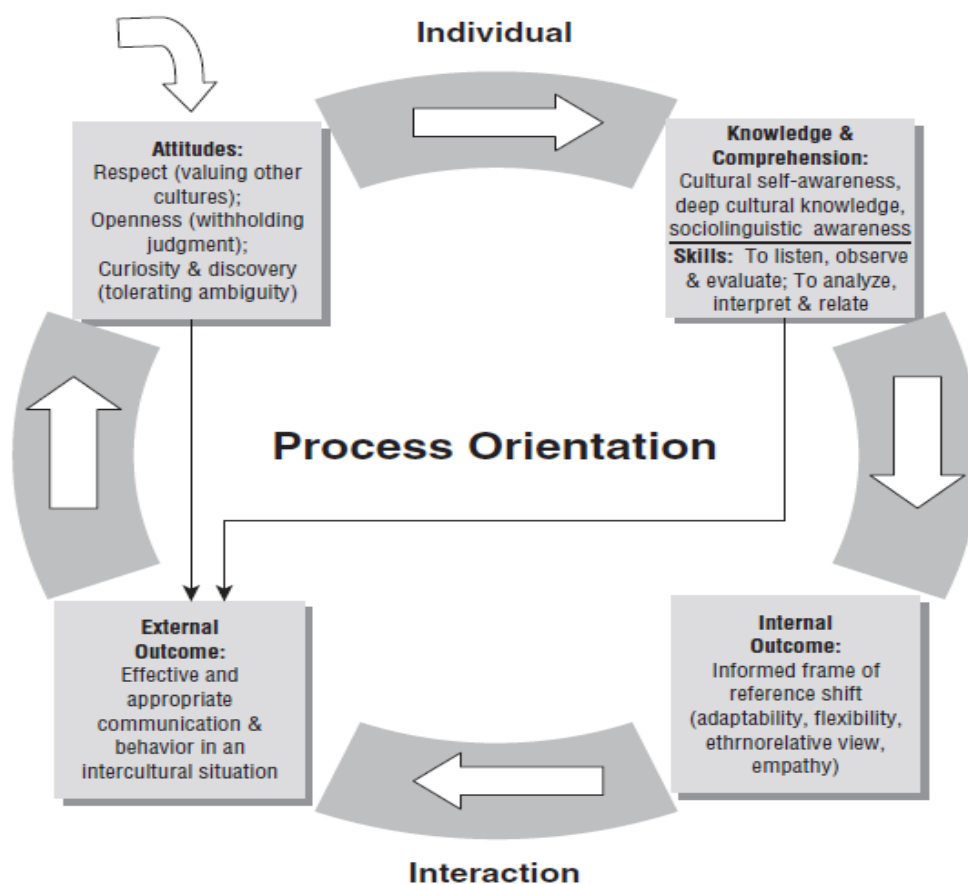


Figure 1: Process model of IC (Deardorff, 2006)

3.3.4. Intercultural sensitivity as an intercultural development indicator

Chen & Starosta (2000) stated that “successful intercultural communication demands the interactants’ ability of intercultural awareness by learning cultural similarities and

differences, while the process of achieving awareness of cultural similarities and differences is enhanced and buffered by the ability of intercultural sensitivity” (p. 6).

Bennett (1993) also indicates that intercultural sensitivity could bring interlocutors from rejection to integration in the process of the development of intercultural communication, effectively, cognitively, and behaviourally. Thus, people with intercultural sensitivity could develop dual identity and enjoy cultural differences by gradually overcoming the problems associated with denying or concealing the existence of cultural differences and attempting to conform to, and defend, their own outlooks, and moving to develop emphatic ability to accept and adapt cultural differences (Chen & Starosta, 2000, p. 6). Zhao (2002) also noted that intercultural sensitivity with intercultural effectiveness and cross-cultural adaptation could positively contribute to the capability of living and working successfully with people from different cultures.

Chen (1997) identified six components of intercultural sensitivity: self-esteem, self monitoring, open-mindedness, empathetic attitude, interaction involvement, and being non-judgemental. Barnlund and Nomura (1985) noted that one must face the challenge of understanding someone of different cultural background with sufficient margin of empathy, while empathy defined intercultural sensitivity.

The literature demonstrates that “the majority of the scholars who studied intercultural communicative competence and intercultural sensitivity have noted that the more intercultural sensitivity a person has, the more intercultural competent s/he can be” (Penbek, Yurdakul, & Cerit, 2009, p. 5). In their studies carried out on students from two different universities, they found higher levels of intercultural sensitivity proved a key to successful communication across cultures. Altshuler, Sussman, and Kachur (2003) indicated that gender and multicultural experiences could influence the level of intercultural sensitivity in a positive way as well as attending culturally related programs (Klak & Martin, 2003).

3.3.5. Applying IC development in ELF education

As the word “international” implies intercultural, IC plays a key role in ELF as well as in foreign language programs (Bayyurt, 2013), in which language and culture are traditionally treated as separate constructs (Byrnes, 2002; Crawford-Lange & Lange, 1984; Kramersch, 1993). While the traditional notion of communicative competence requires learners to learn the cultures of the native speaker’s norms, such an approach to culture teaching would not be appropriate for ELF teaching, which involves cross-cultural communication among speakers from different backgrounds.

McKay (2002) claims that “it cannot be assumed that the culture of any one particular country, especially an inner circle country, should provide the basis for cultural content when teaching ELF... and... that if one of the goals of using culture in ELF to help individuals interact in cross-cultural encounters, then merely knowing about a culture will not be sufficient to gain insights into how to interact in these encounters”, and argues that “one of the main reasons for using English as an lingua franca is to enable speakers to share their ideas and culture and also about how their own culture differs from others in cross-cultural settings” (p. 82), suggesting that rather than teaching the students all the cultures in the world would not be possible and that raising the students’ crosscultural awareness would be the best way. Kramersch and McConnell-Ginnet (1992) also indicate that the main focus of teaching based on intercultural teaching is on the target culture(s) as well as focusing on comparisons between the learner’s own country culture and the target country. This would enable students to develop a reflective attitude to the culture and civilization of their own countries.

Thus, educating students to use ELF means to accustom them to being interculturally sensitive; and to equip them with the ability of acting as cultural mediators, seeing the world

through others' eyes, and consciously using culture learning skills (Sen Gupta, 2002). Within this framework of intercultural learning, the learner is viewed as an "intercultural speaker", someone who "crosses frontiers, and who is to some extent a specialist in the transit of cultural property and symbolic values" (Byram & Zarate, 1997, p. 11). Deardorff (2006) suggests that a fundamental aspect of study abroad programs is adequate preparations of students in intercultural learning that occurs beyond declaring "it changed my life", indicating that adequate preparation means helping students gain an understanding of IC frameworks, vocabulary and concepts so that they can apply them to the learning before, during, and after the experience.

Hülmbauer, Böhringer, & Seidlhofer (2008) indicate that ELF users could achieve interpersonal sensitivity and cognitive flexibility by processes that would involve cooperation, accommodation and simplification strategies, the ability to signal non-understanding in a face saving way, lingua-cultural awareness, and open-mindedness. They claim that ELF studies do not only show us about characteristics of a particular development concerning the English language; they also show us to a great extent about general aspects of IC. Therefore, conducting ELF research on communication is significant for linguistic research beyond the specific of English. It provides insights into our understanding of language contact and change, as well as foreign language use; because it provides an interactive situation stripped of the isolated decoration of established turns of phrase in a particular community, focusing on the most significant aspects of human communication (Mauranen, 2005, p. 270).

This change in our perception of language contact, change and development has resulted in the shift in focus in the conceptualisation of language learners in the language teacher role. The primary purpose of ELF teaching is not to teach the linguistic code, instead teachers are expected to contextualise language use and focus on the acquisition of intercultural communicative competence; they are expected to mediate between the learner

and target cultures to achieve these goals (Bayyurt, 2012; Byram & Risager, 1999; Edelhoff, 1993). Therefore, in ELF teaching the teacher has to be equipped with knowledge, attitudes, competencies and skills in the areas such as cultural anthropology, culture learning theory, intercultural communication as well as having the enthusiasm and willingness of teaching IC, and knowing how to do it, as suggested in the Council of Europe's language teacher education policy promoting linguistic diversity and intercultural communication (Edelhoff, 1993; Willems, 2002).

Focusing on the significance of the teacher's role and the learner's perceptual change in ELF teaching, Bayyurt and Altınmakas (2012) reported that some significant changes were observed in the students' perspectives about native speakerism during the implementation of the ELF based oral and written communication course designed for an English Language and Literature undergraduate program in Turkey. They indicated that despite the students' rigid view of native-speaker forms being the ideal forms and emphasizing the primacy of learning these norms, their exposure to global varieties of English led to the recognition of the significance of mutual intelligibility, which also was reflected on the shift in their concepts of self and attitudes to other cultures. Emphasizing the significance of the teacher's role in the development of global culture through ELF, they reported that the students' initial stereotypical images were mainly stemmed from their high school education and their teachers' lack of knowledge about ELF. Such stereotypical attitude developed through all stages of English language teaching based on native speakerism is one of the main characteristics the Turkish education system (Bayyurt, 2006).

Research concerning outcomes related to foreign languages study or study abroad has been approached from the perspectives of pragmatic competence and language socialization (Agar, 1994; Schieffelin & Ochs, 1986) as well as learner motivation (Gardner & Lambert, 1972). Recently, an increasing number of study abroad programs are deliberately addressing

IC learning and integrating IC development throughout the program (Vande Berg & Paige, 2009). Study abroad assessments usually consist of a self-perspective inventory, direct evidence of student learning such as reflection papers, observations of students' interactions, and role plays. Parallel to these orientations, Deardorff (2006)'s process oriented model of IC development offers an ongoing IC evaluation and feedback focusing on the learner's progresses through their participation in these activities which also involve pretesting and posttesting along with program satisfaction survey during and after the program. Thus, it is the most appropriate model for ELF preparation which is based on the broadest consensus in terms of its broadness, its description of the concepts involved in the ELF skills development that are essential for global communication as it would use a range of indicators to focus on in an on-going process as to what extent IC is acquired throughout the learning processes. Such a model could support the development of context-specific evaluative indicators while also offering the basis for a general understanding of IC on the learner's part as well guidance on the ELF instructor's part.

3.4. Course design

3.4.1. Implications of international students' IC development needs for course design

One of the most commonly cited shortcoming concerning intercultural experience of study abroad learners is that students do not always achieve the benefits of study abroad due to their lack of prior training for an intercultural experience (Martin, 1989). A major report on the study abroad area by Carlson, Burn, Useem, and Yachimowicz (1990) state that study abroad programming should include the careful preparation and orientation of sojourners in order to avoid the impediments that might result from cross-cultural differences and lack of IC awareness, claiming that in order to understand how other cultures differ study abroad students should develop a good understanding of their

own cultural values and beliefs. Kohls (1998) indicates that IC training can help students become aware how culture affects one's perspective. In addition, Brislin and Yoshida (1994) suggest that training can help students in coping with the stresses experienced in cross-cultural encounters, overcoming cultural obstacles, and becoming more effective in cross-cultural situations. They maintain that cross-cultural training results in the acquisition of knowledge about the informal guidelines that make certain behaviour appropriate in cultures.

Other research results demonstrate that IC training and reflection contribute to development of intercultural awareness, skills, and attitudes in students. Laubscher (1994) suggests that study abroad training programs should include reflection on out-of-classroom learning, indicating that reflection on the experience of being "the other" is the main component needed for students to learn and understand cultural differences. The author recommends more systematic approach to teaching IC skills to achieve a greater success in out-of-classroom learning.

In her case study of the cultural adaptation learning process of a British student in Mexico, Bacon (2002) questions the legitimacy of a one-time pre-departure or on-site orientation for study abroad students. She maintains that mere competence in an area such as being fluent in a language is not sufficient to guarantee success. Stressing that not all individuals have the natural temptation to adjust to a different culture successfully, Lundy Dobbert (1998) asserts that universities have duties to prepare their study abroad students for their sojourn prior to their departure. La Brack (2004) states that the study abroad field now realizes the effectiveness of a well-designed preparation and orientation in maximising the participants' gains from their overseas experience to their immersion. Thus, a lot of research suggests that simply sending students on study abroad is not enough, but that providing students with sufficient IC knowledge and skills to get the

most out of their sojourns may be a more effective way of achieving the best outcome for them.

3.4.2. Needs analysis and course design

Needs analysis is significant in terms of its role in the development and implementation of language course (Munby, 1978). Iwai, Kondo, Limm, Ray, Shimizu, and Brown (1999) define needs analysis as activities that are involved in gathering information that will serve the basis of a curriculum that will meet the needs of a particular group of people. According to Johns (1991), also, needs analysis is the first stage in course design and it provides validity and relevance for all subsequent course design activities.

Munby (1978) in his work, *Communicative Syllabus Design*, introduced the Communicative Needs Processor (CNP), which places the learner's purposes in the central position within the framework of needs analysis; and the target, and in which the target needs and target level performance are identified by investigating the target situation. Munby's CNP model considers the variables that affect communication needs by organising them as parameters in a dynamic relationship to each other (Munby 1978, 32). The parameters specified by Munby are purposive domain, setting, interaction, and instrumentality.

Using this model, Hutchinson and Waters (1987) developed a comprehensive target situation analysis framework, which consists of a list of questions the analyst should find answers to. They suggest that the analysis of target situation needs is essentially a matter of getting answers to the questions about the target situation and the attitudes towards that situation of various participants in the learning process. Based on the Munbian model, these questions can be summarised as follows:

1. Why is the language needed? (Munbian purposive domain)

2. How will the language be used? (Munby's instrumentality)
3. What will the content areas be? (Munby's communicative event)
4. Where will the language be used? (Munby's setting - physiological and psychological)
5. When will the language be used?

West (1994) criticises Munby's model for its shortcomings related to its complexity, learner-centeredness, constraints, and language planning. He claims that its complexity is due to being systematic and comprehensive, which inevitably makes its instruments complex; its learner-centeredness makes its data collection being based on *about* the learner instead of *from* the learner; its constraints are considered after the needs analysis procedure instead of being considered before the needs analysis process; and it does not offer a procedure for converting the learner profile into a language system.

Hutchinson and Waters (1987) also state that Munby's model is too time-consuming to write a target profile for each student; that it considers only one viewpoint, i.e. that of the analyst, but neglects others; and it does not consider the learning needs and does not make distinction between necessities, wants, and lacks. Unlike Munby's model, the present situation analysis model developed by Richterich and Chancerel (1980) focus on the learner's competence concerning skills and language at the beginning of the course, instead of trying to establish what learners are expected to be like at the end of the language course. It estimates strengths and weaknesses in language, skills, learning experience at the beginning of the course.

Considering the shortcomings of the Munby's model, West (1998) proposed the "pedagogic needs analysis" model to compensate for the areas left due to strong emphases on target needs learner centeredness. The term 'pedagogic needs analysis' covers deficiency analysis, strategy analysis or learning analysis, and means analysis with a strong emphasis of data collection directed towards 'about the learner' and 'the learning environment'. Jordan

(1997) suggests that deficiency analysis is a way of covering from point A (present situation) to point B (target situation) by always focusing on the learning needs in mind, and that therefore it could form the basis of language syllabus because it could provide data about both the gap between present and target extralinguistic knowledge, mastery of general English, language skills, and learning strategies. He indicates that strategy analysis or learning needs analysis is concerned with the learners' perceptions of their needs, emphasising how they wish to learn instead of what they need to learn. West (1998) suggests that means analysis tries to investigate those issues that Munby's model exclude such as matters of logistics and pedagogy that led to debate practicalities and constraints in implementing needs-based language courses. Dudley-Evans and St. John (1998) indicates that one of the main issues means analysis is concerned with is an acknowledgement of that what works well in one situation may not work with another. They state that language syllabi should be sensitive to the particular cultural environment in which the course will be implemented. West (1994) lists five factors which relate to the learning environment and which should be considered by curriculum specialists if the course is to be successful: classroom culture, course staff, pilot target situation analysis, status of service operation, and study of exchange agents.

3.4.3. Designing an ELF syllabus for IC development

The most challenging area of an IC development syllabus based on ELF is deciding on the variety of English as an instruction medium that could be representative and responsive for all of the ELF users. Kirkpatrick (2007) indicates that "the many varieties of English that lingua franca speakers bring to any regional or international lingua franca interaction make it difficult to describe or codify a lingua franca model as such for the classroom" (p. 193).

Matsuda and Friedrich (2011) state that despite the broadness of academic attempts concerning the benefits and insights it provides for global communication, much of the

discussions on ELF and its pedagogical implications have remained at the abstract level. They claim that although the ELF research captures some pedagogical examples within the context of theoretical discussions in order to clarify the concepts to date, researchers in general have not engaged in profiling pedagogical ideas that are theoretically sound, informed by research, and at the same time specific enough to be useful in classes. They suggest that an ELF pedagogy concerning classroom instruction should conceptualise ELF as a function of English in international contexts rather than a variety to be used uniformly in all international encounters (Friedrich & Matsuda, 2010). They refer to three models from which an EFL course design could choose as an instruction model: an international variety of English, the speaker's own variety of English, and an established variety of English (Matsuda & Friedrich (2011).

The instructional model based on an international variety of English stemmed from the idea of "World Standard English" proposed by McArthur (1987). It presupposes having a set of rules or features that can be taught and assure that the learners will be successful in all feature encounters with other English users. It requires the course developer to mainstream and standardise the materials, simplify the assessment, and override the recognition of the messy reality multiple varieties of English coexist throughout the world. Scholars like Jenkins and Seidlhofer have made a lot of effort to try to describe features and identify the lingua franca core or set a set of pronunciation characteristics intended to achieve the kind of mutual intelligibility found in NNS-NNS interaction in ELF across a wide range of L1s (Jenkins, 2000, 2002, 2006b). Both scholars (Jenkins, 2006b; Seidlhofer, 2008) indicate that their effort is descriptive rather than prescriptive, which could serve as the basis for the establishment of a teachable international variety to be used in the classroom. Matsuda and Friedrich (2011) state that there are several problems associated with this approach indicating that proposing one or a limited set of specialised varieties of English for international use

would not reflect the reality of the use of ELF or the nature of language change, and that the selection of an English variety is context-dependant and therefore it is not possible to expect one unique variety to emerge in all ELF situations. As Canagarajah (2007, p. 925–6) puts it:

The form of this English [that is used as a lingua franca] is negotiated by each set of speakers for their purposes. The speakers are able to monitor each other's language proficiency to determine mutually the appropriate grammar, phonology, lexical range, and pragmatic conventions that would ensure intelligibility. Therefore, it is difficult to describe this language a priori. It cannot be characterized outside the specific interaction and speakers in a communicative context.

The model based on speakers' own variety of English foresees the possibility of teaching a variety that is the students' own. Hino (2009) explores this possibility in his attempt of developing an alternative model of “the teaching of English as a de-Anglo-Americanised international language” (p. 107), and claims that learners in the Expanding circle could express their indigenous values through their own version of English just as the English users of the Outer Circle have localized English from the Inner Circle to better serve their communication needs, suggesting that, for example, Japanese could use Japanese English and Brazilians could use Brazilian English in the ways Singaporeans and Indians use their own localised varieties. However, Matsuda and Friedrich (2011) indicate that this model falls too short to provide any comprehensive account of purposes and functions which would better serve a local Expanding Circle variety. As Hino (2009, p. 108) affirms in his focus exclusively on Japan:

Japan has so far been largely unsuccessful in identifying their original production models in terms of specific linguistic features. As the...EIL [English as an International Language] philosophers Kunihiro put it in several of his lectures around the year 2000, “there are many samples, but no models.” Indeed, Japan has a number

of skilled users of English whom learners can turn to as a reference, but at the moment, there are still no systematic and comprehensive production models available for them.

The model based on an established variety of English is consistent with the current reality of Englishes and more responsive and implementable in various contexts. This model requires the selection of one of the established varieties as the dominant instruction medium and the exposure of learners to other varieties of ELF depending on their needs and the program's purposes. Matsuda and Friedrich (2011) state that the term "established variety" is used to refer to English varieties that are codified, and are used for a wide-variety of communicative functions so that learners could do what they need or want to do in English. They indicate that it does not necessarily refer exclusively to an Inner Circle type of English; it also covers the Outer Circle established varieties such as Indian and Singaporean Englishes as well as Expanding Circle varieties, if and, whenever they could become established. When one or several varieties are presented as the medium of instruction, learners should be made aware that in learning ELF they become part of a global ecosystem of language in which different cultures interact. They indicate that the dominant instructional model(s) of an ELF course should be chosen according to the goal of the course and the needs of the students. Suggesting that the most appropriate medium of instruction for an ELF program for learners from the same region or country should be based on the established variety that is dominant in these areas as they would be consistent with the learners' background in English, they suggest that as English classes in the Expanding Circle countries are predominantly held in American or British English ELF curricula in these countries should adopt one of them as the instructional model. However, they argue that the selection of an instructional variety should be made locally and individually, and the curricular design should consider contextual factors such as teacher's background, local attitudes towards ELF varieties, and the availability of the

materials. They suggest that no matter which variety is chosen as the dominant instructional model, learners should be made aware that they are learning just one of many different ELF varieties warning that the learners might form a false impression that it is the only correct variety. Matsuura, Chiba, & Fujieda (1999) suggest that this impression is not just inaccurate; it could also have negative effects on students' attitudes toward other varieties of English and on their confidence in successful communication involving multiple varieties. Smith & Nelson (2006) indicate that such an impression could also undermine the learners' abilities to interpret interactions in various Englishes correctly.

There are various ways of increasing students' awareness of ELF varieties (Matsuda & Friedrich, 2011), which include students' exposure to different ELF varieties through teaching materials; facilitating communication between learners and other ELF users by the recruitment of teachers from all the three circles or invitation of guests with different cultural backgrounds; and by making ELF related issues a lesson focus. Rather than relying exclusively on textbooks and CDs accompanying them, teachers can supplement them with textual and audio-visual samples of other varieties of ELF. Differences in vocabulary, grammar, and usage can also be presented through media texts and other written materials. Students can be provided opportunities to interact with English users of other ELF varieties from various cultural and linguistic backgrounds. For example, program administrators could recruit teachers or invite guests from all the three circles and different backgrounds to ensure learners' exposure through interaction. Students' meta-knowledge about ELF could also be increased by making it a lesson focus in the course syllabus (Honna, Kirkpatrick, & Gilbert, 2001).

Kirkpatrick (2007) suggests that a lingua franca approach based on cross-cultural communication could benefit both students and teachers in many ways. He indicates that such an approach would need a curriculum which should include three strands. First, students

should be alerted which linguistic features would cause mutual intelligibility problems; second, the curriculum should focus on how cultures differ and implications of such differences for cross-cultural communication; third, students should be taught communication strategies that would be supportive in cross-cultural interactions.

Matsuda and Friedrich (2011) indicate that as the spread of English has broadened the definition of 'English-speaking culture' and suggest that ELF programs' cultural content should be expanded beyond the traditional content of English courses provided in the Expanding-circles, which traditionally focuses just on American and British culture. They identify three cultural dimensions within which ELF cultural syllabus contents can be arranged and developed:

- I. Given the ELF's function worldwide, awareness of issues that are shared by the global society is important. Topics such as world peace and disarmament, environment conservation and climate change, and human rights and racism could provide appropriate content for reading, class discussions and course assignments.
- II. Learners should be familiarised with the culture(s) of their future interlocutors who could be from the Inner, Outer, or Expanding Circle. It is obvious that it would not be possible to establish familiarity with every single country in the world and culture within each of them, learning about several countries and regions from each circle will contribute to their visions and realizations of the wide diversity and variation that exist among English speaking countries.
- III. The improvement of ELF learners' knowledge of their own culture and the ability of sharing it with outsiders is just as important as learning global culture and the cultures of future interlocutors. The purpose of using English is not solely to learn from others, instead its goal is also to establish and maintain a mutually respectful

relationship with others, which requires the ability of perceiving and analyzing the familiar with an outsider's perspective.

Along with the cultural component, strategic competence as a contributory factor to communicative competence (Canale & Swain, 1980; Savignon, 1997) is also an essential instructional content of an IC development syllabus. Savignon (1997, p. 278) states that “the effective use of coping strategies to sustain and or enhance communication” and to compensate for linguistic and other limiting factors contribute to successful communication. The enhancement of the ability to negotiate meaning and overcome communication difficulties is particularly important in the ELF domains where each person brings in their own linguistic and cultural background to approach communication. Misunderstandings are an inevitable reality of ELF communication as it involves different nationalities, and different linguistic and cultural backgrounds. Even if all participants of the conversation genuinely try to achieve successful communication they do occur; and therefore, an ELF IC development syllabus needs to focus on strategic competence skills to provide ample practice opportunities for learners in the classroom to equip them with various communicative strategies and to prepare them to cope with possible misunderstandings and communication problems posed by ELF communication.

Matsuda and Friedrich (2011) indicate that some of the strategies, including those involving the use of mother tongue, that enable students to supplement or make up for stilldeveloping linguistic skills are particularly important in ELF communication. These strategies are the ability to derive meaning from the context; to paraphrase, engage in circumlocution, and summarize, to inquire and ask for clarification of meaning; to aid verbal communication through non-verbal communication; to display cultural sensitivity; and to avoid culturally specific expression and to use them effectively with proper glossing or explanation. They state that it is not always possible to realize to what extent certain

linguistic and pragmatic expressions are culturally-embedded until miscommunication occurs; and therefore, they suggest that the preparation for miscommunications such as knowing how to address it, preventively and responsively, is important for successful intercultural communication.

In fact, research has shown that some of the strategies used in intercultural communication are culture-specific. House (2003) has demonstrated that English learners from different countries effectively use pragmatic strategies seen appropriate in their own cultures to achieve successful communication in their interaction with people from other countries. As Canagarajah (2007, p. 925) states:

Participants... “do their own thing,” but still communicate with each other. Not uniformity, but alignment is more important for such communication. Each participant brings his or her own language resources to find a strategic fit with the participants and purpose of a context.

Therefore, an ELF IC development syllabus also needs to consider the significance of equipping students with, and raising consciousness of, linguistic and strategic repertoire that they can draw from. ELF learners have to be aware of the fact that communication is a two-way activity, that making one’s own message clear and trying to understand others is not the only responsibility of the speaker and that everyone is responsible for overall successful communication, whether or not communication is international.

CHAPTER 4

METHODOLOGY AND PROCEDURES

This study intended to investigate IC development needs of government-sponsored Turkish international graduate students who were to undertake studies in English L1 countries during their preparation prior to their sojourn, and to design a course syllabus that could develop sufficient IC skills in them prior to their sojourns. In particular, it explored how IC development is necessary for successful communication in ELF domains and how it could contribute to their interaction with people from other cultural and linguistic backgrounds. It also examined the learners' perspective of the course and its contribution to their IC development.

The present study was guided by three research questions:

1. What are the IC needs of government-sponsored Turkish international graduate students who are prepared to undertake studies in English L1 countries?
2. To what extent government-sponsored Turkish international graduate students' IC sensitivity was changed by the implementation IC development syllabus?
3. What are the opinions of government-sponsored Turkish international graduate students of the IC development instruction they received prior to their sojourn?

As explained in Chapter 1, the present study was accomplished by using the social constructivist approach rooted in the sociocultural theoretical outlook. First the areas of the research were identified within the scopes of the research questions. Next, the research design, participants, instruments, and the piloting of the quantitative instruments were described. Then, data collection and analysis procedures were discussed.

The first research question explored the IC development needs of government-sponsored Turkish international graduate students who are prepared to undertake studies in English L1 countries. The impetus for this question came from the proposition by Deardoff

(2006), and intercultural sensitivity and ELF literature that intercultural sensitivity and IC are the foundation of the ability to participate in cross-cultural interaction and that the development of the ability as such requires conscious attention and training. Thus, identifying specific intercultural focus areas within the wide-range of ELF varieties, and examining the intercultural experience of sojourners who have not undertaken an IC development course are necessary for the development of an appropriate IC development course. The answer to the first question also provided guidance for the IC development course design. This included an essential dimension of the second and third research questions, which investigated the extent of Turkish international graduate students' IC sensitivity change caused by the implementation of the course, and their opinions of the IC development instruction they received prior to their sojourn respectively. In order to establish certainty regarding these questions, it was necessary to examine the effects of the course by addressing the views of those who had undertaken the course, and to compare the intercultural sensitivity levels of those who had undertaken the course and those who had not undertaken it.

4.1. Research Design

Using a mix design data collection method that combined quantitative and qualitative data collection instruments this case study seeks to investigate two major issues in an attempt to answer the three research questions stated above. Therefore, the research design was based on two phases of data collection intended to accomplish the investigation in two major areas of this research: needs analysis and syllabus design.

The first phase of data collection consisted of interviews with administrators and instructors of the program, video-clip responses and e-mail interviews with students who had enrolled and completed the program, and needs and attitude analysis questionnaire responses

and intercultural sensitivity scale questionnaire responses of students who were about to take the program.

The second phase of data collection, which was accomplished upon the implementation of the syllabus, consisted of field notes taken during each instruction session focusing on the instruction topics; students' written evaluation of each session expressing their opinion on the benefits and shortcomings of the instruction received; and intercultural sensitivity scale questionnaire (similar to the one given during the first phase of data collection) responses of the students upon completion of the preparatory program.

4.2. Participants

The data in the present study was collected from the following participants:

- *Government-sponsored Turkish international students who had completed an English preparatory program at Marmara University to pursue their studies in the U.S. and U.K. during the Spring 2013 academic term:* Their ages ranged from 23-27. 9 of these students volunteered to participate in a set of videoclip responses prior to their departure, and 25, to participate in e-mail interviews, an overwhelming majority of whom, 19 responded the e-mail interview questionnaire from the U.S., with 5 from England, and one from Canada.

- *Government-sponsored Turkish international graduate students who attended an English preparatory program at Marmara University during the Spring/Summer 2014 academic term to pursue their studies in the U.S. and U.K.:* Their ages ranged 23-28. 30 of them, 21 males and 8 females, filled the Demographic Questionnaire, Needs and Attitude Analysis Questionnaire, and the Intercultural Sensitivity Scale Questionnaire in the beginning of the academic term. 19 of them divided into two B2-level classes. One of them was used as

the experimental group which consisted of ten students who undertook the IC development course during which the field-note data collection was accomplished, and the other was used as the control group with 9 students to demonstrate the effect of the course by comparison. 7 of them were at the age of 23, 7 of them 24, 5 of them 25, 5 of them 26, 2 of them 22, 2 of them 27, and 1 of them 28. All of the participants undertook their primary and secondary education at state schools, and they all graduated from state universities. The participants varied significantly in their majors with a large proportion (17) having graduated from various areas in engineering, 3 in public administration, 3 in international relations, 2 in psychology, 2 in education 1 in economics, and 1 in anthropology. They were prepared to undertake their graduate programs in English L1 countries with 16 in the U.S., 11 in the UK, and 2 in Canada. An overwhelming majority (21) of the participants had never been to another country; 3 of them stated they had been abroad for 1 month, 1 for 2 months, 1 for 3 months, 1 for 4 months, 1 for 6 months, and 1 for 18 months. As for their countries of journey they stated that 1 of them had visited the U.S., 2 of them Middle-East countries, and 5 of them European countries. They varied considerably in the length of instruction received in English, which ranged from one month to 16 years (Table 4). An overwhelming majority of them, 23, considered their level of English to be *medium*, with 5 of them considered it to be *low* and only one believed it to be *advanced* (Table 5). The number of those who self-assessed their levels to be *medium* within the five skill areas was higher than those who assessed their levels to be *poor* or *very poor* (Table 6). The frequency of the participants' use of English out of school was very low. According to their responses 5 of them *never*, 13 *rarely*, and 3 *sometimes* used English out of school. Despite the accessible context offered by the Internet and other electronic media for the use of English, only 2 of the participants stated that they benefited from the Internet and only 3 used it rarely for daily communication with friends and teachers. Only 1 of the participants had taken the TOEFL exam whose score was 62 while 2

had taken the IELTS exams whose scores were 6.5 and 5. 7 of them had taken the English KPSS exams (Foreign language exams required for public sector recruitment) whose scores ranged from 32 to 71 (Table 7). 12 of them had taken the English YDS exams (Foreign language exams required for graduate study enrolment) in which 3 of them scored below 30 and the rest scored between 50 and 70 (Table 8).

Table 4

*Number of years instruction received
in English*

Length of Instruction	Number of participants	Percent
0.08	2	6,9
0.17	1	3,4
1	1	3,4
2	2	6,9
2.25	1	3,4
3	1	3,4
4	1	3,4
5	1	3,4
6	2	6,9
7	1	3,4
9	1	3,4
10	5	17,2
12	2	6,9
13	1	3,4
14	1	3,4
15	2	6,9
15.17	1	3,4
16	1	3,4
Missing	2	6,9
Total	29	100,0

Table 5

Participants' self-assessments of their English level

Level	Number of participants
Advance	1
Medium	23
Low	5
Total	29

Table 6

Participants' self-assessments of their skills in English

	Speaking	Reading	Writing	Listening	Grammar	Vocabulary
Very poor	5	3	2	3	3	3
Poor	10	1	7	8	-	7
Medium	12	12	14	11	18	13
Good	2	12	6	6	7	6
Very good	-	1	-	1	1	-
Total	29	29	29	29	29	21

Table 7

Participants' KPSS scores

KPSS Score	Number of participants
32.25	1
32.5	1
49	1
53	1
58	2
71	1
Missing	22
Total	29

Table 8

Participants' YDS scores

YDS Score	Number of participants
27	1
27.5	1
28	1
52	1
55	1
56.25	1
56.28	1
60	2
61	1
62.5	1
70	1
Missing	17
Total	29

- *Administrators/instructors who have participated in the development and implementation of English preparatory programs offered for Turkish international graduate students: 3 administrators, 1 male and 2 female, participated in the study. They had been working also as instructors in the preparatory programs. They all had more than 15 years of experience and completed graduate studies in English language education.*

4.3. Instruments

The Turkish versions of the following research instruments, which were presented in the sequential order within the two-phase of data collection stated above, were used in order to investigate the research questions:

- *Demographic Questionnaire (DQ)*: Based on Bayyurt (2009) and consisting of 17 items, this questionnaire gathered data about students' educational background in general with special emphasis on their learning and experience in English (Appendix A). Students entered their normal demographic information such as name, gender and age (Items 1-3). Students were asked to enter whether they undertook their primary, secondary and advanced education at state or private or other kind of institutions (Items 4-7); which faculty and department they graduated from; and where they would pursue their graduate programs and what they would study during their sojourns (Items 8,9). To gather information on their background in English they were asked whether they had been abroad, their reason and length of stay, and length of their English learning experience (Items 10,11); their own perception of their skills in English (Items 12,13); and how frequently and where they use English outside their classes (Item 14). Finally, they were asked what level they are in their current preparatory program, in which class they are, and the English language exams they had taken in the last five years and their scores (Items 15-17). As the demographic questionnaire was developed from its original version in Turkish, it did not require any translation for the purpose of data collection, though it was translated into English for an academic presentation.

- *Videoclip responses questionnaire*: This questionnaire was administered to the participants upon watching each of the 6 video-clips asking them to write down their opinions about four areas of each of the video-clip content in responses to four questions (Appendix B), all of which started with "*Please write down your opinion about the video-clip you have just watched in terms of*" and each of which was completed by focussing on a different dimension: a) *understanding what was talked about*; b) *the cultural features of the person(s) presented in the clip*; c) *whether or not, and if yes why, you would have any difficulties in having a conversation with the person(s)*; and d) *what you would do if you did not understand*

the person(s) in the clip. The participants' responses to the videoclips (Appendix C) were analyzed and discussed in terms of the five main factors used as the assessment criteria in the ISS to identify the participants' IC development needs in the ELF context prior to their sojourn to English L1 countries. The video-clips were downloaded from Youtube, and they were presented to 9 participants who volunteered to participate in the study upon completion of the preparatory program prior to their sojourn. Each of the videoclips had a different speaker talking to an audience and using a different dialect of English peculiar to the linguistic contexts of the U.S. and the U.K. The contents of the video-clips were as follows:

Videoclip 1: Young man speaking BVE (Black Vernacular English) using ordinary daily language on a stage and criticising the Democrats' policies on social insurance, health services, oil importation and sending troops to Iraq;

Videoclip 2: Young man with a Scottish accent, using ordinary daily language on a stage comedy program comparing Australia's sandy beaches with rocky Scotland coasts in a funny tone;

Videoclip 3: Indian male student talking about the reason why he chose to pursue his graduate studies in Ireland;

Videoclip 4: Mexican girl, who has just moved to Mississippi, talking about why she is trying speak English instead of Spanish referring to the importance of English for her own future and career;

Videoclip 5: Irish student talking about the differences in accents and giving the definitions of a set of words presented to him prior to his appearance;

Videoclip 6: American baseball player from Colorado talking about how he viewed his first baseball match experience played away from home.

- *E-mail interview questionnaire:* The e-mail interviews were conducted during the participants' sojourn in English L1 countries after their departure upon completion of their preparatory program (Appendix D). Consisted of open ended questions the participants were asked to assess their own intercultural experience in the ELF context which included the following questions:

1. Where do you live and study?
2. Are your colleagues, close friends and lecturers native speakers of English?
3. Do you have any non-native English speaker colleagues, friends and lecturers?
Where do they come from?
4. Did you have any knowledge about their culture? Please explain briefly.
5. Did you have any adjustment problems such as language, cultural shock, differences in body language, religion, ethnicity, nationality, gender, clothing etc.?
Please explain.
6. What are the important issues required for intercultural communication (open-mindedness, social initiative, emotional stability, flexibility, patience, humour, curiosity, ability to deal with stress)? Please explain.
7. Since you are abroad is there any change in your perception of what the ideal English language is and who its speakers are? Please explain.
8. What kinds of advices would you give to those who will go to study abroad if they encounter problems resulting from culture, national, ethnic and language differences?
9. In terms of these issues, do you think the English preparatory program you attended prepared you to live and study abroad?
10. In your opinion, what can be added to the English preparatory program you attended in Turkey in terms of its contents and subjects that would facilitate

convenience for living in these countries and ease up communication with people living in these countries?

- *Needs and Attitude Analysis Questionnaire (NAAQ)*: Based on Bayyurt (2009) consisting of 18 statements to be responded to in a 5-Level Likert-type scale with 1 representing *Least Important* and 5 representing *Utmost Important*, this questionnaire gathers data on the areas, purposes and degree the participants consider their learning of English to be important needs for themselves (Appendix E). The participants were invited to specify their expectation of the level of contribution learning English would make to their communication skills and abilities, academic progress and professional career, intercultural knowledge and exchange, and their contact with native and non-native speakers. 8 of the items were related to general skills and abilities that would serve primarily for day-to-day communication purposes (Items A1,A2,A9,A10,A11,A12,A17,A18); 6 items to activities that would serve for academic purposes (Items A3,A4,A5,A6,A8,A13); 2 items to cultural issues (Items A7,A16); and 2 items to their communication with native and non-native speakers (A14,A15). The NAAQ intended to elicit the participants' opinions, prior to their departure, on the purposes for which learning English will serve and to what extent learning English is important for these purposes. As the NAAQ was developed from its original version in Turkish, it did not require any translation for the purpose of data collection, though it was translated into English for its academic presentation.

- *Intercultural Sensitivity Scale Questionnaire (ISSQ)*: Developed by Chen and Stratos (2000), the ISSQ consisted of 24 statements about the individual's intercultural sensitivity to be responded to in a 5-level Likert-type scale with 1 representing *Strongly Disagree* and 5 representing *Strongly Agree* (Appendix F). The 24 statements were grouped

into five main factors as follows: Seven items (B1,B11,B13,B21,B22,B23,B24), such as *I enjoy interacting with people from different cultures*, measured the participants' *Interaction Engagement*; six items (B2,B7,B8,B16,B18,B20), such as *I respect the values of people from different cultures*, measured their *Respect for Cultural Differences*; five items (B3,B4,B5,B6,B10), such as *I feel confident when interacting with people from different cultures*, measured their *Interaction Confidence*; three items (B9,B12,B15), such as *I get upset easily when interacting with people from different cultures*, measured their *Interaction Enjoyment*; and three items (B14,B17,B19), such as *I try to obtain as much information as I can when interacting with people from different cultures*, measured their *Interaction Attentiveness*. In order to calculate an overall score from the 24 statements in the instrument, items B2,B4, B7,B9,B12,B15,B18,B20, and B22 should be reverse-coded before summing up the 24 items as these items were asked in a negative way and the questionnaire measured higher scores as higher intercultural sensitivity. The ISSQ was translated into Turkish by two professional translators specialised in English language teaching, and back translated by two other translators to ensure accuracy prior to its administration in Turkish.

- *Field notes*: The field notes were taken during the implementation of the IC development syllabus, which included the participants' opinions, expressed on numerous occasions during the implementation as well as upon completion of the course, on the outcome of the instruction, the benefit felt from the instruction process, and their suggestions for improvement concerning the topics, contents, and the instruction methods (Appendix G).

- *Interviews*: Interviews were conducted with the program administrators/instructors to obtain sufficient information on the current English preparatory programs provided for Turkish international graduate students at the initial stage of the study, and to collaborate,

exchange views and provide feedback on the progress of the study throughout the study. The program administrator was interviewed, also, upon completion of the IC development course to obtain her feedback from the participants who took the instruction and her own opinion about the outcome of the course (Appendix H).

4.4. Data collection procedures

The purposive sampling model was used as data collection procedure in this study as the selection of the target audience was based on a variety of criteria; they all had to be graduate students sponsored by the government, undertaking the same preparatory program to pursue their studies in English L1 countries. The first phase of the data collection was used for needs analysis to design an IC development syllabus. It was accomplished by obtaining information from program administrators and instructors using interview responses; from nine students who had attended the preparatory program in the Spring 2013 academic term prior to their sojourn using video-clip responses; and from 25 students of the same program during their sojourns using e-mail interview responses; and from a new group of students prior to their commencement to the program using the DQ, NAAQ and ISSQ responses.

Cahit Avci, whose real name is not disclosed and had been one of the senior executives of the English preparatory programs offered for government-sponsored Turkish international graduate students for well over 20 years at Middle-east Technical University, was interviewed as a preliminary effort of obtaining an historical background information on the current programs, their effectiveness, macro-level policies on their goals and objectives, students' selection and achievement criteria, materials and methodologies, staff recruitment, instruction contents and methodologies. As an initial step of the needs analysis, Gülnaz Pınar, whose name is not disclosed and who is currently in charge of the English preparatory program at Marmara University as the program coordinator as well as working as an

instructor in the program, was interviewed to get detailed information on the program. Then, video-clip responses were obtained from nine volunteers of government-sponsored Turkish international graduate sojourners who had just completed their English preparatory program at Marmara University prior to their departure. About six months after their departure, e-mail interviews were conducted with them upon their departure during their sojourns whilst undertaking their graduate programs in order to investigate the participants' needs in IC development and their attitude towards the users and the varieties of English used for international communication in these countries. Using the DQ, NAAQ and ISSQ further information was collected from the new group who undertook the preparatory program in the Spring-2014 academic term to identify the needs, attitudes and expectations of the participants prior to their commencement of the program.

The second phase of data collection was carried out during and upon completion of the implementation of the syllabus during the Spring/Summer-2014 academic term to evaluate the IC development course's effect on the target group. In order to understand the extent of the benefit and contribution of the course, the students were arranged into two groups: an experimental group, which undertook the IC development course, and a control group which did not. The second phase data collection included the field notes based on the opinions of the students in the experimental group on the instruction given and obtained after each session and the responses of the students in both of the groups.

4.5. Data analysis procedures

In this study, both, qualitative and quantitative data were collected and various techniques were used in their analyses. The qualitative data were collected through interviews, open-ended questionnaire responses, and field notes; and the quantitative data were collected through questionnaires. The strategy employed for the analysis of the

qualitative data involved thematic or content analysis and grouping of the responses from different subjects to the same questions or the same points emerging from different questions. The answers obtained through these qualitative instruments were analysed as follows: First, all the responses were translated into English and presented according to the subject and question as presented in the appendices referred above; then, the responses were grouped up according to the research themes based on their contents for discussion; and finally the findings were used in identifying and sequencing of the IC content and instruction scope of the ELF syllabus.

The quantitative data collected through the questionnaires were analyzed in terms of means, frequencies and standard deviations. Mann-Whitney U tests were conducted for the comparison of the quantitative pre-test and post-test data obtained from the experimental and control groups as the small numbers of the subjects assigned to these groups would not satisfy the parametric test criteria and required the administration of non-parametric test procedures. In addition, the reliability of each scale in both of the questionnaires was checked using the internal consistency estimates of reliability, which gave Cronbach alpha values for the scales. Factor analysis tests were also conducted on the quantitative data collection instruments to ensure validity between the questionnaire items. For the analysis of the data, the SPSS (Statistical Packages for Social Sciences, Version 16.0) program was used.

CHAPTER 5

RESULTS AND DISCUSSIONS

The results of the study have been presented according to the research questions and displayed in two parts consistent with the sequential order of the two phase-data collection procedures followed in this study. First, the results of the first-phase data analysis were presented which provided an answer to the first research question, and which demonstrated the IC development needs of government-sponsored Turkish international students in the ELF context to pursue their graduate studies in English L1 countries as well as providing guidance for the development and implementation of the syllabus. Subsequently, the IC development syllabus and its implementation process were presented. Finally, the results of the second-phase data analysis, which demonstrated the outcomes of its implementation, were presented. Table 9 shows the sequential order of the presentation of the data analysis results.

Table 9

Sequential order of the presentation of the data analysis results

First-phase data results: <i>Research Question 1</i>		Second-phase data results: <i>Research Questions 2 and 3</i>
<ul style="list-style-type: none"> - Interviews with the program developers - Videoclip responses - E-mail interview responses - DQ - NAAQ - ISSQ Pre-test 	Implementation of IC development syllabus	<ul style="list-style-type: none"> - ISSQ Post-test - Field notes - Interviews with the program administrators

5.1. The results of the first-phase data analysis

5.1.1. Interviews with the program developers/administrators and instructors

The interviews with the program developers/administrators and instructors demonstrated that the primary objective of the present English preparatory program was to

prepare the subjects for the TOEFL and IELTS exams consistent with the main goal set for these programs by the Higher Education Department of the Ministry of Education. They indicated that the program instruction and all the instruction materials used during the program were bound by this goal that was followed by scrutiny by the Department's officials.

5.1.2. Videoclip responses

When we consider the subjects' opinions in terms the ISS dimensions, i.e. interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment, and interaction effectiveness, it is possible to suggest that they lacked a considerable degree of intercultural sensitivity in all the dimensions of the scale. Table 5 demonstrates the participants' concerns in their responses to the videoclip questionnaire items indicating their lack of IC within these dimensions according to the subject, the speaker on the clip for whom the response was made, and the subject's response.

Table 10

The participants' responses to the videoclip questionnaire expressing their concerns and lack of IC within the dimensions of ISS

Subject No	Speaker for whom the response was made	Subject's response	Lack of ISS dimension
1	BVE Speaker	<p>Yes, I would have difficulties. I do not know street language. He speaks very fast.</p> <p>I can understand the words, but it is not possible to understand all the sentences because he speaks very fast. You have to be a native as he speaks a street language.</p>	<p>Interaction engagement Respect for cultural difference Interaction confidence Interaction enjoyment Interaction effectiveness</p>
	Scottish speaker	<p>He is very difficult to understand as he is very competent in his language.</p> <p>I would look for others whom I would be</p>	

		able to communicate with.	
	US Baseball player	It is very difficult to understand the speech. I could figure out only a few words. I would have a lot of problems. He has a very good command of his language.	
2	BVE Speaker	What is the matter with the man? It would not make any difference if I did not understand this man. I would not say anything about the culture. I think he was born by coincidence and lives unwillingly. If he were my son I wouldn't go home so that I would not see him. I would have acted as if I did not understand him.	Interaction engagement Respect for cultural difference Interaction confidence Interaction enjoyment Interaction effectiveness
	Scottish speaker	He is trying to grab people with the way he speaks and what he says rather than his posture. I think this is sign of a high intelligence, and therefore, he might be from one of the Asian countries. I would have problems. I think I would not be able to understand a good flow of language.	
	Indian student	His pronunciation is bad, but it seems intelligible.	
	Irish student	I have to make a lot of effort to understand him, I think. I would not have forced myself to understand him. His accent is not like one that I could understand. I would have problems.	
	US Baseball player	I would have asked him to speak slower and explain the words I did not know. We would have probably stopped the conversation in 3-4 minutes as I would have got exhausted.	
3	BVE Speaker	He is not the only pebble on the beach; I would have found another friend or someone else whom I would have understood.	Interaction engagement Respect for cultural difference Interaction confidence
	Scottish speaker	He seems very excited; he swallows the words. I did not understand what he said.	

		I do not have the faintest idea.	
	Mexican girl	I would not have tried very hard.	
4	BVE Speaker	Yes, I would because he speaks very fast and aggressively.	Interaction engagement Respect for cultural difference Interaction confidence Interaction effectiveness
	Scottish speaker	I probably would because he speaks by swallowing some of the words.	
	Irish student	He is probably very close to his mother.	
	Indian Student	I would because he has a very different accent. It is very difficult to understand. I could not understand anything except for a few words.	
	US Baseball player	I would sometimes because his mother tongue is English and uses words that I do not know.	
5	BVE Speaker	He might be of middle or lower socioeconomic background and grown up with street culture. I could have difficulties because he is aggressive and he seems like a person who has difficulty in controlling himself.	Interaction engagement Respect for cultural difference Interaction effectiveness
	Scottish speaker	I did not understand anything.	
	Irish student	I did not understand much.	
	US Baseball player	I understood a little.	
6	BVE Speaker	I could not understand most of what was said, it was very fast for me.	Interaction confidence Interaction engagement Interaction confidence
	US Baseball player	It is difficult to understand. I probably would have difficulties.	
7	BVE Speaker	Unintelligible, except for a few words. Absolutely. He speaks too fast to understand.	Interaction effectiveness Interaction engagement
8	BVE Speaker	He has a speaking style that represents street language, not considering whether the other person understands or not. It has a very fast style for international students. If I catch 2 words I miss 3. Although the gesture contributes to the intelligibility, it is not possible to speak with this man. I would; it is totally unintelligible.	Interaction engagement Respect for cultural difference Interaction enjoyment Interaction effectiveness

		If I were to ask something, I would have asked someone else. If he were to ask me, I would have put on my earphones and avoided him completely.	
	Indian student	Quite possibly yes; the speaking style is very boring. I would have found someone else to talk to.	
9	BVE Speaker	I think I would have difficulty in talking to him as he talks very fast. The inability of understanding everything he would say would cause communication problems. He has a defiant speaking style. His speech was more like street language.	Interaction engagement Respect for cultural difference

The table clearly demonstrates that all of the subjects expressed a significant degree of lack of sensitivity, varying between two to all five dimensions identified in ISS, and lack of sensitivity was evidently expressed for all the speakers, though at a varying degree, ranging between with BVE speaker being the highest and the Mexican Girl being the lowest. All of the nine subjects expressed negative intercultural sensitivity for the BVE speaker, three for the Scottish speaker, three for the Irish student, three for the U.S. baseball player, and one for the Mexican girl. Two of the subjects expressed negative intercultural sensitivity for 5 of the videoclip speakers, one for four speakers, two for three speakers, two for two speakers, and two for one speaker.

The subjects' responses were also accounted for their attitudes towards the English spoken in the videoclips, their awareness of the cultures of the speakers, and their tolerance for the cultures of these speakers, and their willingness and readiness for participating in conversations with these speakers if need be. Their responses indicated that they had a lot of difficulties in comprehending the speakers which is probably due to their unfamiliarity with the variants of English used in most global communication. The participants' tolerance for the cultures depended heavily on their comprehension level, their familiarity with the

speakers' cultures, and their perceptions on the nativity of the speakers' English. The nativity of the speakers' English and awareness of their cultures seem to be two of the major criteria for their tolerance, respect and their willingness for participating in conversation.

5.1.3. E-mail interview responses

In order to identify the participants' orientation to the English language, awareness of ELF and intercultural sensitivity, their responses were analyzed within the following five overarching themes categorised and emerged from their:

- perceptions of the “ideal English” and native speakerism (i.e. their attitudes towards English used by its native speakers compared to its use by its non-native speakers);
- perceptions of their own English;
- views on their English learning experiences;
- intercultural awareness and views on intercultural development needs; and
- receptivity to ELF.

5.1.3.1. Perceptions of the ideal English and native speakerism

The responses of the participants to Question 7, which inquired whether or not their perceptions of the “ideal English” and its speakers had changed since their arrival in the host country, revealed that their opinions on this issue had changed considerably since their arrival indicating a shift away from a normative approach that considers native-American or British English the “ideal variety” towards the realisation of the existence of many varieties in the host country, as in the following extractions from the responses of some of the participants concerning their views on the “ideal English”:

“The English you need to use for communication abroad is different than the ideal English.” (Subject 9)

“I do not think that there is anything like ideal English. Everyone speaks English at different levels.” (Subject 13)

“If your mother tongue is not English, there would not be ideal English for us for a long time. Indeed, all the attempts to speak the ideal English end up with a failure.” (Subject 8)

“...Observing three native instructors to make corrections individually on the corrected versions by each of the other two consecutively on separate occasions remained in my memory as a significant indicator demonstrating that there could be more than just one correct version. I realized then that I should feel comfortable about this matter. In the end, upon being corrected by three instructors and my own corrections, I had a Turkish friend of mine to check it once more. He also found some more errors which were much more obvious and detectable than the previous ones. This also remained as tragicomic side of this experience in my memory.” (Subject 14)

“I think the ideal English is something that only people whose mother tongue is not English try to speak.” (Subject 18)

The opinion shift was also evident in their responses concerning native speakerism. The participants stated that English used in daily communication was much different in the way it was used in academic writing and in teacher-student communication in the classroom context and that native speakers also made a lot of mistakes in their oral interactions like non-native speakers do as Subject 1 stated in his response to Question 7:

“Although I have developed English needed for social life in a short period of time, the academic level of English is much different. The vocabulary world is very broad especially in the area of social science. There are very complex sentence structures in the articles. It is very difficult to express what you want in the street. English is not spoken grammatically by uneducated people in the way it is taught to us.”

Although almost half of the participants expressed that their views on the “ideal English” had changed since their arrival in the host country, they all firmly believed that communication was more important than conforming to the norms, including those whose views remained unchanged on the issue as Subjects 2 and 19 stated:

“...in fact many native speakers do not speak their own language correctly; we are more careful about their own language. Many people communicate by spelling out words such as yee, yooo, hoo.” (Subject 2)

“I have the same view as I did before I went abroad. The English you need to use for communication abroad is different than the ideal English. The rules are not followed in daily communication, and it needs a lot of effort to speak by following all the rules and using a broad vocabulary.” (Subject 19)

Some of the subjects drew attention to the existence of a variation amongst the native speakers and difficulties posed by lack of familiarity with such a variation as Subjects 6 and 24 commented on the variations existed in the U.S. and England respectively:

“When we consider the U.S., intelligibility of English varies between the states. There are problems mostly in daily communication with Africo-Americans.” (Subject 6)

“I have confronted many different accents here such as Scottish, Irish and American. Scots were the most difficult for me to understand. I have realized that I still have shortcomings in English and yet there is a lot more to learn. I have also seen that even the English have uncertainties about their own language and often do not make sense of some of the grammar rules...” (Subject 24)

5.1.3.2. Perceptions of their own English

The responses of participants concerning their perceptions of their own English revealed that they had difficulties especially in their oral communication with native speakers contrary to their expectations that native speakers would strictly conform to the rules in the way they were instructed as indicated in the responses of Subjects 3, 5, 16 and 17 presented below:

“One of the most important experiences I have had is that it is not possible to learn any language without going abroad. The only area where you could possibly see the kind of English taught to us in Turkey would be in teacher-student interactions. If you use this kind of English speaking with people in the street, people will give you a strange look to imply ‘What is the matter?’ Moreover, I think that it would not be possible to speak with a native-speaker accent unless you spend a continuous period abroad for at least 2-3 years.” (Subject 3)

“Besides, sometimes it is very difficult to communicate with natives, for example I have seen a person who did not understand the word library even after I repeated it five times; later I asked a friend how it was pronounced, he understood it and corrected it.” (Subject 5)

“Yes, there is. English used in daily communication is not like the proper and intelligible English we heard in the classes; and unfortunately I’ve had some minor difficulties as Americans do not speak like the English do by following the rules.”
(Subject 16)

“What I used to think was that knowing more vocabulary would make it easier for us to speak; but as far as I have seen here, what is important is not just to know the vocabulary, but is to know how to use it. In short, chicken translation is completely over for me.” (Subject 17)

5.1.3.3. Views on their English learning experiences

As one of the enrolment prerequisites of the participants’ graduate programs in the host country was to obtain a sufficient achievement result in the internationally recognised normative exams such as TOEFL and IELTS and their English preparatory program is based on achieving this objective, the participants did not dispute the programs’ contents and activities directly related to the preparation for these exams. However, their dissatisfactions became apparent when they viewed their English learning experiences in terms of their interaction with people of different cultural backgrounds in the host country. An overwhelming majority (15) of them expressed their dissatisfaction by suggesting the addition of listening and speaking classes and an interactive teaching approach to be used in all the classes where they could have an opportunity of interaction in the classroom context, as in the responses of Subjects 6, 7 and 18 to Question 10 provided below:

“As a solution to accent differences some activities can be directed towards local varieties. Training can be given to provide support in daily speaking and difficulties confronted in education life.” (Subject 6)

“Daily speaking is very important because it is very different, and it is needed here a lot to communicate with people; otherwise it causes a lot of problems here.” (Subject 7)

“More conversation classes might be helpful. I think direct instructions on the idioms and structures and more practice will contribute to comprehension and adaptation.” (Subject 18)

5.1.3.4. Intercultural awareness and views on intercultural development needs

The participants’ responses to Question 4 revealed that only four of them had some brief, general and partial intercultural awareness of their non-native associates in the host countries with 21 affirming that they did not have the faintest idea in the area. Here are some of the examples extracted from the participants’ responses that demonstrate typically lack of their intercultural awareness:

“I absolutely did not have any knowledge of the cultures of people around me before I came here. All I can say is that I had thought I had had some narrow knowledge about American culture that I had learned from films and TV series, but when I got here I realized that I had been wrong.” (Subject 3)

“I did not have any knowledge but I had thought that our cultures had been very different. But when I got here I realized that their cultures matched Turkish culture one to one, except for religious issues; except for the Indonesian culture. I thought I knew more or less something about Arabic culture and thought that it would be the closest to our culture; but when I got here I realized that I was completely wrong about

that. For example, I have not met anyone Arab who would not drink, except for just a few.” (Subject 5)

“I did not have any idea about South America and Asia. Latin Americans are active; it is difficult to catch up with their entertaining life. Asians on the contrary are quiet and lead a restful life.” (Subject 11)

The participants also stressed the significance of intercultural training prior to sojourn as a contributory factor to adjustment problems. In some of their responses to Question 4 they suggested that the English preparatory programs should provide some intercultural training to their candidates to develop sufficient awareness in the cultures that might exist in the host country prior to their departure. They consider such training as a way to establish understanding to ease up their adjustment process and interaction with those of other cultural backgrounds, as the examples provided below from the extractions of the responses of Subjects 3, 16, 20 and 23:

“I think if a course that is based on the culture of the host country provided by an instructor who has lived in that country would help students by averting them from feeling like a fish out of water. In the classic system I suggest more listening.” (Subject 3)

“Even though I think progress can be made through the individual’s personal efforts, what I could suggest to add will be social clubs, dinners, and watching videos films that provide information about the people. A conference can be arranged with people, if any, who had lived abroad.” (Subject 16)

“More weight should be given to the host country’s culture and spoken language to overcome the adaptation process earlier.” (Subject 20)

“I definitely advise them (the newcomers) to be open to innovations and to prepare themselves psychologically at the very beginning; at Marmara University in Turkey I witnessed that our dear instructors tried their best; and there is something beyond their control, which can be experienced only after you actually get here. For example, when I first arrived here there was no one to meet me; I found the place to live and everything else on my own. I realized that you cannot achieve anything without difficulty. Of course it is not easy in the beginning, but when you see that you can handle things, especially when you see you accomplish something with success, you feel highly confident.” (Subject 23)

5.1.3.5. Receptivity to ELF

When the e-mail interviews were conducted for the purpose of this study an overwhelming majority of the participants were attending either internationally recognised normative English exams preparatory programs or academic English programs; and thus their success and expectations were heavily bound by the objectives of these programs, which were contrary to the nature and perspective of ELF which intends to develop intercultural communication skills in global settings. On the other hand, although the host countries where they pursued their graduate studies were inner-circle countries, they came face to face with the reality of ELF posed by the presence of people of different backgrounds using different varieties of English as their second languages for communication. Although the participants, in a technical sense, did not know what ELF would refer to, their responses revealed that they had a strong propensity towards the notions related to ELF as such that the instruction content

and model they desired reflected the ELF perspective of the global communication model. Their views expressed above which suggest exposure to different varieties of English and the cultures of the associates in the host country and their advice to those who would like to pursue their graduate studies abroad after them in their responses to Question 8 clearly indicated their receptivity to ELF, which requires attention on IC development and sensitivity in the way presented openly in the remarks of the majority (16) of the participants. This indicates the significance of the development of IC qualities prior to sojourn such as flexibility, open-mindedness, being tolerant and respectful, and avoidance of stereotypes. Here are some extractions from the responses of Subjects 11, 12, 14, 24 and 25 to Question 8, which asked participants' suggestions to new sojourners that might be useful during their sojourns in tackling difficulties which could be posed by culture, national, ethnic and language differences:

“Along with being respectful and tolerant, it is also essential to understand others' points of views and interpretations of cultural similarities and differences.” (Subject 11)

“I suggest them to be flexible.” (Subject 12)

“The very first and important measure might be to research and develop some knowledge about culture in order to prepare before they come here. Preparing for the issues concerning Question 6 and reducing the possible difficulties arising from them would reduce the difficulties they might confront here. I do not think that it is not possible to get by without facing any problems. Being aware of possible problems and coming here being prepared for them would make a positive contribution psychologically.” (Subject 14)

“I advise them to be open-minded and be respectful and understanding to other people. Besides, interpreting people’s behaviour from different culture according to their own culture and habits, and drawing conclusions from such interpretations might mislead them, which might often lead to touchiness and impediment in relationships.” (Subject 24)

“Having awareness of other cultures and nationalities beforehand.” (Subject 25)

5.1.4. Needs and Attitude Analysis Questionnaire

The SPSS reliability analysis of the Needs and Attitude Analysis Questionnaire demonstrated .83 Cronbach’s Alpha coefficient (Table 11), suggesting that the items had relatively high internal consistency; so, the calculated averages were reliable. For each question in the instrument, A1-A24, calculated Cronbach’s coefficients were above .80, suggesting that the students’ answers were reliable and there was a high consistency among students’ responses.

Table 11

SPSS reliability statistics results of the Needs Analysis Questionnaire

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.832	.858	18

The summary item statistics results indicated that the participants gave a high degree of importance to learning English as the mean is above 4.1 (which is above “very important” and close to “significantly important”) on the 5-level Likert Scale with the 3.1 minimum and 4.8 maximum (Table 12). The descriptive statistics results indicated that the participants considered learning English relatively more important in terms of their academic progress and professional life (See Table 13: Items A3, A4, A5, A6, A8 and A13) than in terms of their

cultural knowledge (Items A7 and A16). They also emphasized that learning English was more important for their communication needs with native speakers (Item A14) compared to their communication needs with non-native speakers (Item A15) as the mean score of the former was 4.6, closer to *significantly important* at the scale, while the mean score of the latter was 3.9, which remained at below the *important* level of the scale.

Table 12

SPSS summary item statistics results of the Needs Analysis Questionnaire

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	4,176	3,103	4,759	1,655	1,533	,362	18

Table 13

SPSS descriptive statistics results of the Needs Analysis Questionnaire

	N	Minimum	Maximum	Mean	Std. Deviation
A1	29	2,00	5,00	126,00	4,3448
A2	29	1,00	5,00	102,00	3,5172
A3	29	2,00	5,00	124,00	4,2759
A4	29	3,00	5,00	136,00	4,6897
A5	29	3,00	5,00	135,00	4,6552
A6	29	4,00	5,00	138,00	4,7586
A7	29	2,00	5,00	102,00	3,5172
A8	29	3,00	5,00	132,00	4,5517
A9	29	4,00	5,00	136,00	4,6897
A10	29	3,00	5,00	127,00	4,3793
A11	29	3,00	5,00	126,00	4,3448
A12	29	4,00	5,00	137,00	4,7241
A13	29	4,00	5,00	137,00	4,7241
A14	29	3,00	5,00	134,00	4,6207
A15	29	2,00	5,00	112,00	3,8621
A16	29	1,00	5,00	95,00	3,2759
A17	29	1,00	5,00	91,00	3,1379
A18	29	1,00	5,00	90,00	3,1034
Valid N (listwise)	29				

5.1.5. Intercultural Sensitivity Scale Questionnaire: pre-test

The SPSS reliability analysis of the ISS instrument demonstrated .77 Cronbach's Alpha coefficient, suggesting that the items had relatively high internal consistency; so, the calculated averages were reliable (Table 14). For each question in the instrument, B1-B24, calculated Cronbach's coefficients were higher than .75, suggesting that the students' answers were reliable and there was a high consistency among students' answers/feelings.

Table 14

SPSS reliability statistics results of the Intercultural Sensitivity Scale Questionnaire

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,773	,784	24

When the responses to all the items were considered together, it was clear that the participants lacked a significant degree of intercultural sensitivity as the mean was 3.2 close to “undecided” on the 5-level Likert Scale with the 2.3 minimum and 4.0 maximum (Table 15).

Table 15

SPSS summary item statistics results of the Intercultural Sensitivity Scale Questionnaire

Item Means	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
	3,194	2,276	4,034	1,759	1,773	,277	24

Table 16

Descriptive statistics results of the Interaction Engagement factor of the Intercultural Sensitivity Scale Questionnaire

	N	Minimum	Maximum	Mean	Std. Deviation
B1	29	2,00	5,00	3,4138	,62776
B11	29	2,00	5,00	3,4138	,77998
B13	29	2,00	4,00	3,5517	,57235
B21	29	2,00	4,00	3,3793	,56149
B22	29	2,00	4,00	3,6552	,55265
B23	29	2,00	4,00	3,2069	,72601
B24	29	2,00	4,00	3,3793	,62185
Valid N (listwise)	29		(Average mean: 3,429)		

Table 17

Descriptive statistics results of the Respect for Cultural Differences factor of the Intercultural Sensitivity Scale Questionnaire

	N	Minimum	Maximum	Mean	Std. Deviation
B2	29	3,00	5,00	4,0345	,68048
B7	29	1,00	4,00	2,4483	,68589
B8	29	2,00	5,00	3,7931	,55929
B16	29	2,00	5,00	3,6897	,66027
B18	29	3,00	5,00	3,8621	,44111
B20	29	2,00	5,00	2,7586	,83045
Valid N (listwise)	29		Average mean: 3,431)		

Table 18

Descriptive statistics results of the Interaction Confidence factor of the Intercultural Sensitivity Scale Questionnaire

	N	Minimum	Maximum	Mean	Std. Deviation
B3	29	2,00	4,00	3,0345	,62580
B4	29	2,00	5,00	3,6207	,77523
B5	29	1,00	4,00	2,4828	,78471
B6	29	1,00	4,00	2,8276	,71058
B10	29	1,00	4,00	2,7241	,70186
Valid N (listwise)	29		(Average mean: 2,938)		

Table 19

Descriptive statistics results of the Interaction Enjoyment factor of the Intercultural Sensitivity Questionnaire

	N	Minimum	Maximum	Mean	Std. Deviation
B9	29	1,00	3,00	2,5862	,56803
B12	29	1,00	3,00	2,2759	,59140
B15	29	1,00	5,00	2,2759	,88223
Valid N (listwise)	29	(Average mean: 2,379)			

Table 20

Descriptive statistics results of the Interaction Attentiveness factor of the Intercultural Sensitivity Scale Questionnaire

	N	Minimum	Maximum	Mean	Std. Deviation
B14	29	2,00	4,00	3,1724	,71058
B17	29	2,00	4,00	3,6207	,62185
B19	29	2,00	5,00	3,4483	,73612
Valid N (listwise)	29	(Average mean: 3,414)			

The descriptive statistics analyses of the five factors indicated that the participants' **interaction confidence** and **interaction enjoyment** were relatively low compared to the rest of the scale's categories with the average mean scores of below 3 for each of them, which were reduced by the strong disagreements expressed by the participants' responses to some of the items under these categories (Tables 18 & 19). Although the average mean scores of the remaining three categories - i.e. **interaction engagement**, **respect for cultural differences** and **interaction attentiveness** - were somewhat higher, they were still below 3.5, which were drawn down by the participants' 2="I disagree" responses to many items under these categories indicating a considerable degree of lack of sensitivity also in these areas (Tables 16, 17 & 20). However, the participants indicated higher sensitivity in the areas of **respect for cultural differences**, though their responses in the items of this category also included some 2="I disagree" or 3="undecided" responses.

5.2. The results of the second-phase data analysis

5.2. 1. Designing of the IC development syllabus

The information gathered in the first-phase data collection contributed to the design of the present IC development syllabus in setting its goals and objectives, shaping up and sequencing its content layout, and the instruction methodology used in its implementation. Spread over an eight-week instruction period with 4 hours/weekly instruction, its weekly instruction was conceptualised, classified and described within the syllabus categories of instruction materials, activities, IC development focus areas, IC development goals, and intercultural sensitivity goals. The content of the syllabus was conceptualised and presented as ELF topics in a sequential order spread over the eight-week instruction period with one topic specified for each week.

4.2.1.1. The goals and objectives

The goals and objectives of the syllabus were set to develop awareness about the global nature the English language and its function as a lingua franca in global communication by enhancements of the participants' IC through their exposure to ELF based materials and their participation in in-class activities focusing on the changing notions of and concepts about the global culture and ELF. Upon completion of the instruction period it was set to develop in the participants the ability to interact effectively and appropriately in intercultural situations, based on specific attitudes, intercultural knowledge, skills, and reflection. The goals and objectives of the syllabus were set to be achieved consistent with the Deardorff's process oriented model that defines the involvement of the participants in their attainment of the IC development by their own involvement in in-class activities at two levels: individual and interactional.

At the individual level, the syllabus, first, intended to develop the attitudes of respect, value for other cultures, openness, ability to withhold judgements, and curiosity to discover while tolerating ambiguity; and then, to develop specific knowledge and comprehension that would include cultural self-awareness, deep cultural knowledge, and sociolinguistic awareness.

At the interactional level, it focused on two major interrelated areas of skill development goals: internal and external. While the syllabus intended to develop sufficient adaptability, flexibility, ethnorelative view, and enthusiasms in the participants as internal interactional gains achieved through a collaborative constructive process, it ultimately intended the participants' integration of these gains holistically for their effective and appropriate communication and behaviour in intercultural settings as a desired external interactional outcome.

Upon completion of the instruction period the syllabus was set to develop in the participants sufficient intercultural awareness and competence, feeling of global citizenship and positive attitude towards other cultures, and self-confidence in ELF communication through their own involvement with enhanced intercultural sensitivities in interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment and interaction effectiveness.

5.2.1.2. The instruction materials

The instruction materials were chosen to expose the participants to the ELF varieties in the context of English L1 countries and intercultural topics that were essential for the development sufficient intercultural awareness and competence needed for global communication. They included films, videos and written material in which ELF varieties and cultures were presented; and topics concerning the development of sociolinguistic knowledge

and intercultural awareness were introduced for discussion as part of in-class activities, such as linguistic variation, errors and irregularities, stereotypes, awareness of self, native speakerism, monolingualism, multilingualism/multiculturalism (Appendix I). The written material was compiled and adapted from academic sources which included extractions from various Internet and academic sources such as Bayyurt (2012, 2013), Wardhaugh (1986), Jenkins (2014), Parker (1986). The adaptation was accomplished by redundancy and simplification to match the participants' linguistic level and the IC development areas identified in the syllabus.

The instruction materials provided an informed frame of reference for the activities specified in the syllabus. They were organised in line with the Deardorff's process oriented model intercultural development at an individual level and an interactional level in order to develop in the participants sufficient IC through change to demonstrate effective and appropriate communication and behaviour in ELF settings.

The medium of instruction model in the implementation of the syllabus, as well as in the redundancies and simplifications for material preparation, was conceptualised according to Matsuda and Friedrich (2011) who suggest that the most appropriate medium of instruction for an ELF program for learners from the same region or country should be based on the established variety that is dominant in these areas as they would be consistent with the learners' background in English, and who indicate that English classes in the Expanding Circle countries are predominantly held in American or British English, ELF curricula in these countries should adopt one of them as the instructional model. However, this did not contradict and make any negative impact on the syllabus objectives which intended to expose the participants to many different ELF varieties used in their host countries, and every instructor and participant eventually developed their own idiolect.

5.2.1.3. The activities

The activities specified in the syllabus were accomplished in line with the Deardorff's model process oriented model which is consistent with the sociocultural learning theory. The participation of the subjects in the activities was conceptualised within this approach by the activation of their skills to listen, observe, evaluate, analyze, interpret, and relate in the classroom context to develop, step by step, first the attitude of respect, value for other cultures, openness, ability to withhold judgements, and curiosity to discover while tolerating ambiguity, and then specific cultural knowledge and comprehension. The participants were guided to acquire the information presented in the materials as their own socially-constructed knowledge through their own involvement and interaction in a process during which they developed adaptability, flexibility, ethnorelative view (i.e. knowledge, understanding and recognition of other cultures), and enthusiasm.

The participants' involvement in the syllabus activities and their progress were guided and followed by the IC development focus areas specified for each week along with an IC development and IS goals set to be accomplished for that week. The IC development and IS goals were conceptualised within the frameworks of Deardorff's model and the ISSQ in order to provide an account of the syllabus in terms of the framework and data collection instruments used in this study. The IC goals specified in the syllabus consisted of withholding judgements, tolerating ambiguity, valuing other cultures, cultural self-awareness, sociolinguistic awareness, and deep cultural knowledge; and the IS goals consisted of interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment, and interaction attentiveness.

5.2.1.4. The weekly instruction content

The weekly instruction content of the syllabus was organised according to the material used in a weekly session, and the activities were organised for each session according to the IC focus identified as IC and sensitivity development goals to be achieved on a weekly basis planned for the gradual IC development within the 8-week instruction period as presented in the following:

Week 1: Registration and Introduction; Stereotyping

Material: You Tube videoclips of different varieties of English; Written Handout 1:

“Social Categorisation and Stereotyping.”

Activity: Information exchange on the differences between the students; Discussions on how stereotyping are constructed in societies

Focus: Recognizing differences between individuals within the group; recognizing differences between cultures

IC goal: Withholding judgements; tolerating ambiguity; valuing other cultures

Intercultural Sensitivity goal: Respect for cultural differences; interaction attentiveness

Week 2: The concept of ‘self’ and ‘idiolect’

Material: You Tube videoclips: different people talking about common subject; Extractions from N.Y. Times, Guardian, Times of India, Turkish Daily News; Written Handout 2: “Self-Concept”; “Idiolect”.

Activity: Students’ reports and opinions on same subjects; Discussions about the news content with particular reference to differences in daily activities and

preferences and their cultural variation dimensions; discussion about what makes a person to be a New Yorker, Londoner, Istanbuler, etc.

Focus: Awareness of ‘self’; awareness of cultural differences between English speaking societies; multiculturalism in the sense of being a world citizen and recognizing others as members of the same world

IC goal: Withholding judgement; cultural self-awareness; sociolinguistic awareness

IS goal: Interaction confidence; interaction attentiveness; interaction enjoyment

Week 3: English in Turkey; English in L1 countries

Material: You Tube Videoclips: people from English L1 countries speaking different varieties of English; Written Handout 3: “English in Turkey”; “Variations in English in L1 Countries”.

Activity: Debate over their contents with particular reference to what is “ideal” in terms of learning, teaching, and practicing English; discussion on the possible difficulties to be confronted in interaction with similar people in the clips, and what could be done to pursue communication with them

Focus: Awareness of the concept “ideal” and English learning/teaching practices in Turkey; Communication problems posed by linguistic and cultural variations in English L1 countries and their remedies; strategies to perpetuate communication

IC goal: Tolerating ambiguity; withholding judgement; deep cultural knowledge

IS goal: Interaction confidence; interaction attentiveness

Week 4: Irregularities and “errors”; global varieties of English

Material: You Tube Videoclips: People from different parts of the world using different ELF varieties; Written Handout 4: “Irregularities and Variations in English”

Activity: Discussions on the significance of “errors” in terms of cultural exchange and their communicative function; debate over “grammaticality” and whether “errors” should be corrected; debates and discussions on the contents of the material

Focus: Communicative function of language; and communicative function of English in the global context; reciprocal influences of languages; inevitability of language change as a process of representing societal change

IC goal: Valuing other cultures; tolerating ambiguity; deep cultural knowledge; sociolinguistic awareness

IS goal: Interaction attentiveness; interaction enjoyment

Week 5: ELF practice

Material: Videos/TV programs presented by native and non-native speakers; watching the movie Kite Runner or other

Activity: Students’ reports, views and debates on the content and language use; reports and discussions on the setting and scene, themes and the protagonists

Focus: Differences between variants of English; difficulties posed by such differences

IC goal: Tolerating ambiguity; sociolinguistic awareness; deep cultural knowledge

IS goal: Interaction confidence; interaction enjoyment

Week 6: English in the modern science; globalism and national cultures

Material: Videos/films; Written Handout 5: “Global Varieties of English”

Activity: Students’ reports, views and debates on the topics presented in the material discussions

Focus: Linguistic variation and intelligibility; the role of English as a means of global culture and the issue of whether it is a threat to national culture

IC goal: Valuing other cultures; cultural self-awareness; deep cultural knowledge; sociolinguistic awareness

IS goal: Interaction confidence; interaction enjoyment; respect for cultural differences

Week 7: ELF in the international university

Material: Written Handout 6: “Globalism and ELF”

Activity: Discussions over the contents

Focus: The role of ELF in advanced education worldwide; the development of awareness of the significance of ELF in advanced education

IC goal: Deep cultural knowledge; sociolinguistic knowledge

IS goal: Interaction attentiveness; interaction enjoyment

Week 8: Evaluation of the course

Material: -

Activity: Discussions on the course and its improvement with particular reference to the participants’ intercultural development; strengths and weaknesses of the course

Focus: Significance of ELF and IC in global communication

IC goal: Improvement of the course

IS goal: Interaction engagement; interaction enjoyment

At the end of each session the participants' responses on the weekly implementation of the syllabus were obtained by open-ended questionnaires which invited them to assess the effects of the weekly instruction by writing down their opinions on the material studied, topics discussed, benefits gained from and the shortcomings of the session. The program's administrator was also consulted right from the beginning through to the end of the program during which the opinions were exchanged and she was given update information about the program's progress. At the end of the program she had an evaluation session with the participants and subsequently interviewed to share the feedback she obtained from them.

5.2.2. The implementation and results of the IC development syllabus

The syllabus was implemented to one of the two B2-level classes with ten students, nine male and one female, during the last eight-week period of the second academic term of the preparatory school's 2014-Summer program. The other class had nine students, five males and four females, and was used as the control group in the study for the comparison of the effect of the program. The effect of the IC development syllabus was compared by using the ISSQ data collected from both groups prior to and upon completion of the preparatory program.

5.2.2.1. The participants' responses to the implementation of the IC development syllabus

At the beginning of the study, the participants lacked ELF awareness and they were frustrated when they heard many different accents on the videoclips being surprised with so

many different varieties existing in English L1 countries. However, the familiarity was gradually established with these varieties, and as their ELF awareness developed the intelligibility level was enhanced which contributed to the participants' confidence in a positive way. IC development gradually occurred at both individual and interactional dimensions in the way it was described by Deardorff's (2006) process oriented model through the implementation of the syllabus by using the social constructivist teaching methodology.

The participants' attitudes gradually changed as they developed deeper sociolinguistic knowledge and ELF awareness which also boosted their intercultural sensitivity which were also reflected on their responses. They were given the opportunities to reflect on and evaluate their own IC development through the program. The participants were guided to develop a critical thinking attitude to acquire and evaluate knowledge presented in the syllabus content through mediation and interaction fostered by the instructor's role as interlocutor mediator. This had impact on the all dimensions of IC development; and the participants' attitudes of respect, openness and curiosity for discovery were gradually boosted which resulted in the development of confidence and appropriate behaviour in intercultural settings as desired internal and external outcomes. The effects of the course were also reflected on their written responses.

As the program continued, the awareness of the benefit gained by the exposure to the different varieties became more prominent, which was reflected on their views expressed in their written responses as the in the comments of Subject 4:

“I believe that having been informed of the accents and language features of students from around the world and learning about their cultures have been very helpful, offering very good examples of the accents we will confront when we get abroad.”
(Week 7)

All of the students developed a significant degree of ELF awareness through the implementation of the syllabus agreeing that English was the world's new language. They stressed that all the university graduates should learn English to be successful in their future. They stated that all the students who wanted to study abroad should be exposed to different varieties of English before their departure, as in the comments of Subject 7 expressed after the sessions held in Weeks 3 & 8:

“Becoming aware of the existence of different accents and seeing how the meanings of words can vary from time to time have been useful, necessary and very informative for me.” (Week 3)

“It has been very important for study-abroad students to visualise and see what they will face abroad, and to concentrate on those issues before their departure. This is proven by the fact that some of the colleagues followed these materials during their spare time outside the class. Our instructor having the same experience and sharing it with us has contributed to us seeing things from different angles. In short, it was a very useful practice and experience.” (Week 8)

The comments of Subject 7 drawing attention on the fact that some of his colleagues following the materials studied in-class during their spare times underlines the development of curiosity of discovery in the participants as one of the model's objectives at the individual level.

As the participants developed deeper sociolinguistic awareness they became more tolerant about errors, irregularities and variations in language, which also contributed to their consciousness of their own English learning experience as indicated by Subjects 3, 6 & 9 in Week 3:

“As for English language teaching in Turkey, more cultural variations can be presented. This point is very important especially for the adaptation of primary school students who are at the beginning stage of learning English.” (Subject 3)

“I have discovered that stereotyping and social classification could exist in all the countries, not just in ours. Moreover, knowing this before I go out will help me to avoid this kind of culture shock. As for English in Turkey, becoming aware of the kind of difficulties in the future as a parent, making use of what I have learned I will know how English can be taught better. Being exposed to the discussion about the relation between language and culture, now I am more conscious about my learning English.” (Subject 6)

“The short films I watched in these lessons showed me how different cultures affected the same language; they showed how behaviour should be considered normal that I could have otherwise wrongly rejected in case confronted in the future. I believe that developing awareness about these differences will make a significant contribution to my future life, and hope that this program continues with focusing on similar and deeper related concepts.” (Subject 9)

In their evaluation of the IC development syllabus the participants expressed their satisfaction with the materials used in the instruction, the topics covered in the syllabus, and the overall contribution gained from the programs in terms of its contribution to their preparations and readiness for their graduate programs abroad. Stressing the significance of being exposed to ELF and other cultures in English L1 countries and the way they were

guided during the instruction period through the implementation of the syllabus Subject 2 stated:

“During the classes we used a lot of materials about different people and cultures that exist in the countries where we will undertake our further studies, focusing on the kind of difficulties we might confront during our stay. We used a lot of audiovisual materials. I think they have been very helpful for our preparation. I strongly suggest that there should be more instruction in this area. It was just like a coach directing his team before the match begins. I believe that the materials and the instruction provided us with the opportunity of good preparation.” (Week 8)

The participant also expressed their appreciation for the written material adapted for the enhancement of their sociolinguistic knowledge as part of their IC development needs, which resulted in changes in their attitudes to other cultures and the significance of IC for global communication, as in the comments of Subject 5 expressed on several sessions held in classes:

“I think the materials used in this program, stressing the fact that the cultures of people from different backgrounds could vary significantly, and the idea that we should accept these cultures in the way they exist and looking at them in a positive way are important in terms of our adjustments abroad. They have contributed to the development of very useful and supportive outlook for all of us. I believe that the awareness and consciousness about other cultures exist in the countries where we are to undertake our graduate programs before our departure will be very useful especially by easing up the earlier stage of our adjustment process. (Week 3)

All these materials and their contents demonstrate clearly that when we are abroad we will not confront only one kind of English; they show us that we will confront many different people from every part of the world. They have made a lot contribution to our preparation for this situation in psychological and aural ways. Through these materials we have come to a better understanding that we should concentrate more on being understood by minimising our accent as much as we can. (Week 7)

All of the materials used in the classes have made significant contribution to our understanding of English and intercultural communication. All the materials used right from the very beginning through to the end of the program have been very helpful in terms of our language training. (Week 8)

The participants' satisfaction with the overall contribution of the implementation of the syllabus was clearly reflected in their comments as stated by Subjects 3, 8, 9 and 10 in the final instruction week which was devoted to the overall evaluation of the implementation of the IC development syllabus:

“The materials used in the classes were very carefully selected. Listening and speaking activities were very helpful. I think extractions from newspapers and homework based on them and other reading materials would enhance the contribution.” (Subject 3)

“I think the program was generally very useful and helpful. No matter how it would be difficult to learn cultures without actually having the experience of living them, the program gives some idea about the differences between living in one's own cultural context and in living in another one.” (Subject 8)

“I think this course has been very useful for study-abroad students in terms of informing them about the people and their cultures in the host countries and equipping them with the capability of interpreting similarities and differences between their own cultures and the cultures of the host countries.” (Subject 9)

“In a general sense, the instruction and materials used has significantly contributed to us being able to avoid possible future culture shock as well as contributing to our English language development. Especially the videos presenting different people with different English accents and listening activities have developed good awareness about the kind of people we would face when we go abroad.” (Subject 10)

5.2.2.2. The administrator's opinion

The administrator of the English preparatory program was interviewed after her evaluation session with the experimental group members to cross check on their responses through the program (Appendix A). She also expressed her satisfaction of the implementation of the program by referring to the feedback she obtained from the participants as they had reported to her that the program had benefited them considerably. She stated that the participants had indicated to her that it would have been better if the program had been longer, stressing that they would have benefited more from it if it had been more comprehensive or longer.

According to the information she gathered in her meeting with the participants, some of these students had never been instructed by a native speaker teacher, and that the participants had been surprised by some of the native speakers they had heard on the videos indicating that the presence of many different accents in the same country had been surprising for them and even had frightened them in the beginning as they had been worried that they

could not have understood them. As they had studied the material provided in the syllabus they had come to realize that having an accent or not having the correct accent was not important, and that ability to establish communication somehow was more important. They had understood that it was not their defects; the natives would also have different accents.

The participants also reported to her that they were happy to have a teacher who had lived and experienced what they were about to do. Having an instructor with the experience of living abroad was more informative and fruitful for them. She stated that this might be because having an instructor with such experience was more convincing for them.

She stated that they had expressed that different accents existed in their own language. As for the accent differences, they had indicated that their attitudes had been changed and that such differences were quite normal and acceptable for them now.

She stated that the participants also had reported to her that they had found the instruction materials to be very useful for them. They had said that they were not very difficult to understand, although initially some of them had found them to be difficult. Although they were not familiar with some of the concepts, they were happy to have them in English.

She stated that as an administrator of the study-abroad programs, from what she had found out from her previous students, she knew that these students experienced a lot of adjustment difficulties. As a matter of fact, for some adjustment problems seemed so big that they decided to return without completing their studies. She stated that difficulties related to language as well as lack of cultural awareness. She indicated that this program and the awareness developed through its implementation would enable them to overcome most of the difficulties they might experience when they go abroad. She said that their previous students reported that they had felt like a fish out of water; but she thought that this group would not experience this feeling. She indicated that they would certainly have some difficulties, but

they would be at least aware of what they would confront when they got there. She said that they knew what was important was to communicate, and that they felt more confident. She thought that this program had to be implemented to all the new groups every year. She stated that she would recommend it strongly, and she would include it in her report to her senior administration and to the ministry this year.

5.2.3. Intercultural Sensitivity Scale Questionnaire: post-test

The effects of the IC development course were also reflected on the participants' intercultural sensitivity, which was demonstrated by SPSS descriptive statistics tests and Mann-Whitney U tests on the data obtained by the administrations of the ISSQ prior to commencement of the preparatory program (a pre-test) and upon its completion (a post-test) to, both, the experimental group, which consisted of ten students who undertook the IC development course, and the control group, which consisted of nine students who did not take the course.

Table 21

Summary item statistics results of the ISSQ pre-test and post-test responses of the Experimental and Control Groups

		Mean	Minimum	Maximum	Range	Maximum/ Minimum	Variance	N of Items
Item Means	Experimental Group Pre-test	3,183	2,200	4,200	2,000	1,909	,355	24
	Experimental Group Post-test	4,317	3,400	4,900	1,500	1,441	,161	24
	Control Group Pre-test	3,111	2,111	3,889	1,778	1,842	,272	24
	Control Group Post-test	3,528	2,444	4,111	1,667	1,682	,243	24

The descriptive pre-test statistics results had indicated that there were not much intercultural sensitivity differences between the groups in all the five dimensions of the ISSQ (Table 21). However, the post-test results demonstrated that the overall sensitivity of the experimental group (based on the measurement of data on all the 24 items of the questionnaire) was significantly enhanced while the control group performed just a slight overall sensitivity increase (Table 21), which was probably due to the slight effect made by the preparatory program; and that the contribution of IC development syllabus to the intercultural sensitivity was clear in all the five dimensions of the ISS responses when compared with the post-test results of the control group. (Appendix I presents the tables comparing the SPSS pre-test and post-test summary item statistics results of the Experimental and Control groups according to the five intercultural sensitivity dimensions measured by the ISS.)

Table 22

SPSS descriptive statistics results comparing the average means scores of the ISS pre-test and post-test results within the five dimensions

Intercultural Sensitivity area	Experimental Group			Control Group		
	Valid N.	Pre-test means	Post-test means	Valid N.	Pre-test means	Post-test means
Interaction Engagement	10	3,44	4,53	9	3,43	3,79
Respect for Cultural Differences	10	3,45	4,57	9	3,22	3,67
Interaction Confidence	10	2,82	3,90	9	2,89	3,33
Interaction Enjoyment	10	2,43	3,93	9	2,37	2,89
Interaction Attentiveness	10	3,40	4,40	9	3,26	3,63

The post-test data demonstrated that the highest sensitivity contribution was felt in the Interactions Engagement, Respect for Cultural Differences and Interaction Attentiveness dimensions of the ISSQ with the means averages of 4.5, 4.6 and 4.4 respectively, which were half-way above 4="I agree" and leaning towards 5="I strongly agree". Although the averages

of the other two dimensions, Interaction Enjoyment and Interaction Confidence, were lower with the average of 3.9 for each, they were still very close to 4="I agree" and being much higher than their pre-test averages (Table 22).

The Mann-Whitney U pre-test and post-test results also demonstrated that the intercultural sensitivity enhancement of the experimental group in all the five dimensions of the ISS and that the differences in intercultural sensitivity between the two groups were statistically significant (Table 23).

Table 23

Mann-Whitney U Pre-test and Post-test results comparing the ISSQ scores of the Experimental and Control groups.

	Pre-test						Post-test					
	B1	B2	B3	B4	B5	B6	B1	B2	B3	B4	B5	B6
Mann-Whitney U	41	27	36	41	42	40	20	26	23	33	21	28
Asymp. Sig. (2-tailed)	,711	,106	,301	,722	,785	,600	,025	,079	,050	,260	,017	,131
	B7	B8	B9	B10	B11	B12	B7	B8	B9	B10	B11	B12
Mann-Whitney U	39	38	45	42	45	38	4	13	17	23	31	6
Asymp. Sig. (2-tailed)	,574	,458	1,000	,790	1,000	,487	,000	,003	,011	,051	,197	,001
	B13	B14	B15	B16	B17	B18	B13	B14	B15	B16	B17	B18
Mann-Whitney U	43	45	42	26	41	35	26	22	21	17	16	22
Asymp. Sig. (2-tailed)	,849	1,000	,751	,083	,654	,225	,079	,028	,034	,015	,009	,033
	B19	B20	B21	B22	B23	B24	B19	B20	B21	B22	B23	B24
Mann-Whitney U	38	36	32	39	33	41	23	17	18	14	12	17
Asymp. Sig. (2-tailed)	,495	,418	,212	,547	,286	,678	,043	,012	,013	,004	,003	,013
	a. Not corrected for ties.						a. Not corrected for ties.					
	b. Grouping Variable: Group						b. Grouping Variable: Group					

The pre-test results posited that there was not any significant difference between the intercultural sensitivity levels of the both groups prior to the implementation of the IC development syllabus as $p > .05$ was for all the items, which also had relatively high U scores.

The big drop in all the post-test U scores as well as the strengthening of the significance levels, as $p < .05$ was almost for all of the items, clearly demonstrated the differences occurred between the two groups caused by the enhancement of the experimental groups' intercultural sensitivity by the implementation of the IC development syllabus. (Appendix J presents the SPSS Mann-Whitney U Test tables comparing the ISS pre-test and post-test ranks of the Experimental and Control groups.)

CHAPTER 6

CONCLUSIONS

6.1. Summary of findings

The study has demonstrated that the current English preparatory programs provided for the government-sponsored Turkish graduate sojourners fall too short to develop sufficient IC for their participants as the success criteria of these programs are bound by the candidates' sufficient preparation for TOEFL and IELTS exams. These criteria are not responsive and fall too short to meet communication needs of the sojourners as they ignore the global nature and function of English and the existence of ELF domains in English L1 countries. The data collected from the participants during their sojourn demonstrate the shortcomings of the current preparatory programs in these areas as well as indicating the participants' desire for complementing these skills through a course to be provided during their preparation prior to their departure.

The social constructivist model used throughout this research facilitated the opportunity of exchanging information and ongoing feedback between the researcher and the preparatory course administrators which contributed to the development of consciousness about the purpose of the research and its benefits to the participants' better preparation for their graduate programs, making the research a mutual asset of the researcher and the stakeholder. The syllabus consisted of three major aspects, which were the ELF content of the syllabus, the IC development dimension defined by the process oriented model of Deardorff (2006) and its connection with the former, and the sociocultural outlook followed in the implementation of the syllabus, which turned all the three aspects into common culture enjoyed by all those involved within the roles attributed by this outlook – the instructor as an interactant mediator, the learner as an interactant participant, and the administrator as a researcher participant.

Parallel to the sociocultural learning theory, the IC development process defined by the model required the internalisation of knowledge shared in the classroom by all the participants by the mediation of the instructor as an interactant. In this process the individual development occurred by the individual's own involvement in the in-class interaction where the development took place at two levels individual and interactional.

6.1.1. The role of the instructor in IC development

The data based on the participants' responses and the interview with the preparatory program's administrator and the data collected earlier by e-mail interviews for needs analysis prior to the design of the course stress the significance of the instructor's interculturality, indicating that the instructor's IC competence and ELF awareness would contribute to their preparedness during the preparatory program undertaken prior to their sojourn. The participants stated that the instructor's knowledge and experience gained in ELF intercultural settings could provide significant input during their preparatory program.

The implementation of the IC development syllabus indicated that, the methodology used for in-class instruction and the theoretical outlook of the instructor in language education are also influential factors in terms of the success and outcomes of the IC development course along with the instructor's ELF awareness and IC knowledge. As at the individual level the syllabus was provided to develop the attitudes of respect, value for other cultures, openness, ability to withhold judgements, and curiosity to discover while tolerating ambiguity while developing specific knowledge and comprehension that would include cultural self-awareness, deep cultural knowledge, and sociolinguistic awareness. The development of the attitudes identified in the syllabus required balancing the power relations in the classroom learning context. This was achieved by the elimination of status differences and the establishment of interactant mediator-interactant participant relations instead of teacher-

student or knower-learner relations. The elimination of status differences provided a fair opportunity and comfort for each participant to internalize shared knowledge in relation to their own knowledge and development and facilitated a learning environment for them to express their independent point of view and communicate their own knowledge and identities while interacting and sharing them with others in an interactive way. IC competence development was not limited merely with perceptual development or knowledge attainment; it went hand in hand with the attitudinal and behavioural change and development. Thus, the instructor's perceptions of these issues, his/her awareness of the interactant-mediator role played in the elimination of status differences in the classroom context and the creation of a democratic learning and development environment where all the participants could find the opportunity of internalising each other's knowledge for their own development by communicating their own affairs and identities, and his/her behaviour in the classroom are all contributory factors for IC development training.

6.1.2. Intracultural competence as part of IC

Development of self-awareness and deeper sociolinguistic knowledge as part of individual development also led each participant to develop consciousness about their own development in their own historical and institutional contexts, which led to the development of intracultural competence. The more the participants became intraculturally competent the more they enhanced their IC, or vice versa. This was simply due to the fact that the more we dig in about ourselves the higher consciousness we develop about the social dimensions of our knowledge and development. As the participants deepened their knowledge about their own development and social realities they enhanced their IC with higher curiosity and discovery, which triggered the participants' enthusiasm to the syllabus content and boosted their attitudinal changes. The collaborative constructivist learning and development processes

in the classroom context facilitated the activation of their skills to listen, to relate and to interpret through which they enhanced their adaptability, flexibility, ethnorelative view and enthusiasms, and the integration of these gains holistically for their effective and appropriate behaviour in intercultural settings.

The participants' exposure to native varieties of English and ELF in English L1 countries by using the audiovisual materials and the sociolinguistic knowledge contents of the written hand-outs focusing on issues such as irregularities and variations, stereotypes, ELF and global communication enhanced their sociolinguistic knowledge and changed their perceptions of "the ideal English" and their attitudes towards their own linguistic development as well as contributing to development of attitudes of respect by valuing other cultures, openness by tolerating ambiguities, and curiosity and discovery by withholding judgements.

The qualitative data collected during the implementation of the program expressed the participants' opinions and positive feelings about their sufficient intercultural awareness and competence, global citizenship and their positive attitude towards other cultures, and self-confidence in ELF communication. Likewise, their feelings also were reflected on their ISSQ post-test data which demonstrated that the implementation of the syllabus enhanced their intercultural sensitivities in all the five dimensions of the scale, interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment, and interaction effectiveness.

6.2. Limitations of the study

The study has some limitations. One area of the limitations of the study is related to the effect of the syllabus on the participants. Although their responses concerning their gains from the syllabus were elicited during the implementation of the program, how such gains

would contribute to their intercultural communication needs and how their opinions and feelings will be about their ELF awareness and interculturality upon their arrival in the host country during their graduate studies still need to be addressed. Another dimension concerning the limitation as to the effect of the study to be evaluated by sojourners during their sojourn is the need for comparison of the interculturalities of those who had undertaken the IC development program and those who had not.

Another area of limitations of the study relates to possible outcome differences that might be due to the instructor's competence in ELF and IC, which require a comparison of the outcome of the syllabus implemented by an instructor who had training in ELF and IC and with the outcome of the syllabus by an instructor who did not have any training in these areas, which would present a clear picture of the significance of the instructor's competence for maximizing the gains to be obtained from the implementation of the syllabus.

6.3. Implications for further research and recommendations

The outcomes of this study have some significant pedagogical, language policy and research implications. The results provide substantial evidence which demonstrate the significance of IC training for all sojourners regardless of their competence in internationally recognised formative exams, such as TOEFL and IELTS. The data collected from the participants during their sojourn underlines their strong propensity to ELF and the necessity and desire for ELF training prior to their departure. Inseparable dimensions concerning the pedagogical implications that are primarily important for ELF training can be identified as sufficient intercultural awareness and competence, feeling of global citizenship and positive attitude towards other cultures, and self-confidence in ELF communication through their own involvement with enhanced intercultural sensitivities in interaction engagement, respect for

cultural differences, interaction confidence, interaction enjoyment and interaction effectiveness.

The data concerning the necessity of ELF awareness and IC skills suggest not only English language learners but all English language teachers should undertake training in these areas, and therefore English language education and teacher training programs should be reconsidered in terms of the function of English as a means of cross-cultural communication. Their syllabus should be redesigned with the inclusion of ELF and IC development topics, materials, and activities. Intercultural competencies go beyond just knowledge. They are about attitudes, skills and both internal and external outcomes for how we perceive others and how we interact with them. Developing intercultural competencies is a life-long process; in fact it is a process that we need to assist all learners in. Therefore, IC development training should be integrated and adapted to all other language training programs other than English, including L1 language programs, in line with their educational objectives.

This study also has implications for language policy makers and education authorities at both macro and micro levels as its results challenge the state's current language training and education policy preferences. Development of ELF awareness and IC training require initiatives to be taken at senior levels within the hierarchies of the Ministry of Education and Higher Education Council in the areas curriculum development, syllabus design, research, and in-house training. This has to be supported by teacher development projects to be carried out through the involvement of stakeholders, especially administrators, at all levels from the Ministry of Education and the Higher Education Council. These projects should be based on the collaborative social-constructivist approach as this approach could maximise the awareness and contribution of the stakeholders by their own involvement in all the learning and development processes.

Another area that relates to the initiatives to be taken by the senior authorities of the concerned bodies is the necessity of providing convenience for research opportunities within the hierarchies of these bodies. From the difficulties experienced at the initial stage in search of permission to undertake the present study, it is possible to say that it is very difficult, often impossible, to get necessary permissions from the concerned authorities. It is often difficult to get a reply for research requests; replies are often procrastinated due to lack of cooperation within the relevant bodies; and officials are often reluctant to allow research to be undertaken due to concerns of being victimised or subject to scrutiny.

IC development initiatives are not necessary and essential just for study-abroad preparations. Policies pertaining to IC are also fundamental needs of all language training programs including L1 training programs as IC is about attitudes and skills that would be used for lifetime. Furthermore, as an important dimension of individual development, topics pertaining to sociolinguistic knowledge development in L1 such as self-concept, stereotyping, and language variation should be included in the social science curricula of secondary and tertiary education to develop intracultural competence that would create basic awareness and familiarities with the topics concerning IC development to be taken up at later stages that would foster and spread the culture of global citizenship and attitude throughout the nation.

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APPENDICES

APPENDIX A

DEMOGRAPHIC QUESTIONNAIRE
(Turkish version)

1. Adınız ve soyadınız: _____
2. Cinsiyetiniz: Kız: _____ Erkek: _____
3. Yaşınız: _____
4. Mezun olduğunuz ilkokul:
 - _____ devlet ilkokulu
 - _____ özel ilkokul
 - _____ diğer: _____ (lütfen belirtiniz)
5. Mezun olduğunuz ortaokul:
 - _____ devlet ortaokulu
 - _____ özel ortaokul
 - _____ diğer: _____ (lütfen belirtiniz)
6. Mezun olduğunuz lise:
 - _____ devlet lisesi
 - _____ özel lise
 - _____ diğer: _____ (lütfen belirtiniz)
7. Mezun olduğunuz üniversite:
 - _____ devlet üniversitesi
 - _____ özel üniversite
 - _____ diğer: _____ (lütfen belirtiniz)
8. Mezun olduğunuz fakülte: _____ Bölüm: _____
9. Yurt dışında okuyacağınız ülke: _____
 - _____ üniversitesi
 - _____ bölümü
 - _____ yüksek lisans programı _____ doktora programı (lütfen işaretleyiniz) diğer: _____
10. Daha önce yurt dışında bulundunuz mu? Evet () Hayır ()
Cevabınız Evet ise: Ülke: _____ Süre: _____ Sebep: _____
11. Kaç yıldır İngilizce öğreniyorsunuz? _____
12. Genel İngilizce seviyeniz (kişisel değerlendirme):
 - _____ yüksek
 - _____ orta
 - _____ Düşük
13. Lütfen dil becerilerinizi **1** (çok zayıf) ile **5** (çok iyi) arasında değerlendiriniz.
 - Konuşma _____
 - Okuma _____
 - Yazma _____
 - Dinleme _____
 - Dilbilgisi _____
 - Kelime. _____
14. Sınıf dışında ne kadar sıklıkla İngilizce kullanıyorsunuz?
 - _____ Hiç
 - _____ Nadiren
 - _____ Bazen – Hangi ortamlarda? _____ (lütfen belirtiniz)
 - _____ Genellikle – Hangi ortamlarda? _____ (lütfen belirtiniz)
 - _____ Çok sık – Hangi ortamlarda? _____ (lütfen belirtiniz)
15. Mevcut programa hangi sınıfta başladınız? A1-1 () A1-2 () A2 () B1 ()
16. Mevcut programda şimdi hangi sınıftasınız? _____
17. Son 5 yılda katıldığınız İngilizce sınavlar (lütfen tarih sırasına yazınız ve aldığınız puanı belirtiniz.)
 - Sınav adı ve tarihi: _____ puan: _____
 - Sınav adı ve tarihi: _____ puan: _____
 - Sınav adı ve tarihi: _____ puan: _____
 - Sınav adı ve tarihi: _____ puan: _____

APPENDIX B**VIDEOCLIP RESPONSES QUESTIONNAIRE**
(Turkish version)

Lütfen dinlediğiniz ses kayıtları hakkındaki görüşlerinizi yazınız.

a) Konuşulanları anlamak açısından:

b) Konuşan kişilerin kültürel özellikleri açısından:

c) Bu kişilerle konuşmada sorun yaşar mıydınız? Neden?

d) Bu kişileri anlamamış olsaydınız ne yapardınız?

APPENDIX C**VIDEOCLIP SCREENSHOTS**

Videoclip 1: Young man speaking Black Vernacular English



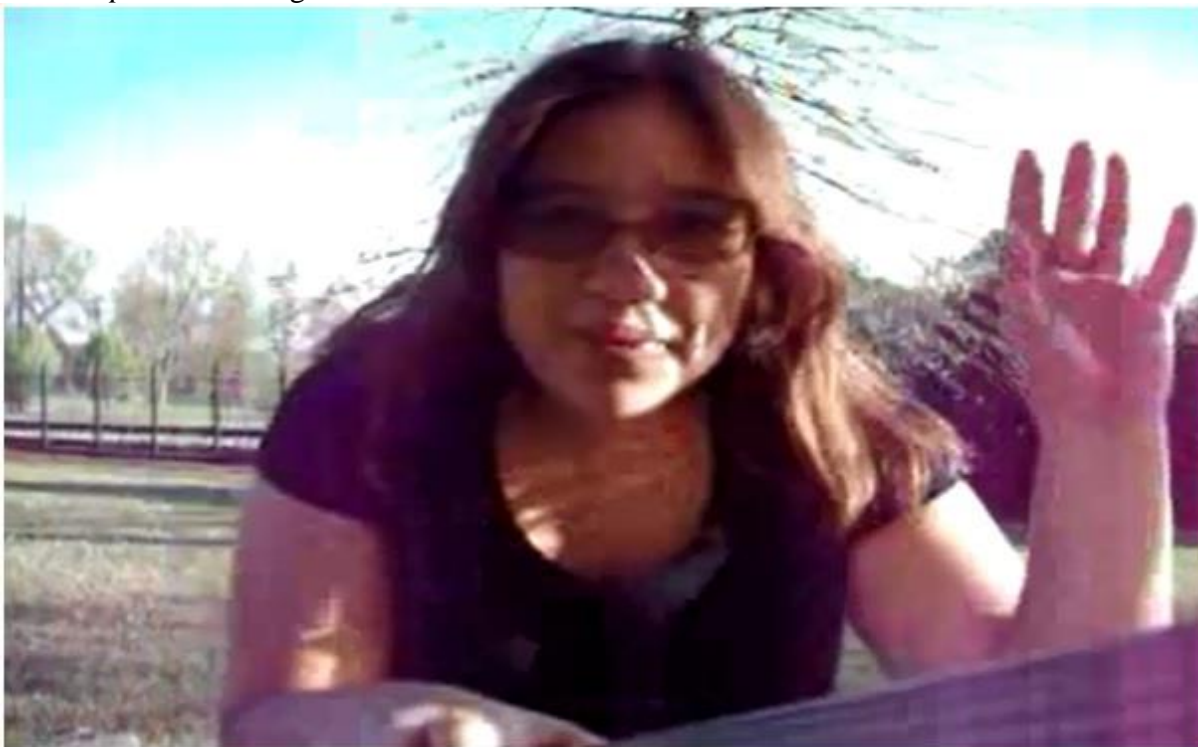
Videoclip 2: Young man with a Scottish accent



Videoclip 3: Indian male student



Videoclip 4: Mexican girl



Videoclip 5: Irish student



Videoclip 6: American baseball player from Colorado



APPENDIX D

NEEDS AND ATTITUDE ANALYSIS QUESTIONNAIRE (Turkish version)

Lütfen her bir ifadeyi dikkatli bir şekilde okuyunuz ve İngilizce öğrenme sebeplerinizin önem derecesini en iyi tanımlayan rakamı işaretleyiniz (**1: en az önemli; 5: çok önemli**).

İngilizce öğrenmek sizin için ne kadar önemli?	En az önemli	Kısmen Önemli	Önemli	Çok Önemli	Son derece Önemli
1. İngilizce dilbilgisi kurallarını ve cümle yapılarını akıcı bir şekilde kullanabilmek.	1	2	3	4	5
2. İngilizce cümleleri Türkçeye ya da Türkçe cümleleri İngilizceye çevirebilmek.	1	2	3	4	5
3. TOEFL gibi İngilizce yeterlilik sınavlarına ya da Türkiye'de veya yurtdışında yüksek öğrenim giriş sınavlarına hazırlanmak.	1	2	3	4	5
4. İngilizce yoluyla yazılı akademik çalışma yapmak.	1	2	3	4	5
5. İngilizce yoluyla sözlü akademik sunumlar yapmak.	1	2	3	4	5
6. İngilizce akademik yayınları okumak.	1	2	3	4	5
7. Türk yaşam tarzını ve kültürünü İngilizce olarak aktarmak.	1	2	3	4	5
8. İngilizce yayınları okumak ve anlamak.	1	2	3	4	5
9. Günlük iletişimde dinleme becerisini etkin bir şekilde kullanmak.	1	2	3	4	5
10. Günlük iletişimde okuma becerisini etkin bir şekilde kullanmak.	1	2	3	4	5
11. Günlük iletişimde yazma becerisini etkin bir şekilde kullanmak.	1	2	3	4	5
12. Günlük iletişimde konuşma becerisini etkin bir şekilde kullanmak.	1	2	3	4	5
13. Dil becerilerini mesleki ortamlarda verimli bir şekilde kullanmak.	1	2	3	4	5
14. İngilizceyi ana dili olarak konuşan kişileri kolaylıkla anlamak.	1	2	3	4	5
15. İngilizcesi ana dili olmayan diğer yabancıları kolaylıkla anlamak.	1	2	3	4	5
16. İngilizce konuşanların yaşam tarzını ve kültürünü daha iyi anlamak.	1	2	3	4	5
17. İngilizce deyim ve/veya atasözlerini anlamak.	1	2	3	4	5
18. İngilizce deyim ve/veya atasözlerini uygun bir şekilde kullanmak.	1	2	3	4	5

APPENDIX E
INTERCULTURAL SENSITIVITY SCALE QUESTIONNAIRE
(Turkish version)

Kültürlerarası duyarlılık anketi

Bu anket kültürlerarası iletişim hakkında 24 cümlede yer alan görüşlerden oluşmaktadır oluşmaktadır. Cevapların doğru veya yanlış olması söz konusu değildir. Lütfen her bir ifadeyi hızlıca okuyarak ilk anda oluşan görüşünüzü belirtiniz:

(5) Tamamen Katılıyorum; (4) Katılıyorum; (3) Kararsızım; (2) Katılmıyorum; (1) Kesinlikle katılmıyorum.

1. Farklı kültürlerden insanlarla iletişim kurmaktan hoşlanırım.	5	4	3	2	1
2. Diğer kültürlerden insanların dar kafalı olduğunu düşünüyorum.	5	4	3	2	1
3. Farklı kültürlerden insanlarla iletişimimde kendime güven konusunda kendimden oldukça eminim.	5	4	3	2	1
4. Farklı kültürlerden insanların karşısında konuşurken kendimi rahat hissetmem.	5	4	3	2	1
5. Farklı kültürlerden insanlarla etkileşimimde ne söyleyeceğimi her zaman bilirim.	5	4	3	2	1
6. Farklı kültürlerden insanlarla etkileşimimde arzu ettiğim şekilde sosyalleşebilirim.	5	4	3	2	1
7. Farklı kültürlerden insanlarla bir arada olmak istemem.	5	4	3	2	1
8. Farklı kültürlerden insanların değerlerine karşı saygılıyım.	5	4	3	2	1
9. Farklı kültürlerden insanlarla iletişim içinde olduğum zaman çabuk sinirlenirim.	5	4	3	2	1
10. Farklı kültürlerden insanlarla iletişim kurduğumda kendimi güvenli hissederim.	5	4	3	2	1
11. Farklı kültürlerden insanlar hakkında kanaat oluşturmada aceleci davranmam.	5	4	3	2	1
12. Farklı kültürlerden insanlarla bir arada iken genellikle cesaretimi kaybederim.	5	4	3	2	1
13. Farklı kültürlerden insanlara karşı açık fikirliyim.	5	4	3	2	1
14. Farklı kültürlerden insanlarla iletişimimde çok dikkatli davranırım.	5	4	3	2	1
15. Farklı kültürlerden insanlarla iletişim kurduğumda kendimi işe yaramaz hissederim.	5	4	3	2	1
16. Farklı kültürlerden insanların davranış biçimlerine karşı saygılıyım.	5	4	3	2	1
17. Farklı kültürlerden insanlarla iletişim kurduğumda mümkün olduğu kadar fazla bilgi edinmeye çalışırım.	5	4	3	2	1
18. Başka kültürlerden insanların görüşlerini kabul etmem.	5	4	3	2	1
19. Farklı kültürlerden insanlarla konuşurken onların sözlerindeki ince noktalara dikkat ederim.	5	4	3	2	1
20. Kendi kültürümün diğer kültürlerden daha iyi olduğunu düşünüyorum.	5	4	3	2	1
21. Farklı kültürlerden insanlarla görüşmem esnasında genellikle olumlu tepki veririm.	5	4	3	2	1
22. Farklı kültürlerden insanlara muhatap olmamı gerektiren ortamlardan kaçınırım.	5	4	3	2	1
23. Farklı kültürlerden insanlara karşı anlayışımı sözel olarak veya sözel olmayan davranışım ile gösteririm.	5	4	3	2	1
24. Farklı kültürlerden insanlarla kendi aramdaki farklılıklardan dolayı memnuniyet duyarım.	5	4	3	2	1

APPENDIX F**INTERCULTURAL SENSITIVITY SCALE QUESTIONNAIRE**
(English version)

Directions: This instrument is composed of 24 statements concerning intercultural communication. There are no right or wrong answers. Please indicate the degree to which each statement applies to you by marking whether you: (5) Strongly Agree, (4) Agree, (3) Are Undecided, (2) Disagree, or (1) Strongly Disagree. Please work quickly and record your first impression. Thank you for your cooperation.

- ___ 1. I enjoy interacting with people from different cultures.
- ___ 2. I think people from other cultures are narrow-minded.
- ___ 3. I am pretty sure of myself in interacting with people from different cultures.
- ___ 4. I find it very hard to talk in front of people from different cultures.
- ___ 5. I always know what to say when interacting with people from different cultures.
- ___ 6. I can be as sociable as I want to be when interacting with people from different cultures.
- ___ 7. I don't like to be with people from different cultures.
- ___ 8. I respect the values of people from different cultures.
- ___ 9. I get upset easily when interacting with people from different cultures.
- ___ 10. I feel confident when interacting with people from different cultures.
- ___ 11. I tend to wait before forming an impression of culturally-distinct counterparts.
- ___ 12. I often get discouraged when I am with people from different cultures.
- ___ 13. I am open-minded to people from different cultures.
- ___ 14. I am very observant when interacting with people from different cultures.
- ___ 15. I often feel useless when interacting with people from different cultures.
- ___ 16. I respect the ways people from different cultures behave.
- ___ 17. I try to obtain as much information as I can when interacting with people from different cultures.
- ___ 18. I would not accept the opinions of people from different cultures.
- ___ 19. I am sensitive to my culturally-distinct counterpart's subtle meanings during our interaction.
- ___ 20. I think my culture is better than other cultures.
- ___ 21. I often give positive responses to my culturally different counterpart during our interaction.
- ___ 22. I avoid those situations where I will have to deal with culturally-distinct persons.
- ___ 23. I often show my culturally-distinct counterpart my understanding through verbal or nonverbal cues.
- ___ 24. I have a feeling of enjoyment towards differences between my culturally-distinct counterpart and me.

APPENDIX G

FIELD NOTES (English version)

Summary of notes taken during the course:

- Week 1:**
07/August/2014
- Different accents on the videoclips drew a lot of attention and interest. It was an enjoyable session for them especially when they were discussing what the speakers meant. They were surprised to see the many accent differences existed in the same L1 countries. They failed to understand some of the accents in the beginning. It was clear that more time was needed for each videoclip.
- Week 2:**
14/August/2014
- The students did not see much differences in the reports extracted from different ELF context-newspapers. They were surprised to see that the newspapers from very distant countries presented the same news. Some of the common concepts were discussed. Some of the concepts existed in the written text seemed to them too difficult to understand in the beginning.
- Week 3:**
21/August/2014
- The students discussed the shortcomings of English language teaching in Turkey by referring to their own English learning experience. They stressed the lack of sufficient oral practice and native language teachers. They indicated that most English language teachers lacked sufficient cultural knowledge, and complained about not having been informed on the cultural dimensions of daily life in English L1 countries. They complained about lack of exposure to the different accents existed in these countries.
- Week 4:**
28/August/2014
- The students enjoyed the discussions on “errors”. They were surprised to see how much irregularities existed in English. They indicated that communication was more important than trying to be perfect, and the elimination of errors completely was impossible.
- Week: 5**
04/September/2014
- The students discussed what could be done to avoid communication breakdown when they could not understand what was talked about. They stated such situations were normal and it was partly due to the fact that English was spoken throughout world.
- Week: 6**
11/September/2014
- The students were surprised to hear the lecturers of different L1 backgrounds giving lectures about English. They indicated that they developed some idea about the ways English would be used in their lectures during their academic life abroad. They expressed that the contents of the written materials were closely related to the previous written hand outs.
- Week 7:**
18/September/2014
- All of the students agreed that English was the world’s new language. They stressed that all the university graduates should learn English to be successful in their future. They stated that all the students who

wanted to study abroad should be exposed to different varieties of English before their departure.

Week 8:
25/September/2014

The students were invited to evaluate the whole IC development program. They stated that all the topics and materials used in the program were very useful for them. They felt more confident and ready to undertake their studies abroad. The students expressed that more cultural information should be given throughout the program and complained about the time limitation.

Participants' views:

Subject 1: The significance and prominence of English in intercultural communication is so big that it is impossible to ignore. In the videos we watched in the classes we have seen that these people could manage a lot more than just satisfying their basic needs. What I can say in short is that English is communication; it is life. (Week 3)

Subject 2: As study abroad students who will go study and live abroad a certain period of time, as part of our preparation in these classes we have studied the varieties and cultures existed in the U.S. and England by using various visual and written materials. We had discussions about how we should communicate and interact with people from other nations. We talked about the ways of communicating with people, lecturers and friends living in these countries and with other students come from different countries. I think these classes have been very useful for us, and such classes should be provided for those who are planning to spend long time living in foreign cultures. (Week 3)

The materials used in these classes have contributed to the development of our skills in English and intercultural communication. The course has shown us that providing language training for foreign students before their departure could make significant contribution to their linguistic skills. (Week 4)

During the classes we have used a lot of materials about different people and cultures exist in the countries where will undertake our further studies, focusing on the kind of difficulties we might confront during our stay. We have used a lot of audiovisual materials. I think they have been very helpful for our preparation. I strongly suggest that there should be more instruction in this area. It was just like a coach directing his team before the match begins. I believe that the materials and the instruction provided us with the opportunity of well preparation. (Week 8)

Subject 3: Language education varies depending on the region and the population structure. For example, in the first video people communicated with each other by using different vocabulary and the accent they are used to. Also, in this community there are certain peculiar communication norms. For example, the ways of addressing each others, and how outsiders would not address them. Therefore, it is very difficult for people whose English is not their mother tongue to learn these norms unless they live in the same area with

them. As we have seen in the article on the variation in English L1 countries, people living in the same area use similar vocabularies and accents. Communication can be easy to a certain extent, though difference could cause some difficulties.

As for English language teaching in Turkey, more cultural variations can be presented. This point is very important especially for the adaptation of primary school students who are at the beginning stage of learning English. (Week 3)

Materials used in the classes were very carefully selected. Listening and speaking activities were very helpful. I think extractions from newspapers and homework based them and other reading materials would enhance the contribution. (Week 8)

Subject 4: I believe that having been informed of the accents and language features of students from around the world and learning about their cultures have been very helpful, offering very good examples of the accents we will confront when we get abroad. (Week 7)

Subject 5: I think the materials used in this program, stressing the fact that the cultures of people from different backgrounds would be could vary significantly, and the idea that we should accept these cultures in the way they exist and looking at them in a positive way are important in terms of our adjustments abroad have contributed to the development of very useful and supportive outlook for all of us. I believe that the awareness and consciousness about other the cultures exist in the countries where we are to undertake our graduate programs before our departure will be very useful especially by easing up the earlier stage of our adjustment process. (Week 3)

All these materials and their contents demonstrate clearly that when we are abroad we will not confront only one kind of English; they show us that we will confront many different people from every part of the world. They have made a lot contribution to our preparation for this situation in psychological and aural ways. Through these materials we have come to a better understanding that we should concentrate more on being understood by minimising our accent as much as we can. (Week 7)

All of the materials used in the classes have made significant contribution to our understanding of English and intercultural communication. All the materials used right from the very beginning through the end of the program have been very helpful in terms of our language training. (Week 8)

Subject 6: I have discovered that stereotyping and social classification could exist in all the countries, not just in ours. Moreover, knowing this before I go out will help me to avoid this kind of culture shock.

As for English in Turkey, becoming aware of the kind of difficulties in the future as a parent, making use of what I have learned I will know how English can be thought better. Being exposed to the discussion about the relation between language and culture, now I am more conscious about my learning English. (Week 3)

Subject 7: Becoming aware of the existence of different accents and seeing how the meanings of words can vary from time to time have been useful, necessary and very informative for me. (Week 3)

It has been very important for study-abroad students to visualise and see what they will face abroad, and to concentrate on those issues before their departure. This is proven by the fact that some of the colleagues followed these materials during their spare time outside the class. Our instructor having the same experience and sharing it with us have contributed us to see things from different angles. In short, it was a very useful practice and experience. (Week 8)

Subject 8: I think the program was generally very useful and helpful. No matter how it would be difficult to learn cultures without actually having the experience of living them, the program gives some idea about the differences between living in one's own cultural context and in living in another one. (Week 8)

Subject 9: The short films I watched in these lessons showed me how different cultures affected the same language; they showed how behaviour should be considered normal that I could have otherwise wrongly rejected in case confronted in the future. I believe that developing awareness about these differences will make a significant contribution to my future life, and hope that this program continues with focusing on similar and deeper related concepts. (Week 3)

I believe that listening to people from different countries has been very helpful, and it has to be done more. (Week 7)

I think this course has been very useful for study-abroad students in terms of informing them of about the people and their cultures in the host countries and equipping them with the capability of interpreting similarities and differences between their own cultures and the cultures of the host countries. (Week 8)

Subject 10: In a general sense, the instruction and materials used has significantly contributed us to avoid possible future culture shock as well as contributing to our English language development. Especially the videos presenting different people with different English accents and listening activities have developed good awareness about the kind of people we would face when we go abroad. (Week 8)

APPENDIX H

TRANSCRIPT OF THE FEEDBACK INTERVIEW WITH THE ADMINISTRATOR
(Turkish version)

<p>Researcher: Zaman ayırdığın için teşekkür ederim. Benim girdiğim bu programlarla ilgili öğrencilerle konuştunuz mu? Programla ilgili, nasıl yararlandıkları ile ilgili neler söylediler?</p>	<p>Administrator: <i>Evet, İlk başta bu sekiz haftalık programın süresi için keşke daha fazla olsaydı dediler. Çünkü bu kursa 6 ay devam ediyorlar; kursun içinde bu program daha uzun olsa daha fazla faydalanabilirdik dediler. Belki daha uzun bir program, belki daha kapsamlı olabilir. Yine de kendileri için çok faydalı olduğunu düşünüyorlar.</i></p>
<p>R: Ne şekilde faydalı olduğunu düşünüyorlar?</p>	<p>A:<i>Bu öğrencilerin birçoğu native speakerlarla karşılaşmamış öğrenciler. Daha önceki eğitimlerinde hep Türk hocalarla karşılaşmışlar. İzledikleri videolarda gördükleri native speakerların bazıları onları çok şaşırttı. Farklı aksanların olması aynı ülke içinde onları çok şaşırttı, hem de biraz korkuttu ilk başta anlayamama korkusuyla. Ama sonra syllabusta belirtilen noktalara vurgu yapıldığında önemli olanın aksanı olmak aksanlı konuşmak değil de bir şekilde iletişim kurabilmek olduğunu fark ettiler. Bunun kendilerinin bir eksiği olmadığını, nativelerin de farklı aksanlarla gayet iyi bir şekilde anlaşabildiğini fark ettiler.</i></p>
<p>R:Programı benim sunmamla ilgili, öğretmenin rolü hakkında bir şey söylediler mi?</p>	<p>A:<i>Yurt dışı deneyimi olan birinin olması onlara daha fazla kazanım sağladığını düşünüyorlar. Kendilerinin yaşayacak tecrübeleri daha önce yaşamış olması onlar için daha öğretici oldu; daha inandırıcı oldu belki.</i></p>
<p>R:Kendi dilleri hakkındaki görüşlerine ilişkin herhangi bir şey beyan ettiler mi?</p>	<p>A:<i>Kendi dillerine ilişkin değerlendirmelerde bulundular. Kendi dillerinde Türkçe'de farklı aksanlar olduğunu, farklı aksanlarla konuşan kişilere karşı tutumlarını beyan ettiler.</i></p>

<p>R:Programlarda kullandığım materyallerle ilgili olarak ne dediler? Çünkü bazı öğrenciler bu materyaller Türkçe de verilebilir demişti.</p>	<p>A:<i>Türkçe olması konusunda değil, zaten zorlanmamışlar materyalleri anlamakta çoğunu. Gidecekleri ülkelerin dilinde olmasını faydalı bulmuşlar. İlk başlardaki görüşleriydi herhalde o.</i></p>
<p>R:Ben örneğin zaman zaman Türkçe anlattım bazılarını onlara. Zaman zaman izah etmek gerekiyordu.</p>	<p>A:<i>Tabi bilimsel olarak bazı kavramlara yakın değillerdi tabi dilbilimci olmadıkları için ama İngilizce olmasından memnundular.</i></p>
<p>R:Proramın yönetici olarak benim sunmuş olduğum programa ilişkin ileriye yönelik görüşün nedir? Böyle bir program sunulmalı mıdır?</p>	<p>A:<i>Daha önceden de bu programlara katılanlarla çalışmış olduğumdan da genellikle yurt dışında adaptasyon sorunu yaşadıklarını gördüm. Hatta bir kısmı öyle zorluk yaşıyor ki, programı yarıda kesip Türkiye'ye dönüyor. Hem dil açısından hem kültür açısından adaptasyon konusunda çok büyük problem yaşıyorlar. Böyle bir program sayesinde şu anda en azından zorlukların bir kısmı aşabileceklerini düşünüyorum yaratılan farkındalık sayesinde. Önce gidenler sudan çıkmış balık gibi hissettiklerini söylüyorlardı; ama bu yıl gidecek olanların bu duyguları pek yaşayacaklarını zannetmiyorum. Biraz zorluk yaşayacaklardır ama, hazırlar; en azından ne göreceklein biliyorlar.</i></p>
<p>R:Beyan ettiler mi bu programdan sonra kendilerini biraz daha?</p>	<p>A:<i>Evet evet güvenleri geldiğini diyorlar; İngilizce anlamında yanlışlıkların önemli olmadığını, önemli olanın iletişim kurmak olduğunu biliyorlar, o yüzden kendilerine daha güvenliler; çabuk alışacaklarını düşünüyorum. Onun için bunun her yıl bence yeni gelen gurupla tekrarlanması gerektiğini düşünüyorum.</i></p>
<p>R: O zaman demek ki siz de yönetiminize demek ki belki böyle bir öneride bulunacaksınız?</p>	<p>A:<i>Bulunacağım, evet raporuma da yazacağım.</i></p>
<p>R:Teşekkür ederim zaman ayırdığım için.</p>	<p>A:<i>Ben teşekkür ederim.</i></p>

APPENDIX I

TABLES COMPARING THE SPSS DESCRIPTIVE STATISTICS PRE-TEST AND POST-TEST RESULTS OF THE EXPERIMENTAL AND CONTROL GROUPS MEASURED BY INTERCULTURAL SENSITIVITY SCALE QUESTIONNAIRE

i)

Summary item statistics results of the ISSQ pre-test comparing the Interaction Engagement sensitivity of the Experimental and Control Groups

Experimental Group						Control Group					
	N	Min.	Max.	Mean	Std. Deviation		N	Min.	Max.	Mean	Std. Deviation
B1	10	3,00	4,00	3,4000	,51640	B1	9	2,00	5,00	3,3333	,86603
B11	10	3,00	4,00	3,4000	,51640	B11	9	2,00	5,00	3,4444	1,13039
B13	10	3,00	4,00	3,6000	,51640	B13	9	3,00	4,00	3,5556	,52705
B21	10	2,00	4,00	3,2000	,63246	B21	9	3,00	4,00	3,5556	,52705
B22	10	3,00	4,00	3,6000	,51640	B22	9	2,00	4,00	3,6667	,70711
B23	10	3,00	4,00	3,4000	,51640	B23	9	2,00	4,00	3,0000	,86603
B24	10	2,00	4,00	3,5000	,70711	B24	9	3,00	4,00	3,4444	,52705
Valid N	10	(Average mean: 3,443)				Valid N	9	(Average mean: 3,429)			

ii)

Summary item statistics results of the ISSQ post-test comparing the Interaction Engagement sensitivity of the Experimental and Control Groups

Experimental Group						Control Group					
	N	Min.	Max.	Mean	Std. Deviation		N	Min.	Max.	Mean	Std. Deviation
B1	10	4,00	5,00	4,4000	,51640	B1	9	2,00	5,00	3,5556	,88192
B11	10	4,00	5,00	4,3000	,48305	B11	9	3,00	5,00	3,8889	,78174
B13	10	4,00	5,00	4,6000	,51640	B13	9	3,00	5,00	4,1111	,60093
B21	10	4,00	5,00	4,8000	,42164	B21	9	3,00	5,00	4,1111	,60093
B22	10	4,00	5,00	4,6000	,51640	B22	9	3,00	4,00	3,7778	,44096
B23	10	4,00	5,00	4,4000	,51640	B23	9	2,00	4,00	3,3333	,70711
B24	10	4,00	5,00	4,6000	,51640	B24	9	3,00	5,00	3,7778	,66667
Valid N	10	(Average mean: 4,529)				Valid N	9	(Average mean: 3,794)			

iii)

Summary item statistics results of the ISSQ pre-test comparing the Respect for Cultural Differences sensitivity of the Experimental and Control Groups

Experimental Group						Control Group					
	N	Min.	Max.	Mean	Std. Deviation		N	Min.	Max.	Mean	Std. Deviation
B2	10	3,00	5,00	4,2000	,78881	B2	9	3,00	4,00	3,6667	,50000
B7	10	2,00	3,00	2,4000	,51640	B7	9	1,00	3,00	2,2222	,66667
B8	10	3,00	4,00	3,8000	,42164	B8	9	2,00	4,00	3,5556	,72648
B16	10	3,00	5,00	3,9000	,56765	B16	9	2,00	5,00	3,3333	,86603
B18	10	3,00	4,00	3,9000	,31623	B18	9	3,00	4,00	3,6667	,50000
B20	10	2,00	4,00	2,5000	,70711	B20	9	2,00	5,00	2,8889	1,05409
Valid N	10	(Average mean: 3,450)				Valid N	9	(Average mean: 3,222)			

iv)

Summary item statistics results of the ISSQ post-test comparing the Respect for Cultural Differences sensitivity of the Experimental and Control Groups

Experimental Group						Control Group					
	N	Min.	Max.	Mean	Std. Deviation		N	Min.	Max.	Mean	Std. Deviation
B2	10	4,00	5,00	4,6000	,51640	B2	9	3,00	5,00	4,1111	,60093
B7	10	4,00	5,00	4,2000	,42164	B7	9	2,00	4,00	2,6667	,70711
B8	10	4,00	5,00	4,9000	,31623	B8	9	3,00	5,00	3,8889	,78174
B16	10	4,00	5,00	4,7000	,48305	B16	9	3,00	5,00	3,7778	,83333
B18	10	4,00	5,00	4,8000	,42164	B18	9	3,00	5,00	4,1111	,78174
B20	10	4,00	5,00	4,2000	,42164	B20	9	3,00	5,00	3,4444	,72648
Valid N	10	(Average mean: 4,567)				Valid N	9	Average mean: 3,667)			

v)

Summary item statistics results of the ISSQ pre-test comparing the Interaction Confidence sensitivity of the Experimental and Control Groups

Experimental Group						Control Group					
	N	Min.	Max.	Mean	Std. Deviation		N	Min.	Max.	Mean	Std. Deviation
B3	10	2,00	4,00	3,0000	,47140	B3	9	2,00	3,00	2,7778	,44096
B4	10	3,00	4,00	3,7000	,48305	B4	9	3,00	5,00	3,8889	,92796
B5	10	1,00	3,00	2,2000	,78881	B5	9	2,00	3,00	2,3333	,50000
B6	10	1,00	4,00	2,6000	,84327	B6	9	2,00	3,00	2,7778	,44096
B10	10	1,00	4,00	2,6000	,96609	B10	9	2,00	3,00	2,6667	,50000
Valid N	10	(Average mean: 2,820)				Valid N	9	Average mean: 2,889)			

vi)

Summary item statistics results of the ISSQ post-test comparing the Interaction Confidence sensitivity of the Experimental and Control Groups

Experimental Group						Control Group					
	N	Min.	Max.	Mean	Std. Deviation		N	Min.	Max.	Mean	Std. Deviation
B3	10	3,00	5,00	4,1000	,73786	B3	9	3,00	4,00	3,4444	,52705
B4	10	4,00	5,00	4,5000	,52705	B4	9	3,00	5,00	4,1111	,78174
B5	10	3,00	4,00	3,4000	,51640	B5	9	2,00	3,00	2,7778	,44096
B6	10	3,00	5,00	3,8000	,78881	B6	9	2,00	4,00	3,2222	,66667
B10	10	3,00	5,00	3,7000	,67495	B10	9	2,00	4,00	3,0000	,70711
Valid N	10	(Average mean: 3,900)				Valid N	9	(Average mean: 3,331)			

vii)

Summary item statistics results of the ISSQ pre-test comparing the Interaction Enjoyment sensitivity of the Experimental and Control Groups

Experimental Group						Control Group					
	N	Min.	Max.	Mean	Std. Deviation		N	Min.	Max.	Mean	Std. Deviation
B9	10	1,00	3,00	2,5000	,70711	B9	9	2,00	3,00	2,5556	,52705
B12	10	1,00	3,00	2,3000	,67495	B12	9	1,00	3,00	2,1111	,60093
B15	10	2,00	5,00	2,5000	,97183	B15	9	2,00	5,00	2,4444	1,01379
Valid N	10	Average mean: 2,433)				Valid N	9	Average mean: 2,370)			

viii)

Summary item statistics results of the ISSQ post-test comparing the Interaction Enjoyment sensitivity of the Experimental and Control Groups

Experimental Group						Control Group					
	N	Min.	Max.	Mean	Std. Deviation		N	Min.	Max.	Mean	Std. Deviation
B9	10	3,00	4,00	3,8000	,42164	B9	9	2,00	4,00	3,0000	,70711
B12	10	3,00	5,00	4,1000	,73786	B12	9	2,00	4,00	2,4444	,72648
B15	10	3,00	5,00	3,9000	,56765	B15	9	2,00	5,00	3,2222	,83333
Valid N	10	Average mean: 3,933)				Valid N	9	Average mean: 2,889)			

ix)

Summary item statistics results of the ISSQ pre-test comparing the Interaction Attentiveness sensitivity of the Experimental and Control Groups

Experimental Group						Control Group					
	N	Min.	Max.	Mean	Std. Deviation		N	Min.	Max.	Mean	Std. Deviation
B14	10	2,00	4,00	3,0000	,47140	B14	9	2,00	4,00	3,0000	,86603
B17	10	3,00	4,00	3,7000	,48305	B17	9	2,00	4,00	3,4444	,88192
B19	10	3,00	4,00	3,5000	,52705	B19	9	2,00	5,00	3,3333	,86603
Valid N	10	(Average mean: 3,400)				Valid N	9	(Average mean: 3,259)			

x)

Summary item statistics results of the ISSQ post-test comparing the Interaction Attentiveness sensitivity of the Experimental and Control Groups

Experimental Group						Control Group					
	N	Min.	Max.	Mean	Std. Deviation		N	Min.	Max.	Mean	Std. Deviation
B14	10	3,00	5,00	4,0000	,47140	B14	9	2,00	4,00	3,3333	,70711
B17	10	4,00	5,00	4,8000	,42164	B17	9	2,00	5,00	3,7778	,97183
B19	10	4,00	5,00	4,4000	,51640	B19	9	3,00	5,00	3,7778	,66667
Valid N	10	(Average mean: 4,400)				Valid N	9	(Average mean: 3,630)			

APPENDIX J

TABLES COMPARING SPSS MANN-WHITNEY U PRE-TEST AND POST-TEST

RANKS OF THE EXPERIMENTAL AND CONTROL GROUPS

i)

Mann-Whitney U Test comparing comparing the ISS pre-test ranks of the Experimental and Control groups.

Ranks					Ranks				
	Group	N	Mean Rank	Sum of Ranks		Group	N	Mean Rank	Sum of Ranks
B1	Exp	10	10,40	104,00	B13	Exp	10	10,20	102,00
	Cont	9	9,56	86,00		Cont	9	9,78	88,00
	Total	19				Total	19		
B2	Exp	10	11,80	118,00	B14	Exp	10	10,00	100,00
	Cont	9	8,00	72,00		Cont	9	10,00	90,00
	Total	19				Total	19		
B3	Exp	10	10,90	109,00	B15	Exp	10	10,30	103,00
	Cont	9	9,00	81,00		Cont	9	9,67	87,00
	Total	19				Total	19		
B4	Exp	10	9,60	96,00	B16	Exp	10	11,95	119,50
	Cont	9	10,44	94,00		Cont	9	7,83	70,50
	Total	19				Total	19		
B5	Exp	10	9,70	97,00	B17	Exp	10	10,45	
	Cont	9	10,33	93,00		Cont	9	9,50	85,50
	Total	19				Total	19		
B6	Exp	10	9,45	94,50	B18	Exp	10	11,05	110,50
	Cont	9	10,61	95,50		Cont	9	8,83	79,50
	Total	19				Total	19		
B7	Exp	10	10,60	106,00	B19	Exp	10	10,75	107,50
	Cont	9	9,33	84,00		Cont	9	9,17	82,50
	Total	19				Total	19		
B8	Exp	10	10,70	107,00	B20	Exp	10	9,10	91,00
	Cont	9	9,22	83,00		Cont	9	11,00	99,00
	Total	19				Total	19		
B9	Exp	10	10,00	100,00	B21	Exp	10	8,65	86,50

	Cont	9	10,00	90,00		Cont	9	11,50	103,50
	Total	19				Total	19		
B10	Exp	10	9,70	97,00	B22	Exp	10	9,40	94,00
	Cont	9	10,33	93,00		Cont	9	10,67	96,00
	Total	19				Total	19		
B11	Exp	10	10,00	100,00	B23	Exp	10	11,20	112,00
	Cont	9	10,00	90,00		Cont	9	8,67	78,00
	Total	19				Total	19		
B12	Exp	10	10,75	107,50	B24	Exp	10	10,45	104,50
	Cont	9	9,17	82,50		Cont	9	9,50	85,50
	Total	19				Total	19		

ii)

Mann-Whitney U Test comparing comparing the ISS post-test ranks of the Experimental and Control groups.

Ranks					Ranks				
	Group	N	Mean Rank	Sum of Ranks		Group	N	Mean Rank	Sum of Ranks
B1	Exp	10	12,50	125,00	B13	Exp	10	11,90	119,00
	Ctrl	9	7,22	65,00		Ctrl	9	7,89	71,00
	Total	19				Total	19		
B2	Exp	10	11,90	119,00	B14	Exp	10	12,30	123,00
	Ctrl	9	7,89	71,00		Ctrl	9	7,44	67,00
	Total	19				Total	19		
B3	Exp	10	12,20	122,00	B15	Exp	10	12,40	124,00
	Ctrl	9	7,56	68,00		Ctrl	9	7,33	66,00
	Total	19				Total	19		
B4	Exp	10	11,25	112,50	B16	Exp	10	12,75	127,50
	Ctrl	9	8,61	77,50		Ctrl	9	6,94	62,50
	Total	19				Total	19		
B5	Exp	10	12,40	124,00	B17	Exp	10	12,90	129,00
	Ctrl	9	7,33	66,00		Ctrl	9	6,78	61,00
	Total	19				Total	19		
B6	Exp	10	11,70	117,00	B18	Exp	10	12,30	123,00

	Ctrl	9	8,11	73,00		Ctrl	9	7,44	67,00
	Total	19				Total	19		
B7	Exp	10	14,10	141,00	B19	Exp	10	12,20	122,00
	Ctrl	9	5,44	49,00		Ctrl	9	7,56	68,00
	Total	19				Total	19		
B8	Exp	10	13,20	132,00	B20	Exp	10	12,80	128,00
	Ctrl	9	6,44	58,00		Ctrl	9	6,89	62,00
	Total	19				Total	19		
B9	Exp	10	12,80	128,00	B21	Exp	10	12,70	127,00
	Ctrl	9	6,89	62,00		Ctrl	9	7,00	63,00
	Total	19				Total	19		
B10	Exp	10	12,20	122,00	B22	Exp	10	13,10	131,00
	Ctrl	9	7,56	68,00		Ctrl	9	6,56	59,00
	Total	19				Total	19		
B11	Exp	10	11,40	114,00	B23	Exp	10	13,30	133,00
	Ctrl	9	8,44	76,00		Ctrl	9	6,33	57,00
	Total	19				Total	19		
B12	Exp	10	13,85	138,50	B24	Exp	10	12,80	128,00
	Ctrl	9	5,72	51,50		Ctrl	9	6,89	62,00
	Total	19				Total	19		

APPENDIX K

WRITTEN HANDOUTS

Handout 1

SOCIAL CATEGORISATION AND STEREOTYPING

Social Identity Theory (SIT) provides a theoretical frame for us to understand what stereotyping and how it develops. Linguistic markers and stereotypes may “encode value systems”. This idea is consistent with the ways in which William Labov explains stereotyping. He suggests that linguistic variants may be used by social groups as social markers or markers of social identity to distance themselves from other groups or imitate more “prestigious groups”. Many studies have shown that languages users try to change the features that compose their accent to reflect their attitude towards other speakers.

Social identity is part of an individual’s self-concept. It derives from his knowledge of his membership of a social group and the value and emotional significance attached to that membership. The social identity of a person can only be defined through the effects of social categorizations that divide a person’s social environment into his group and others.

SIT claims that our social identities are derived from multiple group memberships that may be as important and true to the self as our personal identity. When we perceive ourselves as members of a group, a flexible process of depersonalization is carried out. This enables us to regard ourselves as interchangeable, in terms of attitudes and beliefs, with other members of the group. Social Comparison is one of the cornerstones in SIT. It is based on the following general assumptions:

1. Individuals try to maintain or enhance their self-esteem; they strive for a positive self-concept.
2. Social groups or categories and the membership of them are associated with positive or negative values.
3. The evaluation of one’s own group is determined with reference to specific other groups through social comparisons in terms of value-laden attributes and characteristics.

One way of gaining self-esteem is seeing ourselves as members of a prestigious group. In order to define their group as positively differentiated or distinct, group members compare their group with other groups in ways that reflect positively on themselves:

1. Individuals strive to achieve or to maintain positive social identity.
2. Positive social identity is based to a large extent on favourable comparisons. This comparison can be made between the in-group and some relevant out-groups: the in-group must be perceived as positively differentiated or distinct from the relevant out-groups.
3. When social identity is unsatisfactory, individuals will try either to leave their existing group and join some more positively distinct group and/or to make their existing group more positively distinct.

Social categorization enables us to understand our social environment. We categorize objects in order to understand them. We also categorize others and ourselves into large or small groups: blacks, whites, Canadians, Muslims, doctors, socialists, friends, housewives, etc. But categorization is more than just a general cognitive process that serves to simplify and systematize information. It produces two basic automatic effects:

- The distortion of perception such that intragroup similarity and intergroup difference are accentuated

- Evaluative and behavioural discrimination favouring the in-group

Both of these effects are considered fundamental to stereotyping. Therefore, as a general cognitive process, categorization implies accentuation; and accentuation leads to stereotyping. Studies in stereotyping show that it is not just distorting images. It is an exaggerated belief associated with a category.

When a classification is correlated with a continuous dimension, there will be a tendency to exaggerate the differences on that dimension between items which fall into different classes, and to minimize these differences within each of the classes.

Key words: *social identity, categorisation, prestigious group, imitate, positively distinct, interchangeable, categorisation, accentuation, stereotyping*

Discussion points:

- *Stereotyping in an immediate environment, a broader context, nationwide, and about other nations*
- *How does stereotyping affect individuals and social groups*
- *Individual and social attitude to stereotyping*

LANGUAGE AND STEREOTYPING

Language reflects social identifications. Much social-psychological research has shown that language and identity are reciprocally related. Language use influences the formation of group identity. Group identity influences patterns of language attitudes and usage.

Social stereotyping involves the activation of a set of particular socially determined psychological characteristics - a structured combination of attributes. These correlated attributes are associated in an orderly fashion with the categorical division. They do not need to be the original criteria for the categorization. If linguistic varieties undergo the same processes of accentuation, the end-result is a series of apparently homogeneous and distinct linguistic subcategories, or stereotypes. If accentuation is applied also to linguistic variation, the set of features contained in each linguistic stereotype will make up a functional tool for intergroup differentiation.

However, the use of one linguistic cue does not link a speaker with any particular social group. It is the presence of several features. It is a pattern consisting of a particular combination of a limited number of variants that form a linguistic stereotype. If such variants and combinations are perceptually and cognitively distinct, they are socially distinctive.

Differentiation implies in itself a need for perceptually salient phonetic variants. They are distinctive on the social dimension, but not, of course, on the phonological level. Such categories would be characterized by family resemblance and chaining relationships, not all members having the same property in common. Such categories may also be interpreted in terms of linguistic variables, whose variants are similar enough to become assigned to the same functional slot in the phonological system, but different enough to become distinctive on the social dimension.

Stereotypes can be a subcategory that has a socially recognized status. They can be standing for the category as a whole, usually for the purpose of making quick judgements about people. For example, they can be a conceptual structure containing a concept A and another concept B. B is either part of A, or is closely associated with it in that conceptual structure. Typically,

a choice of B will uniquely determine A, within that conceptual structure. B may be used to stand for A. Therefore, a social stereotype is an image which is imposed upon all the members of a given social category.

Here are some English stereotypes

I'm English so:

- I do not speak any other foreign language (all silly bloody foreigners should learn English).
- I invade foreign countries and steal all their stuff to put in my museums.
- I behave like a barbarian from an invading horde when going on holiday.
- I speak in a Hugh Grant style upper class accent and say "gosh" a lot.
- I am incredibly polite and never offend anyone.
- I throw chairs at police and be a football hooligan.
- I have a stiff upper lip and I am used to being very formal with people.
- I make jokes and laugh about absolutely everything and I never take anything seriously.
- I understand sarcasm and use it as a merciless weapon with which to beat people who don't understand it with, especially some of our cousins across the pond.
- I do whatever our "big brother" USA say: "yes George", "no George" and now: "yes Barack", "no Barack"...
- I have invented most sports in the world but I am useless at most of them.
- I am Having tea with the queen every Saturday at 5:00.
- I am talking about the weather ALL the time.
- I live in the most multicultural city in the world in London and I get on well with everyone.
- I am not even able to live with the scrooge scots, the idiot welsh on our island and do not even mention the smelly French or bloody Germans.
- I am modest, I dislike show offs and always use understatements. e.g. saying: "its raining slightly outside", when in reality a reincarnated Noah is frantically building a new ark to try and save at least some of the world population from drowning.
- I say silly things such as "hello old boy".

British Women fit into three categories: 'Ugliest Women in the World' (75%); 'The Most Beautiful Women in the World' (12%); and men dressed as woman (3%)... there is no middle ground. Most other women tend to be jealous of the class and appearance of the British female and it has to be said - who can blame them? The famous ones look like Keira Knightley, Kate Winslet, Rachel Weisz, Kate Beckinsale, Emma Watson, and Helena Bonham Carter, so it is no surprise that men worldwide are salivating over the opportunity to meet them. Unfortunately, most look like Jade Goody on a bad day or Margaret Thatcher, so care is best exercised when dating via the interwebs, or retirement homes. Or graves.

Key words: *psychological characteristics, activation, attribute, common property, chaining relationship, quick judgement, conceptual structure*

Discussion points:

- *Relationship between social identity and stereotyping*
- *Social status and social identity*
- *Examples of stereotypes*

Handout 2

SELF-CONCEPT

Self-concept is the image that we have of ourselves. This image is formed in a number of ways. But it is particularly influenced by our interactions with important people in our lives. It is our perception or image of our abilities and our uniqueness. It is a collection of self-perceptions. For example, a self-concept might include such beliefs as 'I am easy-going' or 'I am pretty' or 'I am hardworking'. At first one's self-concept is very general and changeable. As we grow older, these self-perceptions become much more organized, detailed, and specific.

The individual self consists of attributes and personality traits. They differentiate us from other individuals, for example, 'introverted' or 'extraverted'. The relational self is defined by our relationships with significant others, for example, 'sister'. Finally, the collective self reflects our membership in social groups, for example, 'British'.

Components of Self-Concept

According to the social identity theory, self-concept is composed of two key parts: personal identity and social identity. Our personal identity includes such things as personality traits and other characteristics that make each person unique. Social identity includes the groups we belong to including our community, religion, college, and other groups. There are six specific domains related to self-concept:

- Social: the ability to interact with others
- Competence: ability to meet basic needs
- Affect: awareness of emotional states
- Physical: feelings about looks, health, physical condition, and overall appearance
- Academic: success or failure in school
- Family: how well one functions within the family unit

There are three different parts of self-concept:

1. **Self-image**, or how you see yourself. Self-image does not necessarily coincide with reality. People might have an exaggerated self-image. They might believe that they are better at things than they really are. Conversely, people might also have negative self-images. They might perceive or exaggerate mistakes or weaknesses. For example, a teenage boy might believe that he is clumsy and socially awkward when he is really quite charming and likeable. A teenage girl might believe that she is overweight, when she is really quite thin.

Each individual's self-image is probably a mix of different aspects including your physical characteristics, personality traits, and social roles.

2. **Self-esteem**, or how much you value yourself. A number of different factors can impact self-esteem, including how we compare ourselves to others and how others respond to us. When people respond positively to our behaviour, we are more likely to develop positive self-esteem. When we compare ourselves to others and find ourselves lacking, it can have a negative impact on our self-esteem.

3. Ideal self, or how you wish you could be. In many cases, the way we see ourselves and how we would like to see ourselves do not quite match up.

Congruence and Incongruence

As mentioned earlier, our self-concepts are not always perfectly aligned with reality. Some students might believe that they are great at academics, but their school transcripts might tell a different story. The degree to which a person's self-concept matches up to reality is known as congruence and incongruence. While we all tend to distort reality to a certain degree, congruence occurs when self-concept is fairly well aligned to reality. Incongruence happens when reality does not match up to our self-concept.

Incongruence has its earliest roots in childhood. For example, when parents place conditions on their affection for their children (only expressing love if children "earn it" through certain behaviours and living up to the parents' expectations), children begin to distort the memories of experiences that leave them feeling unworthy of their parents' love.

Unconditional love, on the other hand, helps to foster congruence. Children who experience such love feel no need to continually distort their memories in order to believe that other people will love and accept them as they are.

Key words: *self-concept, self-perception, personality traits, exaggerate, social role, align with reality, congruence, incongruence, ideal self*

Discussion points:

- *Personality traits of people in the immediate and broad environment*
- *Society and self-concept*

IDILECT

The word 'idiolect' comes from Greek, *idios*, 'one's own,' and *lektos* 'chosen expression or word'. It is defined most generally as the language use that is characteristic of an individual speaker. It includes all aspects of an individual's particular speech habits, patterns, and mannerisms. The speech of individuals is mostly observed by its proximity to various 'standards' or norms of the community or language group of which the individual is considered a member. Every speaker is somewhat and somehow a linguistically unique participant in human language communication. This is broadly accepted reality and an intuitive bit of common sense.

We are often able to identify someone by only their voice, or very quickly recall, over the phone say, the owner of a particular voice with whom we have not spoken for a very long time. Alongside physical features, the idiolect constitutes the central defining aspect of not only what it means to be a human being, but what it means to be a unique individual member of the society.

Over the last fifty years, the concept of the idiolect has become a central point of debate among various practitioners of sociolinguistics, especially those studying language variation and change. It plays a central role in research on aspects linguistic identity: gender, ethnicity, socioeconomic class and so on. The idiolect represents the individual's uniqueness in the communication process. It expresses the individual's identity as a social, political, and spiritual being.

Individual language varies according to its environmental circumstances. This variation is ever present in language contact. The human speaker is in the centre point of all speech communities wherever two or more are gathered. Language contact is always a spontaneous and creative act. Idiolects represent this spontaneity and creation.

Man, like the environment in which s/he lives, is an open system, and thus develops evolutionarily through the process of exchange and interaction with the physical and psychological environment.

Language interaction is much more than the participation in closed grammatical systems. It is a wildly unpredictable, creative process. The language structures created show signs of emergence from one moment to the next. The idiolect is bounded by the sum total of one's lived language experience, and its particular form is "shaped" as such. The language choices the individual makes and is able to make are also determined by linguistic situation; that is, language contact with other idiolects. The influence of other idiolects, depending on frequency of contact, may lead to long-term changes and alterations of a particular idiolect while other changes may be short-term or become stored as a part of the larger idiolectal resources of individuals.

The idiolect is the individual's self-organization of language. It implies spontaneous change and innovation. It is an autonomous, adaptive agent for the individual representing his/her own uniqueness in his/her interaction with his social environment.

Key words: *speech habit, linguistically unique, creative process, spontaneous change*

Discussion points:

- *Reasons for language variation and language change*
- *Uniqueness in interaction and idiolect*

Handout 3

ENGLISH IN TURKEY

Turkish people's first encounter with the English language was through trade between Great Britain and the Ottoman Empire around 1530. But, they did not start to learn the language until the eighteenth century. This was after a trade agreement between the Americans and the Ottoman Empire in 1830, and the establishment of Robert College by American missionaries in 1863.

English was taught in private and public schools first during the Ottoman Empire. But, the actual spread of English in Turkey started in 1950s due to the increasing impact of American economic and military power. The developing Turkey felt pressure to gain better access to English in order to improve trade relations and make progress in technology.

Initially English began to spread in Turkey due to mainly economic reasons. Some academics think that English spread to the world first as a result of the economic and military power of Britain at the beginning of the nineteenth century. This power was taken over by the U.S.A. during the twentieth century.

Currently, the English language has gained precedence over other foreign languages. It is the preferred foreign language in every level of the education system. As English gained superiority throughout the world, educationally ambitious parents wanted their children to attend the best English-medium schools in the country. This resulted the establishment of many private educational institutions at all levels with the medium of instruction in English.

As English has become the World's most widely spoken language for trade, education, business and tourism, a number of issues need further attention. Some of these important issues are English language learners' and teachers' linguistic, cultural and national identities, and the training of English language teachers.

The more critical English language teachers become about the involvement of 'culture' in their English language teaching, the more they equip their students with the necessary linguistic and cultural resources to be able to communicate with people from other cultural and linguistic backgrounds. This introduced the importance of raising awareness of teaching English as a Lingua Franca or an International Language.

Key words: *trade agreement, ambitious parents, English as a lingua franca*

Discussion points:

- *Spread of English in Turkey*
- *Language, culture and global communication*

VARIATIONS IN ENGLISH IN L1 COUNTRIES

Today there are many different varieties of English throughout the world, even in inner-circle countries. In the following you will find information on some of the varieties' historical development and their features.

African-American English: It is commonly referred to as Black English, Black English Vernacular, African-American Vernacular English, and Inner City English. According to some researchers, it is developed from a pidgin that was created among slaves from various linguistic backgrounds, primarily from West Africa. This pidgin included features of both the West African languages and English. Over time, this pidgin developed into a creole, and then

more recently, became a variety of English. According to other views African-American English developed from a number of sources, including West African languages and Southern States English.

American-Indian English: The term American Indian English refers to a number of varieties of English that are spoken by native communities throughout North America. There are many different types of Indian English. Each one is unique in its pronunciation and meaning.

Dialects of the Northeast of the US: The northeast United States has a wide variety of distinct accents and dialects. The diversity that exists in the modern northeast is partially a consequence of its older settlement: communities like Boston, New York, and Philadelphia have been around longer than similar-sized communities in the western U.S. As a result, the speech of each urban community has had more time to diverge from the dialects of other nearby cities. But, some of these divergent innovations are comparatively recent.

Southern States English: The term Southern American English refers to a number of varieties of English spoken in many of the southern States, including Alabama, Florida, Georgia, Kentucky, Louisiana, Tennessee, North and South Carolina, Virginia, and parts of Arkansas, Maryland, Oklahoma, Texas, and West Virginia. Although these varieties share certain common characteristics that differentiate them from other varieties found in the Northern and Western United States varieties, they are not uniform throughout these states.

Canadian English: Canadian English, for all its speakers, is an under-described variety of English. In popular literature it is often given little acknowledgement as a distinct and homogeneous variety. Some research suggests that the few unique traits of Canadian English are disappearing in favour of American forms.

English in the U.K.: The size of the British Isles often makes people to assume that the language spoken in its countries of England, Scotland, Wales and Ireland is somewhat homogeneous. But first time visitors are often surprised to find that they have difficulty in understanding the accents and dialects of certain regions. Even within the country of England alone there is great diversity of dialect both regionally and socially. Some academics believe that for the majority of English people "where they are from" is very important to them. Accents are clues to where people were born and where they grew up. Some people may change the way they speak during their lifetimes. But, most people "carry at least some trace"

Although there is an abundance of different dialects within England that can be referred to as "northern" or "southern", they do not really follow any sharp boundaries or coincide with any county lines.

As language change continues to take place within Britain and within England, there are some who claim that relatively newly established accents that replace the traditional accents. It must be emphasized, however, that there are many features in common among these more prevalent accents that are present in England, and they are all used differently by different people.

Key words: *historical development, native community, urban community, dialect, pidgin, creole, trace, prevalent*

Discussion points:

- *Historical developments and English*
- *Role of English as a common language and communication*

Handout 4

IRREGULARITIES AND VARIATIONS IN ENGLISH

Like in all languages English also have many irregularities. Look at the following examples:

- ✓ 'News' is singular while 'books' is not
- ✓ We say 'myself' but not 'hissself'
- ✓ Fish and people are plural although they do not have the plural '-s'
- ✓ 'Five hundred dollars' is singular, but 'two hands' is plural
- ✓ The past tense of 'look' is 'looked' but the past tense of 'run' is 'ran'

Along with many irregularities as the examples above, features of a language also differ between different groups of speakers or between speakers in the same groups. Consider the following observations:

1. In some parts of the United States, a large container used to carry water is called a *pail*; in other parts, the same item is called a *bucket*.
2. In some regions of the United States, the word *greasy* is pronounced with medial [s]; in others it is pronounced with a [z].
3. Among some groups in the United States, words such as *this*, *that*, *these*, and *those* are pronounced with initial [ð]: among others, they are pronounced with initial [d].
4. For some groups of English speakers in the United States, a sentence such as *He walks home every day* would be formed as *He walk home every day*.
5. For certain groups of speakers in the United States, the question *What is it?* would be formed as *What it is?*
6. A person being interviewed for a job might say *In which department will I be working?* The same speaker, in a more informal situation, might say *Which department will I be working in?*

Observations (1) and (2) illustrate the fact that particular lexical items are associated with specific geographical areas of the United States. Observations (3), (4), and (5) illustrate the fact that particular phonological, morphological, and syntactic forms are associated with specific social groups. Observation (6) illustrates the fact that any one speaker has at his or her command a variety of styles appropriate for a variety of situations.

These examples show that there are a lot of variations even in monolingual communities of native speakers of English. Such variations exist also among native speakers of our languages as well as second language speakers of English of different backgrounds.

Key words: *irregularity, variation, illustrate, monolingual community*

Discussion points:

- *Variations in immediate and broad linguistic environment*
- *Sources of irregularities*
- *Importance of communication*

Handout 5

GLOBAL VARIETIES OF ENGLISH

English is spoken today on all five continents as a result of colonial expansion in the last four centuries or so. The colonial era is now definitely over. But, its results are only too clearly to be seen in the presence of English as an official and often native language in many of the former colonies.

There are also more or less strongly diverging varieties which arose in particular socio-political conditions. Another legacy of colonialism is that English fulfils the function of a lingua franca. Many countries, like Nigeria, use English as a lingua franca because there are many different languages and there is a need for a common language.

English has also come to play a central role as an international language. There are a number of reasons for this. One of the reasons is the economic status of the United States. Internal reasons for the success of English in the international arena can also be given.

Geographically English is spoken on all five continents. With regard to numbers of speakers it is only exceeded by Chinese (in its various forms) and Spanish. But in terms of geographical spread it stands at the top of the league.

The distribution is a direct consequence of English colonial policy. It started in Ireland in the late 12th century and continued well into the 19th century. It reached its peak at the end of the reign of Queen Victoria.

Kachru (1985) described the spread of English in terms of three concentric circles: the Inner Circle, the Outer Circle and the Expanding Circle. These circles represent the type of spread, the patterns of acquisition and the functional domains in which English is used across cultures and languages.

The Inner Circle refers to the traditional bases of English, dominated by the mother-tongue varieties, where English acts as a first language. The countries involved in the Inner Circle include the USA, the UK, Canada, Australia and New Zealand.

The Outer Circle consists of the earlier phases of the spread of English in non-native settings. In these countries the language has become part of a country's chief institutions, and it plays an important 'second language' role in a multilingual setting. Most of the countries included in the Outer Circle are former colonies of the UK or the USA, such as Malaysia, Singapore, India, Ghana, Kenya and others.

The Expanding Circle refers to the territories where English is learnt as a foreign language. The territories do not have a history of colonization by members of the Inner Circle and institutional or social role. English is taught as a foreign language as the most useful vehicle of international communication. The countries in the Expanding Circle include China, Japan, Greece, Turkey, Italy, Poland, etc.

The so called "Expanding Circle" of foreign language speakers included more than 750 million EFL speakers in 1997, compared to 375 million first language speakers and 375 million second language speakers.

It is important to point out that the number of English users is developing at a faster rate as a language of international communication than as a language of intranational communication. International communication has become a common phenomenon between the circles and the increased mobility of people has made personal relationships across language borders.

The number of its non-native speakers of different L1 backgrounds who use English as a lingua franca in education and academic settings increasingly outnumbers its native participants who take part in such settings. In most cases its native speakers are absent from these settings. Participants of speech events in these settings belong to different primary lingua-cultural communities. ELF users do not themselves make a speech community with an established distinct “variety” that would characterise regular local networks of interaction. On the contrary, variation in use is random.

Key words: *official language, function of lingua franca, outnumber, speech community, speech event, random, interaction*

Discussion points:

- *Types of English used in Turkey*
- *Types of English used in English L1 countries*

Handout 6

GLOBALISM AND ENGLISH AS A LINGUA FRANCA

In 20th Century, advancements in communication technology were reciprocally fostered by the globalisation process. This has brought people from different nations into day to day contact for a variety of economic, social and political reasons. This has made English the most sought after commodity as it became a global means of communication.

The new trend increased inflow of international students into English L1 countries in their pursuit of undergraduate and graduate programs in the language. Thus, teaching and learning experience in English became a global issue in the context of advanced education and global culture.

The new international perspective assumed by the globalization culture has caused a significant shift in the university ideal. In the 19th century, university was seen as an instrument of nation building. However, while since the late 20th and early 21st century universities have taken on characteristics of international business that compete against each other.

It is clear that education in an English-speaking environment makes these candidates some valuable educational, social and economic contributions and benefits them in many ways. However, EFL proficiency skills are set as primary goals and objectives for almost all of the English preparatory programs designed for international students.

On the other hand, the function of English as a lingua franca is particularly visible within the genre of research publication. For example, in 1996 90.7% of all publications in the natural sciences worldwide were in English. Currently, non-native speakers of different L1 backgrounds who use English in education and academic settings, also, increasingly outnumbered its native participants who take part in such settings. The ownership of the English language is no longer numerically limited with its speakers of English as a mother tongue, or first language. Its ownership rests with its non-native speakers spread over all the continents whose numbers almost double its native speakers. In practice native speakers are in minority.

However, there is a widespread view that the adjustment challenges faced by these students are limited with and can be solved only by native-norm based English language proficiency and native culture. There are scant efforts to view such challenges from the perspective of the status and function of English as a lingua franca.

Many researchers indicate that when used as lingua franca, English is no longer founded on the linguistic and sociocultural norms of native speakers and their respective cultures. They argue that native speakers of English should understand that English is international only to degree that they do not possess. Language users need to adopt it, change it, and make it their own by expressing their perception of reality through English in order to truly own it. They claim that language learners cannot be autonomous in learning environment where another culture and its language are imposed upon them. They suggest that language is to be specially designed to engage the student's reality and activate the learning process.

Key words: *globalisation process, commodity, university ideal, perception of reality, ownership, autonomous*

Discussion points:

- *Native speakerism and English*
- *English in international communication*
- *Imposing native speaker norms and nature of international communication*

APPENDIX L

LETTER TO THE MINISTRY OF EDUCATION

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PAGE 02

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TEL NO. : 90 216 3276479

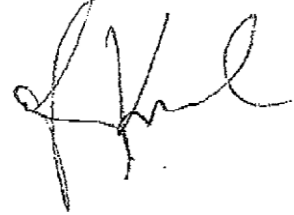
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25/02/2014

Milli Eğitim Bakanlığı'na
Orta Öğretim Genel Müdürlüğü

Halen devam etmekte olan Yeditepe Üniversitesindeki İngiliz Dili Eğitimi Bölümü'ndeki "Kültürlerarası İletişim Becerilerinin Yurt Dışında Öğrenim Gören Öğrenciler Açısından Önemi" konulu doktora çalışmaya katkı sağlamak için kurumunuz adına Marmara Üniversitesindeki 2014 Bahar Dönemi Yurt Dışı İngilizce Hazırlık Programındaki öğrencilere uygulamak üzere hazırladığım ekteki anketin verilmesi sureti ile yapacağım çalışmaya izninizi saygılarımla arz ederim.

Farak Kural
Yeditepe Üniversitesi - Yabancı Diller Yüksek Okulu



Adres:
Küçükbakkalköy Mahallesi,
Prof. Hıfzı Özcan Caddesi
Alay Sokağı, Fulya Apartmanı,
No: 3, Daire: 1, Ataşehir - İstanbul

Tel: (0216) 578 09 86

Ortaöğretim Genel Müdürlüğü
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APPENDIX M

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MILLÎ EĞİTİM BAKANLIĞI
Ortaöğretim Genel Müdürlüğü

Sayı : 46814609/150.02/921283
Konu: Anket Uygulaması

03/03/2014

Sayın : Faruk KURAL
Küçükbakkalköy Mah. Prof. Hıfzı Özcan Cad.
Altay Sok., Fulya Apt. No:3/1
Ataşehir/İstanbul

İlgi : Genel Müdürlüğümüz evrakında 28 Şubat 2014 tarih ve 892643 numaralı sayı ile işlem gören dilekçeniz.

İlgi dilekçesinizde "Kültürlerarası İletişim Becerilerinin Yurt Dışında Öğrenim Gören Öğrenciler Açısından Önemi" konu başlıklı çalışmanız için Marmara Üniversitesinde yabancı dil kursu gören 2013 YLSY programı bursiyerlerine yönelik anket uygulaması talebiniz Bakanlığımızca uygun görülmüştür.

Bilgilerinizi rica ederim.

Abdülmuttalib ÇETİN
Bakan a.
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e-posta: rkaradogan@meb.gov.tr

Ayrıntılı bilgi için: Rıdvan KARADOĞAN V.H.K.İ.
Tel: (0312) 413 18 70
Faks: (0312) 418 45 53

