TERTIARY LEVEL EFL TEACHERS' PERCEPTIONS AND
PRACTICES OF ICC

A MASTER'S THESIS

BY

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THE PROGRAM OF
TEACHING ENGLISH AS A FOREIGN LANGUAGE
İHSAN DOĞRAMACI BİLKENT UNIVERSITY

ANKARA

MAY 2016

To my beloved family

Tertiary Level EFL Teachers' Perceptions and Practices of ICC

The Graduate School of Education

of

İhsan Doğramacı Bilkent University

by

İlkim Merve Yıldız

In Partial Fulfilment of the Requirements for the Degree of

Master of Arts

in

Teaching English as a Foreign Language

Ankara

May 2016

İHSAN DOĞRAMACI BİLKENT UNIVERSITY

GRADUATE SCHOOL OF EDUCATION

Thesis Title: Tertiary Level EFL Teachers' Perceptions and Practices of ICC

İlkim Merve Yıldız
May 2016

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Teaching English as a Foreign Language.

Asst. Prof. Dr. Deniz Ortaçtepe (Supervisor)

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Approval of the Graduate School of Education

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ABSTRACT

TERTIARY LEVEL EFL TEACHERS' PERCEPTIONS AND PRACTICES OF
ICC

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M.A., Program of Teaching English as a Foreign Language
Supervisor: Asst. Prof. Dr. Deniz Ortaçtepe

May 2016

This study investigated tertiary level EFL teachers' intercultural

communicative competence (ICC) perceptions and their classroom practices to

describe the current position of teachers. In order to inquire about their perceptions

and practices further, their cross-cultural experiences, and perception towards ICC

according to age, gender, undergraduate degree, last degree earned and teaching

experience factors were examined. The study sampled 81 tertiary level EFL teachers

working at Department of Basic English, Middle East Technical University. The data

were gathered through a questionnaire. This instrument was additionally used as a

guidance to select teachers with high perception of ICC to be observed for three

weeks.

The data analysis from the questionnaire revealed that teachers' cross-cultural

experiences were limited to touristic purposes. Moreover, teachers who graduated

from ELT departments had more positive perception of ICC compared to instructors

with degrees from non-ELT departments regarding culture-teaching activities.

Additionally, novice teachers reported to have more positive perception of ICC in

terms of how often they employ culture teaching activities. Finally, although teachers

reported to have a positive perception of ICC, classroom observations during which instances of ICC were noted; however, it was not consistent throughout the observed lessons. The overall picture of the results indicated that although perceptions play a crucial role in shaping teachers' classroom practices, this was not the case in this study.

Key words: intercultural communicative competence, ICC perceptions, classroom practices of ICC, tertiary level EFL teachers, cross-cultural experiences, culture teaching

ÖZET

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRETEN ÜNİVERSİTELERİN

HAZIRLIK ÖĞRETMENLERİNİN KÜLTÜRLERARASI İLETİŞİMSEL

YETERLİLİK ALGILARI VE SINIF İÇİ ETKİNLİKLERİ

İlkim Merve Yıldız

Yüksek Lisans, Yabancı Dil Olarak İngilizce Öğretimi Bölümü

Tez Yöneticisi: Yrd. Doç. Dr. Deniz Ortaçtepe

Mayıs 2016

Bu tez, üniversitelerin dil hazırlık bölümü öğretmenlerinin kültürlerarası iletişimsel yeterlilik algılarını ve sınıf içi etkinliklerinin güncel durumunu betimlemek amacıyla incelemiştir. Bu çalışma öğretmenlerin kültürlerarası iletişimsel yeterlilik algıları ve sınıf içi etkinlikleri hakkında daha fazla bilgi almak adına, kültürlerarası iletişimsel yeterlilik algılarını yaş, cinsiyet, lisans alanı, eğitim seviyeleri ve öğretmenlik tecrübesi ve ayrıca kültürler arası etkileşim deneyimlerini dikkat alarak incelemiştir. Bu çalışma, Orta Doğu Teknik Üniversitesi Temel İngilizce Bölümü'nden 81 öğretmenin katılımıyla gerçekleşmiştir. Çalışma için gereken veriler bir anket yardımıyla toplanmıştır. Ayrıca bu anketten alınan sonuçlar, kültürlerarası iletişimsel yeterlilik algısı yüksek olan öğretmenleri ayrıştırıp üç hafta süresince sınıf içi gözlemler yapmak üzere değerlendirilmiştir.

Anketten alınan sonuçlar öğretmenlerin kültürler arası etkileşim deneyimlerinin turistik gezilerle sınırlı olduğunu göstermiştir. İlaveten, lisans alanı İngilizce öğretimi bölümü olan öğretmenlerin, olmayanlara oranla kültür öğretimi aktiviteleri üzerine daha olumlu algıya sahip oldukları bulunmuştur. Bunun yanı sıra, deneyimi az öğretmelerin daha uzun süre tecrübesi olan öğretmenlere kıyasla kültür öğretimi aktivitelerini uygulama sıklığı algılarının daha fazla olduğunu bildirmişlerdir. Son olarak öğretmenlerin kültürlerarası iletişimsel yeterlilik algılarının olumlu olmasına rağmen, sınıf içi gözlem sonuçları derslerde her ne kadar kültürlerarası iletişimsel yeterliliği örnekleri olduğunu gösterse de, gözlemlenen dersler boyunca sürerlilik göstermemiştir. Bu çalışmadan elde edilen genel izlenim gösteriyor ki, öğretmenlerin sahip olduğu algılar sınıf içi etkinliklerine şekil vermede önemli rol oynasa da, bu çalışma öyle olmadığını göstermiştir.

Key words: kültürlerarası iletişimsel yeterlilik, kültürlerarası iletişimsel yeterlilik algıları, kültürlerarası iletişimsel yeterlilik sınıf içi etkinlikleri, hazırlık bölümü öğretmenleri, kültürler arası etkileşim deneyimleri, kültür öğretimi

ACKNOWLEDGEMENTS

Writing this thesis was one of the most challenging, yet thought-provoking and unforgettable experiences of my life. As an African proverb says "If you want to go fast, go alone. If you want to go far, go together.", I wish to extend my gratitude and regards to a number of individuals who were with me throughout this difficult yet rewarding process.

First and foremost, I would like to express my deepest gratitude for my thesis advisor Asst. Prof. Dr. Deniz Ortaçtepe for her constant support, wisdom, patience and trust in me. With her guidance and invaluable feedback throughout this study, studying such a topic was an enlightening process not only as a researcher but also as a teacher. I am deeply honored to be mentored by her.

I also owe many thanks to Asst. Prof. Dr. Julie Mathews-Aydınlı and Asst. Prof. Dr. Müge Gündüz for their constructive comments which took this study a step further.

My special thanks go to Özlem Buldak Atalay, the director of the School of Foreign Languages, and to Aliye Hale Bingöl, the Chairperson of the Department of Basic English for allowing me to attend this program. I also acknowledge the helpful discussions and input provided by Zeynep Akşit, a member of R&D Unit, during the first stages of this research study.

I would like to thank my fellow classmates Demet, Lorie and Pinar for their invaluable friendship, cooperativeness and support throughout the year and the years to come. I would also like to extend my gratification to my dear friend Sibel Çağatay who not only guided me during the application process for the program but also motivated me to push through challenges.

I am extremely grateful for the willing cooperation, interest and help of the anonymous instructors who took part in this study by opening their classrooms and making me feel welcome as a researcher.

Finally, I would like to express my heartfelt gratitude to my beloved family. My mother, father and my brothers, who never cease to believe that I can accomplish any challenge I set my eyes on, surrounded me with their unconditional love, affection and support in almost every step of this study. I can never thank you enough.

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CHAPTER I: INTRODUCTION

Introduction

I do not want my house to be walled in on all sides and my windows to be stuffed. I want the culture of all lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any (Gandhi, 1921 as cited in Kumaravadivelu KOTESOL International Conference speech, 2011).

Language and culture are closely connected yet, the connection between these two concepts were ignored for so long. Generally, what is thought to be learning a second language meant was having and effective understanding and use of linguistic features of that language (Çetinavcı, 2012). In the 1980s with the introduction of the communicative approaches to language teaching such as communicative language teaching method, "culture was seen mostly as an endeavor to help L2 learners to develop the linguistic ability necessary to use the target language in culturally appropriate ways" (Kumaravadivelu, 2008, p.175 - 176) However, when taken a look at today's globalized world, English occupies a big role in connecting people from different communities, backgrounds and cultures. In his criticism of Hymes's view of the relationship between language teaching and culture, Byram (1997) put forward that the days of teaching only native speakers' cultures and "ignoring the significance of the social identities and cultural competence of the learner in any intercultural interaction"(p. 7) are over. Likewise, Byram and Morgan (1994) pointed out that learning culture is an integral part of language learning.

The term Intercultural Communicative Competence (ICC), which can be defined as effective and appropriate performance of a composite of abilities while

communicating with others who are different from the interlocutor in terms of cultural and linguistic background, (Wiseman, 2002 as cited in Çetinavcı, 2012) seems to respond to Gandhi's wish in that it preserves the learners' culture and at the same time introduces new worlds by promoting openness in individuals.

There is a growing tendency to investigate the topic of ICC. Therefore, within the scope of this study the current position of teachers' cross-cultural experiences, teachers' perceptions and practices of ICC are described.

Background of the Study

A glance at the scholarly work from different areas written on the topic of culture reveals that defining "culture" has always been difficult due to its complicated nature (Gomes, 2002). Kaplan (1986) summarized the reason for not having a clear definition as being submerged in both the concepts of language and culture deeply so that it makes it harder to separate ourselves from them to define them. There is a consensus in literature that defining the concept of culture is difficult. "Culture is one of the two or three most complicated words in the English language and the reason for that he reveals is "[the word culture] came to be used for important concepts in several distinct intellectual disciplines and in several incompatible system of thoughts." (Kumaravadivelu, 2008, pp. 9). Another scholar, Agar, stated that "culture is – always was – a highly problematic term, to put it mildly" (1991, pp. 175). In spite of its complicated nature to pinpoint a clear definition, Kumaravadivelu (2008) came to the conclusion that it is "one of the most studied" concepts in the history of humans (pp. 9). Defining the concept of culture has intrigued scholars from different backgrounds to do research on the subject (e.g., Geertz, 1973). The link between culture and language; however, was established

later in the literature creating an interdisciplinary area of study.

Following the introduction of a link between culture in language learning and teaching, two perspectives of teaching culture in English as a Foreign Language (EFL) classrooms emerged. First is the traditional perspective of teaching culture in EFL, which assigns the teacher the role of transmitter of culture. In this view teacher is responsible of the transmission of information about the target language (Atay, 2009a).

The second and more current perspective is the modern perspective of teaching culture, introduced by Byram and Zarate (1997). The modern perspective focuses on the influence of cultures to one another and how speakers from different cultural backgrounds should recognize and understand each other. With this perspective in mind, the students are expected to learn the correct forms of the target language. Alptekin (2002) explained that in order to give proper, meaningful, and strategically effective meanings, learners are expected to acquire how to use these forms in relevant social situations in varied target language settings.

Regardless of the fact that today's world is not a "global village" completely, cultures from all across the globe are easier to approach when compared to previous years as summarized by Spitzberg and Changnon (2009), and they stated "the peoples of these cultures are coming into contact at an ever increasing rate"(p. 379). As a result of the globalization and its effects on space, time and borders, not only economics but also "cultural lives of people all over the world are more intensely and more instantly linked than ever before (Kumaravadivelu, 2008, p.36).

Recent years has seen a change in how educators and learners respond to teaching culture as a part of the language classroom (e.g., Sowden, 2007; Cook,

2002). This transition introduced the idea that in order to carry out a successful communication, linguistic competence is not enough (Krasner, 1999). As the cultural dimension of language learning and teaching has yielded attention in the literature (Bragaw, 1991; Byram, 1989; Byram, 1994; Grittner, 1990; Kordes, 1991; Valdes, 1986), this shift raised an array of varied subtopics to study. Some of the subtopics can be listed as; intercultural communicative competence (ICC), intercultural competence (IC), identity and intercultural communication, misunderstandings, second language socialization, social interaction patterns, understanding different cultures, culture in EFL/ESL settings, cross-cultural communication, to name a few (e.g., Alptekin, 2002; Byram, 1989; Coffey, 1999; Ortaçtepe, 2013; Tseng, 2002; Valdes, 1986).

One of the studies which focused on EFL teachers' perceptions of the role of culture and the definition of culture revealed that teachers in the Turkish higher educational context possess positive attitudes towards incorporating cultural information in their instruction (Önalan, 2004). Additionally, the participants' definitions of culture mainly showed what the researcher referred to as visible culture (i.e. food, clothing). When the abovementioned study is compared to studies with similar concerns conducted on students, the research unveiled parallel results (Devrim, 2010; Güven, 2015). The findings of the research on students' understandings and the preferences of the role and place of culture in EFL contexts showed that about half of the participants agree in teaching the target language culture along with the English language.

Lastly, another study focused on 4th grade university students of an English language-teaching department in İstanbul where they were taking pre-service teacher

training courses (Atay, 2009). The findings of the research demonstrated that in order to keep up with the current shift in teaching trends regarding culture in EFL contexts, pre-service teachers needed more guidance in terms of intercultural competence. In other words, the study revealed that they were currently not trained on this subject. It is suggested that these students should be given more instances where they would read and hopefully learn more on culture and language teaching. Moreover, the need to create more opportunities for prospective teachers to go abroad for education purposes through exchange programs was advised (p. 233). However, previous studies have not addressed the issue of intercultural aspect of language teaching in terms of teachers' classroom practices handling ICC and as well as perceptions of EFL teachers who are employed at tertiary levels.

Statement of the Problem

As today's global world increases the need to interact with people from different cultures, foreign language classes are recognized as a potent backdrop for fostering intercultural communicative competence (ICC) (Alptekin, 2002; Byram, 1989; Byram, 1994; Kordes, 1991). In the recent years, as teaching of communicative competence has started to fall back because of its drawbacks regarding the variety of competences that foreign language learners need to develop which are qualitatively different than native speakers' competences (Hall, 2013), a parallel move in language teaching contexts have been observed (Byram & Risager, 1999). English as a Foreign Language (EFL) teachers are advised to incorporate ICC to raise global-ready students. In spite of the existence of studies conducted on ICC from the perspective of prospective teachers in Turkey (e.g., Atay, 2005), there is still a need to shed light on the in-service teachers' perceptions and practices of ICC by taking cross-cultural experiences such as being abroad and factors such as

teaching experience into consideration.

As current advances in the world making the world a more accessible place and in the Turkish context where English is used as a common foreign language to interact with people from different backgrounds, foreign language teachers are expected to apply ICC based instruction in classrooms to respond to that need. However, what kinds of cross-cultural experiences EFL teachers are exposed to, how well they are informed about ICC, whether tertiary level EFL teachers' perception of ICC vary according to age, gender, undergraduate degree, last degree earned and teaching experience, and finally, their classroom practices is unknown since it is a fairly new concept. Lack of knowledge on the part of the teacher may lead to potential pedagogical problems resulting from a mismatch between what is expected and what is done.

Research Questions

1. What kind of cross-cultural experiences do tertiary level Turkish EFL teachers engage in?

2. What are tertiary level Turkish EFL teachers' perceptions of ICC?

3. Do tertiary level Turkish EFL teachers' perceptions of ICC vary according to age, gender, undergraduate degree, last degree earned and teaching experience?

4. What are tertiary level Turkish EFL teachers' practices regarding ICC in the classroom?

Significance of the Study

Recent years have seen a change in how educators and learners respond to teaching culture as a part of the language classroom (Cook, 2002; Sowden, 2007). Due to the inadequate findings offered in the current literature, determining how

teachers perceive ICC and how much they integrate ICC into their classes would help paint a detailed startup picture of the current situation. Since the present study addresses the question of what kind of cross-cultural experiences such as visiting countries where English is L1 tertiary level EFL teachers have, the research conducted in this study may contribute to the existing literature by giving further insight on the variable of cross-cultural experiences. Moreover, the research will help shed a light on whether tertiary level EFL teachers' perceptions of ICC vary according to age, gender, undergraduate degree, last degree earned and teaching experience. Lastly, as Williams and Burden (1997) stated beliefs of teachers have repercussions on their actions; therefore, it is important to know whether in the case of ICC teachers' perceptions and their real classrooms where they incorporate practices that aid in building ICC in learners match.

At the pedagogical level, determining teachers' cross-cultural experiences, as well as their perceptions of ICC and eventually its reflection on their teaching practices should be considered as an important step in responding to the needs of raising interculturally competent learners for a globalized world. The results of this descriptive study can also help administrators see where their teachers currently at in terms of the position their teachers are. Along with administrators, pre-service and in-service teacher trainers may benefit from the study in that there is a need to inform teachers on the topic of ICC and how to incorporate practices helping building ICC for fostering EFL learners' needs to communicate effectively and appropriately with people from different linguistic and cultural backgrounds.

Conclusion

The aim of this chapter was to serve as an introduction to this study by presenting a statement of the problem, research questions, the significance of the

study as well as the overall framework of the literature review. The next chapter, Chapter II, will provide a review of relevant literature on the subject of the study in detail. In the following chapter, the methodology of this study including the setting, participants, instruments and data collection procedures will be described. Chapter IV will inform about the analysis of the data collected through quantitative research methods. The final chapter, Chapter V, the findings and conclusions, pedagogical implications, limitations of the study, and suggestions for further research will be discussed.

CHAPTER II: LITERATURE REVIEW

Introduction

Intercultural Communicative Competence (ICC) has gained great interest in English as Foreign Language (EFL) settings. One of the main reasons for that is the shift from monolithic perception on teaching culture to a more global cultural consciousness. With the current foreign language teaching and learning trends following that move, the aim of this study is to investigate tertiary level EFL teachers' Intercultural Communicative Competence (ICC) perceptions and their classroom practices which can help describe the current stand point of the teachers. To inquire about their perceptions and practices further, their cross-cultural experiences, and their perception towards ICC were examined. Moreover, whether teachers' perception of culture teaching objectives, culture teaching activities, and intercultural foreign language teaching vary according to age, gender, undergraduate degree, last degree earned and teaching experience was explored.

This chapter comprises six sections. It reviews the literature in the field, which covers descriptions of several key terms, world Englishes, English as a lingua Franca (ELF), Intercultural Competence (IC), and Intercultural Communicative Competence (ICC). Additionally, culture in language teaching methodologies and the change from teaching inner circles' cultures to reflecting an intercultural perspective in language teaching will be discussed. Examples of studies on FLE teachers' perceptions on culture and studies on foreign language education (FLE) classroom practices of teaching culture will be presented. In the last section, studies on cross-cultural experiences in foreign language teaching will be introduced.

World Englishes

As English has been adopted or adapted among nations, different world Englishes have emerged. As a result, the number of people who use English on a daily basis has risen and the English used in these contexts are diverse (McArthur, 1998). In addition to several researchers (e.g., Görlach, 1991; Modiano, 1999), to document the variety of world Englishes, McArthur (1998) combined numerous Englishes from around the world under eight subcategories. Some of these subcategories were labeled as East Asian, Australian, South Pacific, South Asian, Irish, and American. This means that in today's world as the expansion of English continues, learners of English as a foreign language will be mostly interacting with individuals with different linguistic, socioeconomic, and cultural backgrounds is beyond controversy.

As English spread around the world and new varieties of English have emerged, Kachru's (1992, pp. 356) original three-circle model of World Englishes was also adapted and updated (Kachru & Smith, 2008). Figure 1 illustrates Kachru's (1992) updated concentric circles.
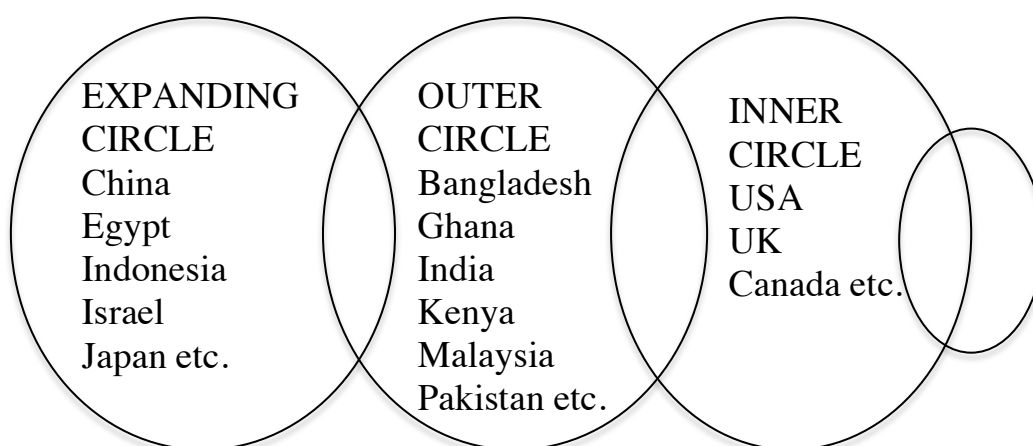
Figure 1. Three-circle model of World Englishes. Adapted from "Teaching World Englishes" by Kachru, B., 1992, *The other tongue: English across cultures*, *2*, p.356.

This figure illustrates Kachru's classification of World Englishes in countries and population.

The model illustrated above has been a highly influential and significant framework for the studies on sociolinguistics of English (Jenkins, 2009, pp. 19-20). Being criticized because of its limitations such as being prepared by taking only geography and history into consideration, disregarding bilingual and multilingual speakers, being indefinite on speakers' proficiencies by many scholars (e.g., Canagarajah, 1999; Graddol, 2006; Jenkins, 2003; Seidlhofer, 2002), in 2005 Kachru defended by arguing that his model was misinterpreted. Kachru and Smith (2008) reflected that the inner circle countries were places where English is used as L1, and it is the primary language due to its historical and sociolinguistics background such as the UK, the USA, Australia, Canada, and New Zealand. The researchers also added that the outer circle represents previously colonized lands by Britain and the USA, and English is also used as an "additional language for intra-national purposes of administration" (pp. 4). Some of these countries were India, Nigeria and Bangladesh. The expanding circle covers areas where English is primarily utilized for international relations and education purposes. One of the reasons why English is preferred as the language of education, or in other words as medium of instruction, was it has become the language of science (Tsui & Tollefson, 2007). Therefore, the countries such as China, Indonesia, and Malaysia are trying to adapt to that change by adopting English in their education systems. With the use of English for international communication purposes, especially by the countries belonging to outer and expanding circle, English was introduced to be as the Lingua Franca.

A considerable amount of literature has been published on English as a lingua franca (ELF) (e.g., Firth, 1996; Jenkins, 2006, 2007, 2009; Mackenzie, 2014;

Mauranen, Perez- Llantada, & Swales, 2010; Seidlhofer, 2005). In literature, it is

also referred to as English as an International Language (EIL), and some scholars

preferred other terms such as Lingua Franca English (Dörschel, 2011), lingua franca

English (Canagarajah, 2007) and Kesckes (2007) chose to use the term English

lingua franca. Mackenzie (2014) summarized the origins of the term 'Lingua

Franca'. He argued that the term had come from the languages spoken in the areas

such as southern France and northern Italy as well as from the languages Arabic,

Spanish, Turkish, Persian, Portuguese, Greek forms its foundation. Firth (1996)

defined English as a lingua franca (ELF) as "it is a 'contact language' between

persons who share neither a common native tongue nor a common (national) culture,

and for whom English is the chosen *foreign* language of communication" (pp. 240)

That is, English serving as a tool for communication between interlocutors

possessing different native languages as further supported by Seidlhofer (2005).

As the spread of English continued through different means, the "ownership" of

the language has come into question (e.g., Higgins, 2003; Norton, 1997; Pavlenko &

Norton, 2007; Widdowson, 1994). In his talk for the 27th Annual TESOL convention,

Higgins (1994) addressed the issue of ownership by going against the general

assumption, which argued that teaching English meant teaching British English. He

added that although native speakers belonging to the inner circle might want to

protect their language, he added that it was in the nature of the language to adapt and

change. Therefore, it was inevitable that with the question whose English to teach,

came the question whose culture to teach.

Intercultural Dimension in Language Teaching

In the traditional sense, cultural competence indicated knowing target culture's

'life and institutions' (Corbett, 2003). Teaching culture in the classroom has a come

a long way from merely presenting the cultural norms of the inner circle countries as some scholars used to "what [students] are introduced to is desirable, in some instances we may even say superior to alternatives" (Barrow, 1990 as cited in Corbett, 2003, pp. 38) has been abandoned.

House stated (as cited in Mackenzie, 2014, pp. 146) "when English is used in interactions between, say, German's and Spanish speakers, underlying differences in interactional norms, in standards of politeness, directness, values, feelings of culture and historical tradition remains exactly what they were - these norms are not shared, nor they need be." As these aforementioned norms are not shared and there is no need for them to be shared by the interlocutors, Aguilar (2009) stressed that although diversity is an important characteristic, it could also have the potential to be "a barrier regarding communication at personal or institutional level, or exchange of people and cultural products" (pp.244). "Much of the friction across different linguistic communities can arise out of situations where speakers of two languages have acquired two sets of linguistic patterns but then proceed to use the second set with the cultural values of the first" (Beardsmore, 1982 as cited in Agar, 1991, pp. 173), Therefore, focusing solely on the linguistics accuracy may reveal problems. Neuner and Byram (2003) expressed a similar idea stating that intercultural mediator should not only be introduced to linguistic competence but also to intercultural competence.

Intercultural Competence

Whether explicit or implicit it may be, learning a foreign language possesses a set of goals ranging from self-development purposes to using the language as a way to enter the culture of another group (Cook, 2002) and Cook added another goal to

the list which is "a way of promoting intercultural understanding and peace" (Cook, 2002, pp. 330). Similarly, Baker (2009) came to a conclusion that moving beyond the traditional understanding of teaching target culture of the inner circle countries to a more inclusive approach by raising awareness and providing the students with skills to negotiate between different cultural backgrounds is the next step in language and culture teaching.

	SKILLS Interpret and relate (savoir comprendre)	
KNOWLEDGE Of self and other; of interaction: individual and societal (savoirs)	EDUCATION Political education Critical cultural awareness (savoirs s'engager)	ATTITUDES Relativizing self valuing other (savoir être)
	SKILLS Discover and/or interact (savoir apprendre/faire)	

Figure 2. Factors in intercultural communication. Taken from "From foreign language education to education for intercultural citizenship: Essays and reflections" by Byram M., 2008, (Vol. 17), pp. 230.

Components of intercultural competence (see figure 2) are knowledge, skills, attitudes and values an individual holds (Byram, Gribkova & Starkey, 2002). The meaning of intercultural competence is "[learners] ability to ensure a shared understanding by people of different social identities, and their ability to interact with people as complex human beings with multiple identities and their own individuality." (Byram, Gribkova & Starkey, 2002, pp. 5). Byram and Zarate's (1997) definition of an interculturally competent individual is someone who can mediate between two or more cultural identities. Correspondingly, the aims of raising interculturally competent learners were listed as follows;

- To be ready for information exchanges with people from different cultural backgrounds.

- To understand and welcome people of other cultures as individuals even if they possess different perspectives, values and behaviors

- To help learners realize that these exchanges would broaden one's horizons

- To help learners have not only linguistic competence but also intercultural competence (Byram, Gribkova & Starkey, 2002, pp. 5).

Sercu (2010) advocated that intercultural dimension of language education is not just about communicative competence. It is also about "passing on an extensive body of information about the foreign culture(s) which tend(s) to be associated with the foreign language one is teaching" (pp. 72). Sercu (2002) defined intercultural competence (IC) as "a concept typical of postmodernist views of society, with their interest in cultural difference and the relationship to 'the Other', no matter whether this 'Other' is different from national, ethnic, social, regional, professional or institutional point of view." (pp. 62) On the matter of how every interaction contain individual's multiple identities and their perceptions of other's identities Sercu (2002) quoted Giroux (1992) "individuals are continually crossing cultural boundaries"(pp. 63). As a result of crossing cultural boundaries, learners are becoming intercultural. Therefore, in order o raise interculturally competent learners, Byram, Gribkova and Starkey (2002) concluded that whether the teacher is a native or a non-native teachers serves no purpose as long as the teacher can "aid learners to see the relationships between their own and other cultures, help them acquire interests in and curiosity about otherness and awareness of themselves and their own cultures seen from other people's perspectives" (pp. 6).

Intercultural Communicative Competence

Hall (2013, pp.115) stated that the attempts to study Intercultural

Communicative Competence (ICC) by scholars like Byram (1997) and his colleagues

(Byram & Zarate, 1997; Byram & Fleming) made the subject popular.

It is important to note that ICC is not only examined in the area of foreign

language teaching, there are numerous terms used for ICC. Table 1 represents

alternative terms for Intercultural Communicative Competence used throughout

literature in different contexts (Sinicrope, Norris & Watanabe, 2007, pp.3). However,

for the purpose of this research, the term Intercultural Communicative Competence

(ICC) is used.

Table 1

Alternative Terms for ICC

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

Table 1 lists the alternative terms for Intercultural Communicative

Competence taken from Sinicrope, Norris and Watanabe (2007, pp.3)

Byram (1997) defined ICC by firstly making a distinction between 'the

tourist and the sojourner' who are in contact with other people from around the world but carrying different characteristics that differentiates one from the other. While 'the tourist' is looking for an experience in which how he or she lives might be enriched but the core is not affected by contacting other people from different backgrounds, 'the sojourner' affects the society, "which challenges its unquestioned and unconscious beliefs, behaviors and meanings" as well as "these beliefs, behaviors and meanings are in turn challenged and expected to change" (pp. 1). Sercu (2002) gave an example on how a tourist is different, in that a tourist tends to hover over cultures by "marveling at differences and at what seems exotic and intriguing"; however, an interculturally competent person is "committed to turning intercultural encounters into intercultural relationships" (pp. 63). Therefore, making the experience of 'the sojourner' more compassionate and valuable in that they have the capacity to acquire, critique and further not only themselves and the people around them, but also eventually in the long run, benefiting societies to be in harmony. These qualities of 'the sojourner' or also referred to as 'interculturally competent individual' is what Byram (1997) depicted as ICC. To communicate successfully and efficiently in an international arena, Byram (1997) added that communication does not only rely on efficient transfer of information which is considered as the main concern of communicative competence. Successful communication also relies on "using language to demonstrate one's willingness to relate" (Byram, 1997, pp. 3). Therefore, according to Byram (1997), ICC "expands the concept of communicative competence in significant ways" (pp. 3) in that ICC consists of linguistic competence, sociolinguistic competence, discourse competence and intercultural competence. The figure given below represents ICC and its components in detail.
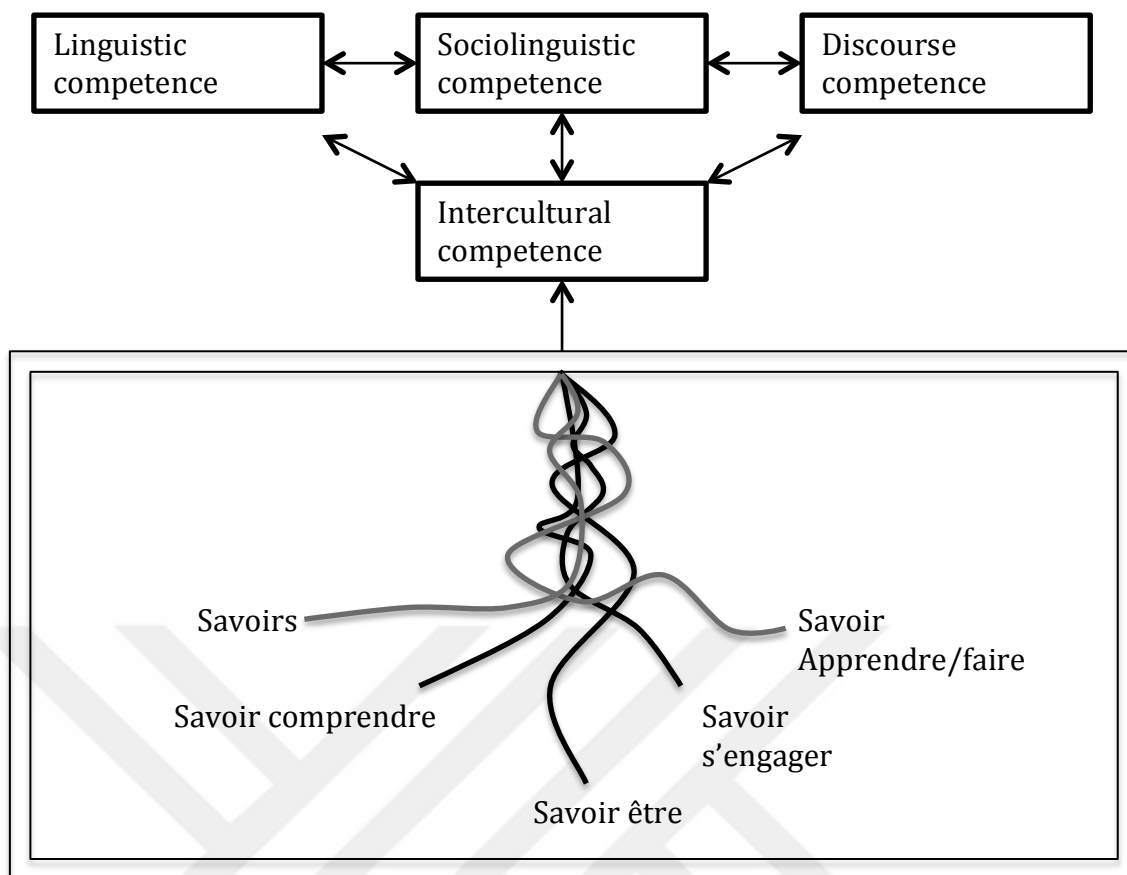
Figure 3. Dimensions of intercultural communicative competence (Byram, 1997).

Adapted from "Teaching and Assessing Intercultural Communicative Competence"

by Byram, M., 1997, Clevedon, UK: Multilingual Matters. p.34.

The five *savoirs* , namely *savoirs, savoir comprendre, savoir apprendre/faire, savoirs' engager, savoir être*, are not separated components of intercultural competence (Byram, 1997). Byram and Zarate (1994) provided an explanation of *saviors,* which is the first s*avoir* out of five, as "a system of cultural references which structures the implicit and explicit knowledge of a culture". Words, gestures, behaviors, values, and symbols in a specific cultural frame of reference are some of the examples Sercu (2002) lists.

The two *saviors, Savoir apprendre* and *savoir comprendre* are connected to each other in that *Savoir apprendre* is "the capacity to learn cultures and assign

meaning to cultural phenomena in an independent way" and *savoir comprendre* is about understanding and relating cultures (Byram & Zarate, 1994). The term *Savoir faire* "refers to the overall ability to act in an interculturally competent way in intercultural contact situations, to take into account the specific cultural identity of one's interlocutor and to act in a respectful and cooperative way" (Sercu, 2002 pp. 63).

The last two *savoirs*, s*avoir s'engager,* and *savoir être* refer to "a critical engagement with the foreign culture under consideration and one's own' (*savoir-s'engager*) and "the capacity and willingness to abandon ethnocentric attitudes and perceptions and the ability to establish and maintain a relationship between one's own and the foreign culture (*savoir-être*)" (Byram, 1997, pp. 54 as cited in Sercu, 2002, pp. 64).

Several suggestions have been made as how to incorporate the abovementioned *savoirs* in classroom contexts which can assist teachers in designing their lessons (e.g., Byram, 1991; Byram, 1997; Müller-Hartmann, 2006; Sercu, 2002). In Sercu's (2002) viewpoint, first of all, teachers should deliberate on the cultural content and check if it could approve the already existing stereotypes. Moreover, the content should raise students' intercultural awareness of "possible cultural differences and misunderstandings, as well as of the feelings, opinions and attitudes these differences may bring about " (pp. 68). When selecting the cultural content to include in classroom practices were listed as geography, politics, the arts, tourist highlights, education, food and drink, transport, the media, life rituals, religion, climate, architecture, customs and historical events. Lastly, the cultural content should promote reflection in learners which will in turn assist students to realize what considered normal in their cultural setting might not be so in another

setting; therefore, helping the student learning a new language means opening the doors of a new cultural setting.

Culture in Language Teaching Methodologies

Many theories have been developed and presented up until today that would shed light on the best way of learning a second or a foreign language. With respect to that, different teaching methods, accompanied by compatible materials have been built up and used in foreign language classrooms all around the world (Lightbown & Spada, 2006). Despite the fact that "language and culture are wired in together" (Agar, 1991, as cited in Roberts, 2009, pp. 16), a review of the literature revealed that this was not always the case. The link between culture and language was established later in literature creating an interdisciplinary area of study. In 1991, Agar argued "a view of language is necessary that unites language and culture rather than treats them as separate entities" (pp. 175).

An earlier view on the subject of language and culture pointed out by Beardsmore (1982, as cited in Agar, 1991) was that "It is perfectly feasible to learn a foreign language without acquiring any of the cultural attributes implicit in that language through the learners' resultant behavior may appear somewhat strange to a native speaker of that language" (pp. 173). This idea of exclusion of culture from language teaching dominated foreign language teaching methodology for decades. Grammar translation method is considered as one of the oldest methods, which dealt with foreign language teaching. The main purpose of this method was to help students read and appreciate foreign language literature (Larsen-Freeman, 2000). Thus, limiting the focus on the culture on literature and fine arts. In the direct method, according to Larsen-Freeman (2000), this method targeted the culture in terms of "the history of the people who speak the target language, the geography of

the country or countries where the language is spoken and information about the daily lives of the speakers of the language" (pp. 29). In the communicative method, language education weighed heavily on the importance of interpreting communicative competence in terms of linguistic accuracy. Coste et al. (2009) went on to say:

> attention has thus been focused on the multiplicity of means of expressing language acts or functions, taken as largely common and transversal, at the expense of the variety of cultural circumstances in which these acts and functions take place and assume specific meanings. Intra and inter-linguistic variation has been regarded as of greater importance than intra- and inter-cultural differentiation. (pp. 9-10)

Byram, Holmes and Savvides (2013) compared previous methods whose main aim was to explore literary texts with the communicative approach which was introduced in 1970s with which teaching and learning foreign languages took a "cultural turn" (pp. 253). In Bern's summary of the Communicative Language Teaching (CLT) method, he expressed that culture had an important part in shaping not only the learners' communicative competence in one's first language but also other foreign languages pursued by the speaker (as cited in Savignon, 2002, pp. 6). Savignon (2002) added "just knowing something about the culture of an English-speaking country will not suffice. What must be learned is a general empathy and openness toward other cultures" (pp. 10). In terms of the content or what teaching culture in foreign language classrooms was meant was very narrow in CLT.

Literary world have witnessed an evolution of how to raise cultural awareness in foreign language classes over the years (Alptekin, 2002; Byram, 1989; Kramsch, 1993; Risager, 2000). Sercu (2002) reported on how teaching of culture in

foreign language classes was only limited to the transfer of information on certain attributes of the target culture such as "geography, education, food and drink, tourist highlights, politics, the economy etc" (pp. 62). Byram, Gribkova and Starkey (2002) summarized the changes took place regarding concept of culture in teaching methods by stating that "The concept of 'culture' has changed over time from emphasis on literature, the arts and philosophy to culture as a shared way of life" (pp. 5). Underlining culturally integrated approaches to language teaching Brooks (1964) introduced five types of culture: the sum total way of life, literature and fine arts, patterns of living, biological growth and personal refinement, which established a bridge between culture and language teaching. As teaching culture is implicitly embedded in the language teaching processes, Valdes (1990) argued that it is inevitable to make culture teaching explicit. The role of the teacher in culture teaching was merely a transfer link between students and the culture by assuming that the teacher is well informed (Corbett, 2003). Corbett (2003) suggested shifting the focus from the teacher to the learner by promoting an environment where students analyze and interpret target culture, other cultures and their own culture. Therefore, Corbett (2003) predicted that teachers' role of transferring knowledge will also change and teachers can truly "help [students] along the road to independent intercultural analysis and interpretation in a range of situations where they might otherwise be at a loss, and where authoritative guidance is unavailable" (pp. 34).

Studies on EFL Teachers' Perceptions on Culture

Understanding EFL teachers' beliefs, attitudes and perceptions of culture are also pivotal for these attributes can echo in their classroom teaching. As a result, a number of researches on the topic of teacher perceptions, attitudes and beliefs have been carried out in the field of foreign language teaching (Atay et al., 2009a; Atay et

al., 2009b; Bastos & Araújo, 2015; Clouet, 2012; Young & Sachdev, 2011).

In the interest of seeking the answer to how teachers define ICC, a qualitative study on this matter reflected that teachers mainly associate ICC with "promoting positive attitudes towards others, the individuals themselves and plurilingual and intercultural communication situations and languages" (Bastos & Araújo, 2015, pp. 14). Önalan's (2004) study on Turkish EFL teachers' definition, perception and place of culture at tertiary level programs revealed several findings. It is important to note that the study focused on teaching British and/or American culture. Firstly, the study found out that that teachers mainly defined culture through its visible attributes such as the clothing people generally wear, and the food they eat rather than deep culture such as beliefs and values held in. Although tertiary level Turkish EFL teachers reflected having positive attitudes regarding teaching the target culture in general, they pointed out that assessing cultural knowledge to be improbable as it is already an inseparable part of language teaching or simply should not be assessed since from the perspective of the teachers, students' needs were mainly about improving the four language skills. This meant that linguistic objectives of language teaching was favored more than culture teaching objectives. As a suggestion for further research, Önalan (2004) expressed that there was a growing need to examine incorporating intercultural awareness into the classroom environment (pp. 112).

As intercultural awareness started to be welcomed by policy makers, curriculum developers and practitioners, recent studies on culture teaching also reflected that shift. With their project titled Intercultural Studies Project, Paige et al. (2003) reviewed the literature on culture teaching and learning by generating over 3000 citations which were later narrowed down to over 1200 journal articles. Regarding teachers' perspective on teaching culture, Paige et al. (2003) came to the

following conclusion:

> teachers consider language study to be more than just learning a language:
> they see it as discovering and learning about other ways of living, and about
> understanding other peoples. Research also tells us that teachers are an
> essential component in culture learning, that students consider teachers to be
> their most important resource, and that there are discrepancies between what
> students want and what teachers provide. Furthermore, as members of the
> educational system, teachers may have to work in an ethnocentric
> environment, or under institutional and societal constraints, that can defeat
> their best intentions. (pp. 55)

For studies on teaching ICC or IC, researchers base their research on several areas when collecting data. They are objectives of language teaching, type of culture teaching activities and intercultural foreign language teaching beliefs, values and norms. Scholars reflected that how teachers define the objectives of foreign language teaching can eventually affect their classroom practices (e.g., Castro & Sercu, 2005). Studies on objectives of foreign language teaching have usually been grouped the objectives under three subheadings: culture, language and general skill learning objectives (Castro & Sercu, 2005). With the same grouping of ICC objectives in mind, Castro, Sercu and Méndez García (2004) asked teachers of English as a foreign language to rank the objectives. They found that Atay et al. (2009b) conducted a nationwide research in Turkey on primary, secondary and tertiary level EFL teachers. Atay et al.'s (2009b) study showed that although EFL teachers from various schools had a positive disposition towards intercultural teaching, they still valued achieving a certain proficiency to use the foreign language for practical purposes more than any other culture teaching objectives. A similar study conducted

in Spain (Clouet, 2012) backed the results of Atay et al.'s (2009b) study in that teachers had a positive perception of culture teaching objectives in foreign language classrooms. Spanish teachers of foreign languages also ranked achieving a certain proficiency to use the foreign language for practical purposes higher.

The kinds of activities that teachers employ in classes to incorporate culture into language learning is another aspect of ICC that researchers have focused on. Findings of several studies (e.g., Atay et al. 2009b; Castro & Sercu, 2005; Önalan, 2004) showed that teachers' definition of culture teaching is more on the traditional sense which means that they pass on information about usually visible aspect of culture such as daily life, rituals for special events, clothes, foods etc. This also implies that teacher-centered culture teaching activities were favored among teachers rather than student-centered activities (Bandura & Sercu, 2005). Moreover, Guilherme's (2002) study on Portuguese teachers revealed that ICC activities that they reported to employ in classrooms focused on comparative and/or contrastive activities.

Describing the values the participants hold, norms the participants follow and their overall perception of intercultural communicative competence is also important to determine how teachers perceive intercultural aspect of language teaching. Sercu et al.'s (2005) international investigation with foreign language teachers from Bulgaria, Belgium, Greece, Mexico, Spain, Sweden and Poland revealed that there were two teacher profiles regarding their culture teaching beliefs: 'the unfavorably disposed foreign language teacher' and 'the favorably disposed foreign language teacher'. Teachers with negative disposition towards culture teaching reflected that it was improbable to fully integrate language and culture teaching in classroom. They were of the opinion that teaching culture is not as important as linguistic teaching.

Hence, it is not a skill to be learned at school, which meant that they did not believe teaching culture in the classroom would have a positive effect on leaners' attitudes and perceptions. On the contrary, they were of the opinion that the learners would strengthen their stereotypes. The only condition that they saw fit for intercultural teaching was for classes where there were minority groups. According to the findings of Sercu et al.'s (2005) study, 'the favorably disposed foreign language teacher' believed integrating culture and language teaching was possible and culture teaching was as important as language teaching. They also thought that not only foreign language classrooms, but also other school subjects could incorporate activities that aid comprehending intercultural competence into their classroom practices. In addition, these teachers with positive disposition towards intercultural teaching were of the opinion that students would grow more tolerant towards other cultures with the help of intercultural competence. Overall, the studies reflected that foreign language teachers have a positive disposition towards teaching culture and raising intercultural awareness, however, through several reasoning they generally do not practice teaching culture.

Studies on FLE Classroom Practices of Teaching Culture

Many scholars have pointed out that teachers accumulate their perceptions and beliefs through many areas, some of which are experience, discussions with people in the profession, textbooks, and materials on pedagogic knowledge (Bandura & Sercu, 2005; Castro & Sercu, 2005; Paige et al. 2003; Prosser & Trigwell, 1999; Sercu, 2005). Woods (1996) referred to this as 'B A K' which stands for teachers' beliefs, assumptions and knowledge. Wood (1996) added that teachers' 'B A K' helps them put plans into practice. In other words, these perceptions and beliefs shape teachers' teaching practices. Moreover, "the culture learners bring to the

classroom, cultural issues in the course books, and teachers' understandings of culture and their role in teaching culture" can affect classroom practices (Atay, 2009, pp. 223). Scholars have voiced their concerns on the lack of empirical studies regarding classroom studies which can reflect the real atmosphere of the classroom setting (Boutin, 1993; Sercu et al., 2005; Young & Sachdev, 2011). Rather than classroom observations, current literature provides an insight to the classroom practices through the use of questionnaires, interviews and self-reflection journals (e.g., Bickley, Rossiter & Abbott, 2014; Clouet, 2012; Tomak, 2012; Xue & Pan, 2012).

To determine EFL instructors' use of culture in foreign language classes in detail, after administering a questionnaire at a state university in Istanbul, Turkey, Tomak (2012) divided participants into three groups: high utilization of culture, moderate utilization of culture and low utilization of culture. Regardless of their groups, teachers revealed that it was difficult to incorporate culture teaching practices in their classes due to time restrictions and overloaded syllabi. Hence, they sometimes incorporated teaching practices where they handle culture. Teachers belonging to the high utilization of culture group indicated that they mostly incorporate target culture into their practices. Teachers with moderate utilization of culture group reported to incorporate both target culture and Turkish culture. Teachers in low utilization of culture group, however, mentioned including Turkish culture in their classroom practices.

In order to seek and answer to the question of how frequently these culture teaching practices are handled in EFL classrooms, Atay et al. (2009b) analyzed data gathered from 503 Turkish EFL teachers who were provided with a questionnaire including questions on culture teaching practices as well as how frequently they

incorporate culture teaching. Teachers claimed that they sometimes incorporate culture teaching practices.

Clouet (2012) aimed to explore teachers' views on culture in foreign language teaching and their reported current practices. The preliminary results of Clouet's (2012) study showed that in spite of the fact that teachers attempt to incorporate activities on improving learners' openness and tolerance towards other cultures, when it came to defining the role of the teacher in culture teaching was passing on knowledge.

Young and Sachdev (2011) focused on experienced teachers residing in the USA, UK and France to examine their classroom practices by collecting data utilizing several data collection tools: diaries, focus groups, and a questionnaire. Their study put forward that teachers were of the opinion that ICC might be useful and successful; however, they were unwilling to put it into practice. By reflecting on classroom practices, participants gave several reasons as to why they were not incorporating ICC into their actual classroom practices which were "lack of learner interest, a lack of curricular support, a lack of suitable textbook material, a lack of ICC testing, and concern about engaging with controversy" (pp.95). Furthermore, as crammed curriculums can cause teachers to have busy schedules by pushing teachers to cover many things in class, having a limited knowledge on the foreign cultures and being confused about what aspect of culture to teach may let teachers feel reluctant to incorporate activities that handle culture into their classrooms (Omaggio, 2001 as cited in Uso-Juan & Martinez Flor, 2008).

Studies on Cross-cultural Experiences in Language Teaching

For the past several decades, most of the studies on the effect of cross-cultural experiences in language have been focusing on the learner rather than the

teacher (Paige et al., 2003). They are usually referred to as 'the study abroad' or 'overseas experience' studies. These studies generally reflected that language proficiency improves in naturalistic settings where students are exposed to the foreign language on a day-to-day basis. Freed (1995) highlighted that improvements in linguistic abilities can be seen not only with 'interactive encounters' where people are in contact with the speakers from the target culture but also with 'non-interactive encounters' such as listening to radio or reading in the foreign language. This means "culture is not something prone, waiting to be discovered but an active meaning-making system of experiences which enters into and is constructed within every act of communication" (Barro et al., 1998 as cited in Sowden, 2007, pp. 307). Moreover, Bastos and Araújo's (2015) study revealed that teacher education in ICC should value actual interaction between cultures so that teachers can be intercultural communicators themselves. Thus, there is a need to be exposed to the culture and explore it first hand (Sowden, 2007). When it comes to the effects of cross-cultural experiences on culture learning, the results of a number of studies (e.g., Armstrong, 1984; Hannigan, 1990 as cited in Paige et al., 2003; Hansel, 1985) concluded that studying abroad "promotes favorable attitudes toward other cultures and brings about a greater level of cultural awareness" (pp. 14). In their literature review of cultural studies, Paige et al. (2003) summarized their findings as being exposed to the target culture through cross-cultural experiences could enhance positive attitudes especially if these experiences are positive.

Byram (1991) reflected that teachers' cross-cultural experiences can affect their classroom practices. With their study, Castro and Sercu (2005) concluded that one of the reasons why foreign language teachers might not incorporate culture in their classrooms was that they do not feel knowledgeable enough regarding the

culture of the language which they are teaching. On that note, a study conducted by Ryan and Sercu (2005) asked in-service foreign language teachers about the nature of their visits to foreign countries. Different kinds of stays or visits may also mean different lengths of stays in those countries, which can shed light on different degrees of integrating oneself into the foreign culture. They gave the example of school visits being shorter; therefore, the experience might be closer to a tourist visit. The results showed that teachers were mainly visiting those countries either as tourists or to see their relatives and friends. Therefore, the nature of these visits were considered to be short. Moreover, when inquired about teachers' frequency of the stays showed teachers did not travel to those countries often. Hence, Ryan and Sercu (2005) came to the conclusion that 'interactive encounters' of the foreign teachers might be low.

'Non-interactive encounters,' however, can be experienced in the comfort of one's home. Ryan and Sercu (2005) also asked foreign language teachers regarding the contact with the foreign cultures while they were at home such as media contacts via newspapers, television and radio. Bulgarian, Spanish, Mexican and Polish teachers reported that they had frequent non-interactive encounters; yet, for Greek, Swedish and Belgian teachers, it was less frequent. The researchers concluded that although a large population of the teachers had touristic visits and the stays were short, in general teachers feel that they were familiar with the foreign cultures; however, they also revealed that covering foreign cultures in the classroom in a comprehensive manner meant that they needed more input and preparation especially for the lesser known intercultural competence teaching (Ryan & Sercu, 2005).

Conclusion

In this chapter, the relevant literature on World Englishes, intercultural competence, intercultural communicative competence (ICC), and studies on

teachers' perception of culture, culture teaching practices in foreign language classes and cross-cultural experiences are provided in detail as a basis of this study. The research studies touched upon throughout this chapter revealed that teaching culture in foreign language classes have changed over the years not only in terms of what to teach but also how to teach. Thus, this research intends to provide a clear insight into tertiary level Turkish EFL teachers' perceptions and practices, their cross-cultural experiences, as well as whether teachers' perception of culture teaching objectives, culture teaching activities, and intercultural foreign language teaching vary according to age, gender, undergraduate degree, last degree earned and teaching experience. In line, the next chapter will focus on methodology of the study, which covers participants, instruments used, data collection procedures and analysis of data.

CHAPTER III: METHODOLOGY

Introduction

The primary purpose of this study is to shed light on tertiary level Turkish EFL teachers' perceptions on intercultural communicative competence (ICC) and their classroom practices. This study also inquires teacher's cross-cultural experiences. Whether EFL teachers' perceptions of ICC vary according to age, gender, undergraduate degree, last degree earned and teaching experience was also examined. Therefore, this study seeks to explore the following research questions:

1. What kind of cross-cultural experiences do tertiary level Turkish EFL teachers engage in?

2. What are tertiary level Turkish EFL teachers' perceptions of ICC?

3. Do tertiary level Turkish EFL teachers' perceptions of ICC vary according to age, gender, undergraduate degree, last degree earned and teaching experience?

4. What are tertiary level Turkish EFL teachers' practices regarding ICC in the language classroom?

Before focusing on the data analysis, this chapter presents the methodological procedures of the study. The chapter consists of four main sections, which are setting, participants, instruments, and data collection procedures. In the first section, the setting, where the study took place, is introduced in detail. Participants who contributed to the study are presented in the second section. In the third section, instruments adopted to collect data are described. In the fourth and the final section, the data collection procedures employed in this study are provided.

Setting

This study was carried out at the Department of Basic English (DBE) at Middle East Technical University (METU) in Ankara, Turkey. Middle East Technical University (METU) is a state university located in the capital city of Turkey, in Ankara. Each year, both national and international students who would like to apply to METU need to go through an examination prepared and held by the Higher Education Council Student Selection and Placement Center (ÖSYM), which is a government office. Since the medium of instruction at METU is English, students additionally take proficiency exam prepared by the Department of Basic English (DBE). Students who perform below a pre-determined score would automatically be enrolled to study English language for a year at DBE. Therefore, DBE can be described as a one-year preparatory school for students with low proficiency levels of English. These students will major in different departments of the same university.

DBE provides students with integrated language lessons over the course of a two-semester intensive program. The classrooms are determined by students' levels of proficiency; beginner, elementary, pre-intermediate, intermediate, and upper-intermediate. In accordance with the level, classroom hours differ; that is, students are provided with 25, 20, 15 or 12 class hours per week throughout the academic year respectively. To complete the program and to qualify to take the English Proficiency Exam (EPE) prepared by DBE, students are expected to attend a certain number of classes without exceeding the absenteeism limit and attain a pre-determined yearly achievement grade. In order to register for classes in their departments, it is a requirement to attain a minimum of 59.50 points from EPE.

DBE consists of a chairperson, an assistant chair, five academic group

coordinators, six test writers, two teacher educators, one materials developer and two instructors who are responsible for the Research and Development Unit. As of the 2013 – 2014 academic spring semester, 175 tertiary level English language instructors were employed at DBE, METU. Out of 3049 students who were enrolled at the tertiary level English language program for the aforementioned semester, 61 of them were international students. This department was chosen as the sample of this study because firstly, medium of instruction is English. This implies that both teaching staff and students communicate in a common foreign language. Secondly, METU is a representative example of a university where both teaching staff and students can benefit from exchange programs available to them. Some of these international mobility programs geared towards students and researchers are Erasmus, overseas exchanges established with other universities, collaborative agreements with international establishments, international summer schools, internship programs, Mevlana exchange program as well as other staff exchange programs. There is also incoming exchange student flow through these international mobility programs.

Participants

The target population of this study is tertiary level Turkish EFL teachers who were employed at the Department of Basic English, METU in the 2013 - 2014 Spring semester. These instructors have a regular teaching duty at the department on a full time basis. The instructors of that department were chosen as the sample of this current study because of several reasons. Firstly, participants teach English to Turkish students as well as international students enrolled at the university. Secondly, the instructors employed at DBE have diverse education backgrounds such as English Language Teaching, Translation and Interpretation, Linguistics, History

etc. This diversity in educational background can reflect in their perception and classroom practices.

The participants contributing to the study were selected on a voluntary basis and provided with a consent form. Out of 175 teachers working at DBE, a total of 81 teachers contributed to the first step of the study. The total number of participants was 81; however, one participant chose not to reveal his/her demographic information (i.e. his or her age, gender, undergraduate degree, last degree earned and teaching experience). Therefore, that one participant was not included in the analysis. Table 2 given below details background information of the participants.

Table 2

Demographic Information of the Participants

Background Information	N
Age	
22-29	19
30-39	31
40-49	21
50-59	6
60-69	3
Gender	
Female	68
Male	12
Undergraduate degree	
ELT	53
Non-ELT	27
Earned degree	
BA/BS	30
MA/MS	47
Ph.D.	1
Other	2
Teaching experience	
2-5 years	10
6-10 years	28
11-20 years	27
Other	2

Table 2 illustrates that majority of the participants are aged between 30-39 ($n= 31$). Moreover, majority of the participants who contributed to the study were

female. 53 out of 80 participants graduated from an ELT department. More than half of the participants (*n*= 47) received either a Master of Arts or a Master of Science degree. Finally, out of the four levels of teaching experience (i.e. 2-5 years, 6-10 years, 11-20 years, and 21+ years), teachers with 6 to 10 and 11 to 20 years of experience formed the majority of the participant population.

Instruments

The research design of this study was quantitative. Two data collection instruments were administered: a questionnaire on ICC perceptions and a classroom observation scheme covering ICC acts carried out in the classroom practices. To gain further insight regarding the first, second and third research questions, an ICC perceptions questionnaire was utilized to supplement findings. To answer the fourth research question, an observation scheme was developed.

Questionnaire

The questionnaire administrated in this study was adapted from two sources (Guilherme, 2002; Sercu, 2005). Parts 1.1, and 1.2 were taken from Guilherme's (2002) study on exploring the role of critical citizens for an intercultural world. Parts 1.3, 2.1, 2.2, 2.3 and 3.1 of the questionnaire were taken from Sercu's (2005) international investigation on foreign language teachers. To improve the questionnaire further, several English language teachers were asked to examine and proofread the questionnaire for content and face validity. After collecting their feedback, some of the items were reworded to make them clear and comprehensible so as to avoid possible misunderstandings.

Before the questionnaire was administered in large scale, it was piloted on 15 tertiary level Turkish EFL instructors. After the pilot study, the results for three point Likert-scale items in Part 2.1, and 2.2, and five point Likert-scale items in Part 3.1

were statistically analyzed to check the reliability. It is suggested that if the Cronbach's Alpha value is .70 or above items shows reliability (Fraenkel & Wallen, 2003). The value of the Cronbach's Alpha for Part 2.1 was .830; therefore, it can be concluded that this section of the questionnaire was highly reliable. The value of Cronbach's Alpha for Part 2.2 was .786. Total correlation value one of the items 'I tell my pupils why I find something fascinating or strange about the foreign culture(s)' was -0.47. As a result, to improve the reliability, removing the item raised the value of Cronbach's Alpha. The Cronbach's Alpha value of five point Likert-scale items in Part 3.1 was .579 which is a low value to be considered reliable. By removing two items and changing three items with negative, total correlation values improved the reliability for Part 3.1.

The language of the administered questionnaire is English. It is composed of four main sections which are cross-cultural experiences (Part 1), culture teaching practices (Part 2), intercultural foreign language teaching (Part 3), and demographic information (Part 4). The first part contains questions regarding teachers' cross-cultural experiences; hence, answering the first research question in the study. Within the first part of the questionnaire, three questions were posed to the participants (see Appendix A). The questions covered three areas of cross-cultural experiences: which countries the participants had visited or resided in previously where English is L1 along with the purpose of their visits, frequency of their visits, and where teachers obtain information about the English speaking countries. The first and the third question inquiring about the cross-cultural encounters of teachers were multiple response questions. The second question was a single response item.

The second and the third part of the questionnaire cover teachers' ICC perceptions. Hence, it is important to define what ICC is within the scope of this

research study. ICC encapsulates the qualities of a *sojourner* who can maintain an efficient information exchange with people from different linguistic and cultural backgrounds in order to establish and maintain relationships as well as who can acquire, critique and further oneself and the people around them (Byram, 1997). These qualities possessed by a *sojourner* were utilizing the foreign language in a way that shows interlocutors their willingness to relate, and being open to affect the society and is affected in return (Byram, 1997).

The second part of the questionnaire includes questions concerning teachers' culture teaching practices. This part has three subsections examining a range of topics: perceived objectives of foreign language teaching (Part 2.1), culture teaching practices in the classroom (Part 2.2), teaching time distribution over 'language teaching' and 'culture teaching' (Part 2.3). The first subsection (Part 2.1) consists of eight statements covering culture teaching, language teaching and general skills teaching objectives in EFL classes measured by a three point Likert-scale which are 1= not important, 2= somewhat important and 3= very important. In Part 2.2 of the questionnaire, 16 statements concerning the type of culture teaching activities and how often participants perform them in the classroom are listed. Part 2.2 consists of three point Likert-scale items (3= often, 2= once in a while, 1= never). Part 2.3 of the questionnaire consists of a single response item on classroom time distribution over 'language teaching' and 'culture teaching' where participants can choose from a range of options from '100% language teaching - 0% culture teaching' to '100% integration of language and culture teaching'.

The third part of the questionnaire is related to teachers' views on intercultural foreign language teaching. This part of the questionnaire is comprised of 21 statements for which participants are asked to select an option on a five-point-

scale. That is, they are to indicate how strongly they agreed or disagreed, on a scale of one to five as follows: 1 = agree completely; 2 = agree to a certain extent; 3 = uncertain; 4 = disagree to a certain extent; 5 = disagree completely.

The fourth and the final section of the questionnaire is on demographic information inquiring about teacher's age, gender, undergraduate degree, the highest academic degree they have received and teaching experience. The questionnaire was four pages long and it was estimated to take approximately 15 minutes to give responses to the items.

Classroom Observation Scheme

The lack of studies on the observation of classroom practices building intercultural communicative competence in foreign language education imposed a need to develop an observation scheme. Therefore, a classroom observation scheme was developed by the researcher. It is important to note that due to time constraints, the observation scheme was not piloted before it was administered.

The observation scheme consists of eight criteria. These criteria listed in the classroom observation scheme follow Byram, Gribkova and Starkey's (2002) aims of raising interculturally competent individuals who can interact with others, be ready to accept the existence of different perspectives on how people see the world, equipped with skills to mediate between those different perspectives. Observation scheme also covers components of intercultural competence, namely the five *saviors* (see page 18-19), proposed by Byram (1997). In order to assess classroom practices building intercultural communicative competence, firstly, culture in ICC as proposed by Byram, Gribkova and Starkey (2002), Feng, Byram and Fleming (2009), Guilherme (2002) and Sercu (2002) were defined. In their view of culture in ICC, these scholars supported the idea that a successful foreign language teaching lesson

covers target culture, other cultures and local/native cultures (Byram, Gribkova & Starkey, 2002; Feng, Byram & Fleming (2009); Guilherme, 2002; Sercu, 2002). Accordingly, target culture(s), other cultures and local or native cultures were incorporated in to the observation scheme, and the following criteria were prepared;

- Promote students' familiarity with the target culture(s).

- Promote students' familiarity with other cultures.

- Promote increased understanding of students' own culture.

Byram, Gribkova and Starkey (2002), Feng, Byram and Fleming (2009), Guilherme (2002), and Sercu (2002) also highlighted the role of the language teachers in culture teaching objectives which promote a non-judgmental way to learn about other cultures in order to rid stereotyping in foreign language classrooms. Therefore, promoting a non-judgmental approach to language acquisition regarding culture teaching is another culture teaching objective of ICC. That is to say by reflecting the cultural differences in the classroom in an objective way and aiding learners to empathize with people coming from different cultural backgrounds can promote openness towards unfamiliar cultures. Thus, the following criteria were prepared;

- Promote reflection on cultural differences.

- Promote the acquisition of an open mind towards unfamiliar cultures.

- Promote the acquisition of a positive disposition towards unfamiliar cultures.

- Promote the ability to empathize with people living in other cultures.

- Promote the ability to handle intercultural contact situations.

Data Collection Procedure

This study was carried out at a preparatory school of a state university where

the medium of instruction is English. As a first step of the data collection procedure, necessary permissions from the ethics committee of the university were granted to conduct both the survey and the classroom observations. By examining the results of the perception questionnaire, four teachers who scored highest ICC were selected to have classroom observations. In order to interpret the results of the questionnaire better, employing focal participants within a large group by concentrating on a selected number of samples such as the one in this study to explore ICC, efforts of not only data collection but also analysis reduces as well as helping the researcher to focus on lesser number of input (Thomas, 2015). Moreover, observing these focal participants with highest perceptions of ICC in their classroom teaching environment can provide rich data on the classroom practices aiding to build ICC in learners. With a purpose to describe the current situation by clustering four teachers with highest ICC perceptions data collection, analysis and reporting can be done in a more refined manner (McClintok, 1985).

Classroom observations carried out for three weeks to examine tertiary level EFL teachers' actual performance of ICC. Each teacher was observed for two consecutive classroom hours. It meant that at the end of the 3-week observation period, each teacher was observed for six classroom hours in total. In order to avoid data contamination; the observed teachers were not informed about the focus of the study. The classrooms observed were not recorded and the researcher was a nonparticipant observer; therefore, the researcher did not interfere with the natural classroom setting. Structured observation was carried out in class. Hence, an observation scheme was used as a data collection instrument. The coding convention, which was employed on the observation scheme, is event sampling by entering a tally mark against a category every time it occurs in the classroom. To give further

detail on the observable phenomenon, the researcher took notes on the number of instances that ICC was handled. The number of instances the phenomenon occurred was counted. The results of the questionnaire were entered in to SPSS (Statistical Package for Social Sciences) 20.0 version to reach statistical results.

Conclusion

This chapter described the methodology of the study, including a description of the participants and the setting, the two tools used to collect the data, the procedure by which the study was carried out and finally data analysis methods employed to reach results. In the following chapter, the data analysis of the current study will be discussed.

CHAPTER IV: DATA ANALYSIS

Introduction

This study was designed to investigate tertiary level EFL teachers' cross-cultural experiences, and ICC perceptions and as well as their classroom practices. The study particularly sought the answers to the following research questions:

1. What kind of cross-cultural experiences do tertiary level Turkish EFL teachers engage in?

2. What are tertiary level Turkish EFL teachers' perceptions of ICC?

3. Do tertiary level Turkish EFL teachers' perceptions of ICC vary according to on age, gender, undergraduate degree, last degree earned and teaching experience?

4. What are tertiary level Turkish EFL teachers' practices regarding ICC in the language classroom?

In this current chapter, the answers to the aforementioned questions will be disclosed and described in detail. In order to follow the order of the research questions, first of all, as the first question (RQ1) focuses on cross-culture experiences of the EFL teachers' questionnaire results of the relevant parts (Part 1) are presented. Next, results of the part 2 and 3 (i.e. 2.1, 2.2 and 3.1) are shared since this part of the questionnaire is on (RQ2). Later, results of the part 2 and part 3 were further analyzed by including age, gender, undergraduate degree, last degree earned and teaching experience factors (RQ3). Finally, the selection process of the teachers with high ICC perceptions is explained in detail and classroom observation results are shown to answer the last research question (RQ4).

Results

Cross-cultural Experiences of Tertiary Level EFL Teachers

The first part of the questionnaire includes questions regarding EFL teachers' cross-cultural experiences in order to answer the first research question. Within the first part of the questionnaire, three questions were posed to the participants (see Appendix A). The questions covered three areas of cross-cultural experiences: which countries the participants had visited or resided in previously where English is L1, frequency of the visits, and teachers' source(s) of information about the English speaking countries. The results to these three questions are reported below.

Within the scope of the first question in part 1, 58 out of 81 participants reported that they had visited an inner circle country where English is L1 at least once and the remaining 23 participants had not visited any English language speaking countries. This shows that about 30% of the participants did not reside in or visit any of the inner circle countries. Table 3 lists the countries they reported to have visited.

Table 3

Distribution of Visits/Residency in English Language Speaking Countries

Inner Circle Countries	*%*
The USA	43.90
England	42.68
Canada	8.54
Australia	2.44
Scotland	1.22
Ireland	1.22

According to the table given above, the USA (43.90%) is the most visited country among teachers who reported to have previously visited an English speaking country. Following that, England (42.68%) is the second most visited inner circle

country. Among the six countries shared by the participants, Scotland (1.22%) and Ireland (1.22%) are the least visited inner circle countries. Other countries where L1 is English such as New Zealand were not mentioned by the participants.

The age distribution of the participants who visited inner circle countries is given in Table 4.

Table 4

Age Distribution over the Inner Circle Countries

Age	%
22-29	17.24
30-39	36.21
40-49	34.49
50-59	6.90
60-69	5.17

According to Table 4, majority of the participants who have either visited or resided in an inner circle country are between the ages of 30 and 39 with a percentage of 36.21. It is followed by age groups 40-49 (34.49%), 22-29 (17.24%), 50-59 (6.90%), and 60-69 (5.17%) respectively.

The participants were also asked to report their reasons for residing in or visiting those countries. In the questionnaire (see Appendix A), they were provided with nine reasons to choose from and were also provided with an open-ended answer option. The participants were asked to respond to them by choosing the appropriate options. Multiple response analysis was carried out to reach the following results.

Table 5

Distribution of Participant Responses to Visit Types

Visit residence type	N	%
Tourist visits	42	28.97
Visit to friends	22	15.17
Grown up in the country	16	11.03

Table 5 (Cont'd)

Distribution of Participant Responses to Visit Types

Other	14	9.66
Visits to family	13	8.97
Attend a conference	13	8.97
Other work in country	12	8.28
Student Exchange	6	4.14
Teacher exchange	5	3.45
Attendance on a course	2	1.38
Total	145	100%

Table 5 reveals that the main reason why they visited inner-circle countries was 'tourist visits'. Nearly 30% of the answers belong to this this type of visit. Results show that teachers' cross-cultural experience with the countries where L1 is English mainly revolves around touristic visits with 'visits to friends' and 'visits to family' are higher up on the list. 'Attend a conference' was chosen for only 12 times. Similarly, 'student exchange' and 'teacher exchange' have a lower rank in the list. 'Teacher exchange' is the least opted reason why they travelled to the inner circle countries. One reason for 'teacher exchange' being the last one on the list could be that although there are opportunities for teachers who are employed at tertiary level to take advantage of such exchange programs, only a limited number of language instructors apply to do these kinds of visits per academic year. The department where the current study was conducted employs 175 teachers for more than 3500 students each year. As the number of students enroll to DBE is high, the need for teachers is apparent which is why only a limited number of teachers apply to these programs.

Sixteen participants chose the 'other' or 'other work' option. Table 6 shows the thirteen out of those sixteen participants who opted to provide an open-ended answer to why they visited the six inner-circle countries which they previously reported as The USA, England, Canada, Australia, Scotland, and Ireland.

Table 6

Distribution of Open-ended Responses to Visit Types

Open-ended Responses	N	%
FLTA (Fulbright scholarship)	2	15.38
Lived there	2	15.38
Work in summer camp	1	7.69
Work and travel	1	7.69
Teaching assistant	1	7.69
Scholarship	1	7.69
Masters of science	1	7.69
MA degree	1	7.69
Internship	1	7.69
Academic work	1	7.69
Student festival (music & folk dance)	1	7.69
Total	13	100%

According to Table 6, open ended-responses of the teachers showed a variety of options. Two participants revealed FLTA scholarship provided by the USA as their reason to travel to an inner circle country. This is in-line with the policy carried out in the tertiary level school picked as the setting of this current research. DBE usually allows one teacher per academic year to be a Fulbright Language Teaching Assistant if an applicant from the department is accepted to the program.

In Part 1 of the questionnaire, with the second question participants were asked how frequently they visit countries where English is L1. The options made available in the questionnaire ranged from 'more than twice per year' to 'never'. It was evaluated as a one-value item. Figure 4 shows the answers in percentages of Part 1.2 of the questionnaire.
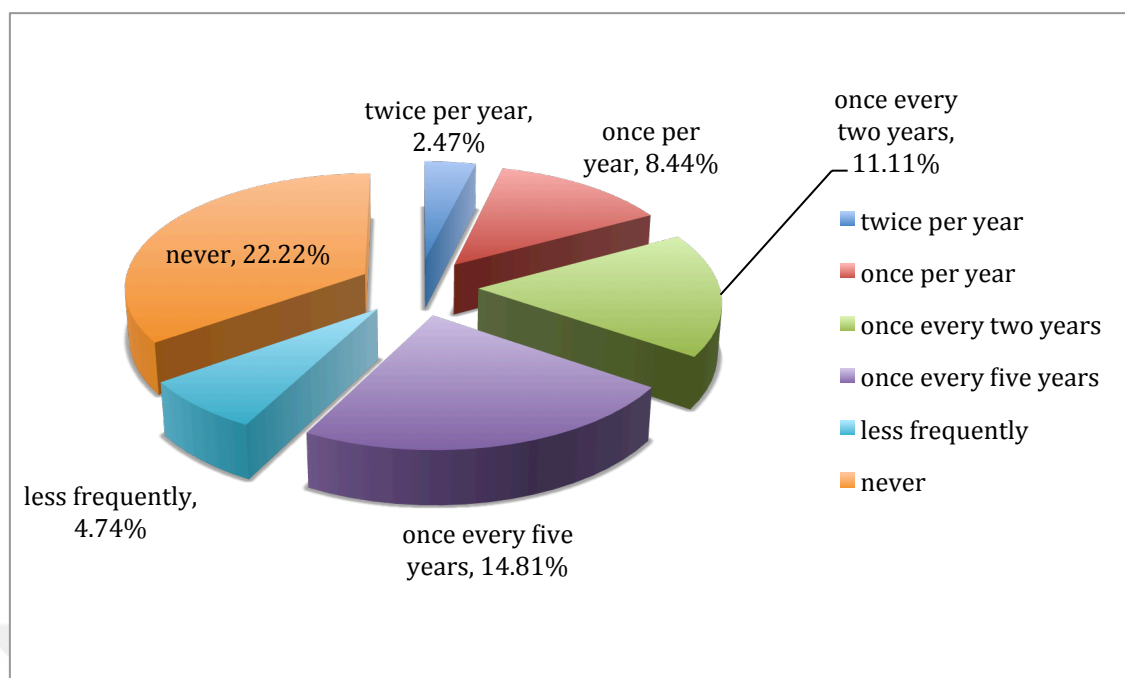
Figure 4. Frequency of the visits

Almost 41% of the participants chose 'less frequently' as how frequently they visit countries where L1 is English. This means that they do not travel to inner circle countries often.

The third and final question in the first part of the questionnaire, teachers' source(s) of information about the English speaking countries was inquired. Table 7 shows where the participants get information about English speaking countries. In the questionnaire, seven sources were listed and participants were asked to check as many options as necessary. As a result, multiple response analysis was carried out to reach the following results.

Table 7

Sources of Information about the English Speaking Countries in Frequencies

Sources	Responses	
	N	%
The Internet	77	20.8
Foreign radio or television	62	16.7
Foreign newspapers or magazines	46	12.4

Table 7 (Cont'd)

Sources of Information about the English Speaking Countries in Frequencies

Contact with native speakers living here	35	9.4
Own contact abroad	34	9.2
Turkish radio or television	27	7.3
Courses and conferences	24	6.5
Turkish newspapers or magazines	24	6.5
Teachers'/students' visits from abroad	18	4.9
Professional associations	14	3.8
Cultural institutes	10	2.7
Total	371	100,0%

As shown in Table 7, the highest frequency answer to the question where tertiary level EFL teachers get information about English speaking countries is 'the Internet' with 28% which is followed by 'foreign radio or television' with 16.7% and 'foreign newspapers or magazines' is the third most selected source of information with 12.4%. The lowest frequency obtained from the results is 'cultural institutes' with 2.7% selected only 10 times. This might mean that although one of the main concerns of these institutions to provide information on culture, teachers do not refer to them.

In brief, the results of the first part of the questionnaire provided an insight to what kind of cross-cultural experiences EFL teachers were exposed to. Accordingly, the most visited inner circle country by Turkish tertiary level EFL teachers is the USA. However, many of these visits had touristic purposes. The frequency of their visits was mostly less than once every five years. Finally, the Internet was reported to be the most used resource to get information about the English speaking countries.

Descriptive Statistics of Teachers' Responses

In the context of this study to answer the RQ2, teachers' responses on culture teaching objectives, culture teaching practices, classroom time distribution regarding

culture and language teaching and intercultural foreign language teaching are

presented (i.e. Parts 2.1, 2.2, 2.3 and 3.1).

The first subsection (Part 2.1) sought answers to the question how EFL

teachers perceive the objectives of culture teaching. It consisted of eight statements.

These statements covered culture teaching, language teaching and general skills

teaching objectives in EFL classes which was measured by a three point Likert-scale

(i.e. 1= not important, 2= somewhat important and 3= very important). Frequency

and descriptive analysis were carried out for all of the 81 participants to reach the

following results as shown in Table 8.

Table 8

Percentages for Teachers' Perceptions of Culture Teaching Objectives

Items	$\overline{X}$	SD	1	2	3
Culture teaching objectives					
1. Promote the acquisition of an open mind and a positive disposition towards unfamiliar cultures.	2.66	.52	2.5	28.4	69.1
2. Promote my students' familiarity with the culture, the civilization of the countries where the language that they are learning is spoken.	2.39	.62	3.7	49.4	45.7
3. Assist my students in developing a better understanding of their own identity and culture.	2.30	.70	13.6	42	44.4
Language teaching objectives					
4. Promote the acquisition of a level of proficiency in the foreign language that will allow the learners to use the foreign language for practical purposes.	2.81	.45	2.5	13.6	84
5. Encourage my students to learn foreign languages.	2.53	.59	4.9	37	58
6. Assist my students to acquire a level of proficiency in the foreign language that will allow them to read literary works in the foreign language.	2.20	.70	16	46.9	37
General skills/language skills teaching objectives					
7. Assist my students to acquire skills that will be useful in other subject areas and in life (such as memorization, summarizing, put into words, formulate accurately, give a presentation, etc.).	2.65	.52	2.5	29.6	67.9
8. Promote the acquisition of learning skills that will be useful for learning other foreign languages.	2.39	.62	7.4	45.7	46.9

Notes. N=81, 3-point Likert-scale items (1=not important, 2=somewhat important, 3=very important)

As it can be seen from Table 8, most of the participants had a positive

disposition of culture teaching objectives including ICC by choosing "somewhat important." Moreover, the items which received the third scale (i.e. very important) are mainly concerned about the skills such as memorizing, summarizing, articulating messages accurately, and giving a presentation which students will need when they leave preparatory program to study in their departments.

In Part 2.2 of the questionnaire, participants reported the type of culture teaching activities they prefer and how often they perform them in the classroom. The items were further grouped into three categories: teacher centered, teacher and student centered and student centered culture teaching activities. The data was collected through three point Likert-scale items (3= often, 2= once in a while, 1= never). Table 9 illustrates the results of the descriptive analysis.

Table 9

Percentages for Teachers' Perceptions of Classroom Practices of Culture Teaching Activities

Items	$\overline{\text{X}}$	SD	1	2	3
Teacher centered activities					
1. I tell my pupils what I heard (or read) about the foreign country or culture.	2.65	.57	2.4	28.4	69.1
2. I use videos, CD-ROMs or the Internet to illustrate an aspect of the foreign culture.	2.30	.70	9.9	46.9	43.2
3. I talk to my pupils about my own experiences in the foreign country.	2.25	.83	17.3	34.6	48.1
4. I comment on the way in which the foreign culture is represented in the foreign language materials I am using.	2.07	.70	13.6	60.5	25.9
5. I mention aspects of the foreign culture, which I feel negatively about.	1.77	.59	27.2	65.4	7.4
6. I bring objects originating from the foreign culture to my classroom.	1.65	.72	38.3	50.5	11.1
7. I decorate my classroom with posters illustrating particular aspects of the foreign culture.	1.22	.47	76.5	22.2	1.2
8. I invite a person originating from the foreign country to my classroom.	1.16	.51	85.3	11.1	3.7
Teacher and student centered activities					
9. I ask my students to compare an aspect of their own culture with that aspect in the foreign culture.	2.46	.57	0	50.6	49.4
10. I ask my students to describe an aspect of their culture.	2.28	.69	9.9	49.3	40.7

Table 9 (Cont'd)

Percentages for Teachers' Perceptions of Classroom Practices of Culture Teaching Activities

11. I ask my pupils to independently explore an aspect of the foreign culture.	2.09	.68	14.8	58	27.2
12. I talk with my pupils about stereotypes regarding particular cultures and countries or regarding the inhabitants of particular countries.	2.06	.69	18.5	55.6	25.9
13. I ask my pupils to think about the image, which the media promotes of the foreign country.	2.04	.65	11.1	67.9	21
14. I ask my pupils to participate in role-play situations in which people from different cultures meet.	1.70	.64	35.8	54.3	9.8
Student centered activities					
15. I ask my pupils to think about what it would be like to live in the foreign culture.	2.32	.66	7.4	50.6	42
16. I ask my pupils about their experiences in the foreign country.	2.29	.67	8.6	49.4	41.9

Notes. N=81, 3-point Likert-scale items (1=never, 2=once in a while, 3=often)

The overall findings in Table 9 illustrates that tertiary level teachers reported to employ culture teaching activities 'once in a while'. Findings showed that teachers preferred teacher centered activities rather than teacher and student centered activities, and also student centered activities. They also reported to use several activities often such as sharing what they have heard about the foreign country or the culture, using CD-ROMS and the Internet to illustrate an aspect of the foreign and talking about their personal experiences in a foreign country more than others culture teaching activities like inviting a person from a foreign country to their classrooms and decorating the classroom with posters on different aspects of foreign culture. Why these activities were reported to be employed 'often' in classrooms rather than 'once in a while' or 'never' more than other activities might be because as the classrooms are equipped with computers, screen projectors and the Internet, and as a result, these tools can provide a convenient way to inject an aspect of culture into classroom practice. Moreover, among teacher and student centered activities,

teachers reported to ask students to compare their own culture with the foreign language that students are learning. Following that, 'encouraging students to talk about their own culture in class' was ranked the second. However, 'initiating role-play activities where student will be able to use the communicative function of the language' ranked the lowest among reported classroom practices. Between the given student centered culture teaching activities, asking 'students about their personal experiences in the foreign country' ranked lower than 'asking about a hypothetical future when students might visit such places and how that experience would be'. This result is not surprising given the fact that traveling abroad at a young age is difficult regarding the sociocultural and financial boundaries which young people face.

In Part 2.3 of the questionnaire, participants were asked to report on how they distribute teaching time over 'language teaching' and 'culture teaching'. The pie chart given below (Figure 5) shows the time distribution for all of the participants (N = 81) in percentages.
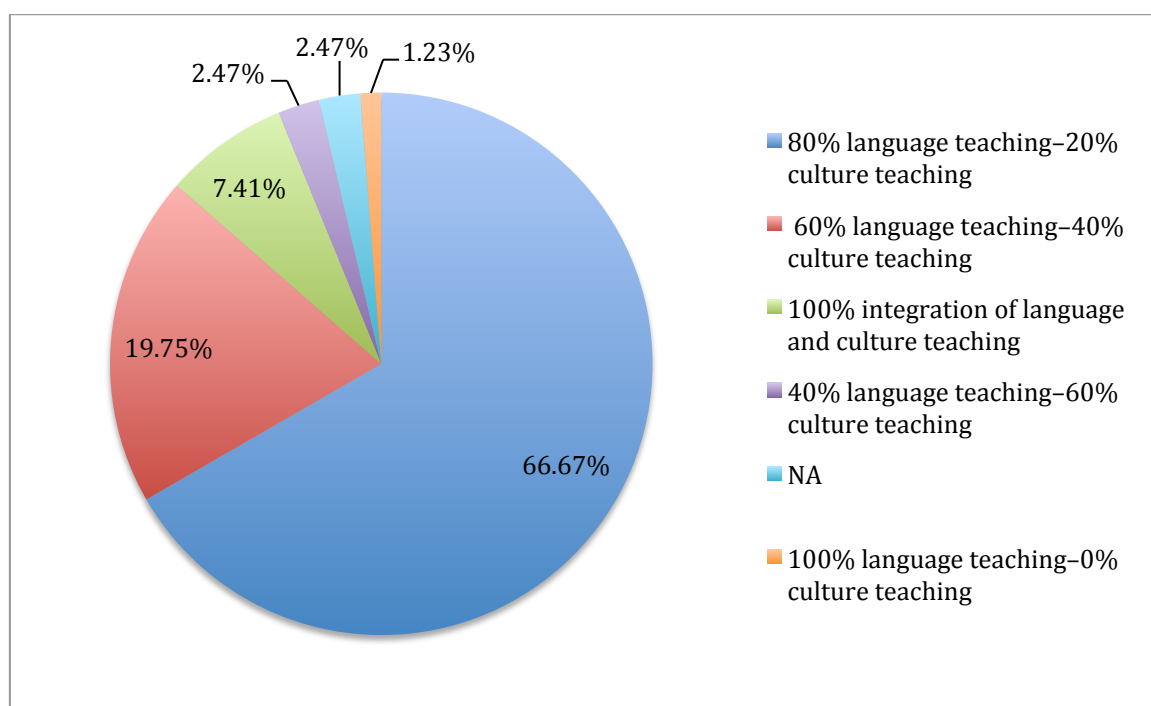
Figure 5. Time distribution of language and culture teaching.

Although the participants were provided with six options to choose from, none of them opted for '40% language teaching - 60% culture teaching'. According to the results, 66.7% of the participants reported that they distribute the teaching time as '80% language teaching–20% culture teaching'. As the study focuses on 100% integration of language and culture, it is necessary to point out that 7.41% of the participants chose the option of '100% integration of language and culture teaching'. By analyzing what tertiary level Turkish EFL teachers reported on how they distribute classroom time, the results revealed that that participants do not fully integrate culture teaching although culture is an important aspect of foreign language teaching.

In the third section of the questionnaire (Part 3.1), the participants were asked to rate each statement about the values the participants hold, norms the participants follow and their overall perception of intercultural communicative competence on a five-point scale (1= disagree completely, 2= disagree to a certain extent, 3= uncertain, 4= agree to a certain extent, 5= agree completely). Because of the wording of the items 2, 6, 8, 10, 12, 13, 17, and 18, scores of these items were reversed and analyzed accordingly. Table given below (Table 10) shows the descriptive and frequency statistics of data gathered from the participants (N = 81).

Table 10

Percentages for Teachers' Perception of Intercultural Foreign Language Teaching

Items	$\bar{X}$	SD	1	2	3	4	5
1. Language and culture cannot be taught in an integrated way.	4.44	.90	61.7	28.4	6.1	3.7	0
2. A foreign language teacher should present a realistic image of a foreign culture (e.g., touching upon positive & negative sides of the foreign culture and society).	4.27	.89	1,2	1.2	13.6	35.8	48.1
3. Providing additional cultural information makes pupils more tolerant towards other cultures and peoples.	4.27	.89	0	0	4.9	58.1	42

Table 10 (Cont'd)

Percentages for Teachers' Perception of Intercultural Foreign Language Teaching

4.	Personal contact with people from the relevant countries (exchange, etc.) creates tolerance towards the countries and their inhabitants.	4.25	1.04	0	1.2	3.7	44.4	50.6
5.	All students should acquire intercultural competence, not only pupils in classrooms with ethnic minority communities.	4.19	.84	0	2.5	7.4	53,1	37
6.	Intercultural education has no effect whatsoever on students' attitudes.	4.02	1.01	37	42	14.8	4.9	1.2
7.	Foreign language teaching should not only touch upon foreign cultures. It should also deepen pupils' understanding of their own culture.	4.01	.96	40.7	35.8	13.6	7.4	2.5
8.	Learning about a foreign culture can change the student's attitude towards his/her own culture.	4.01	1.01	0	8.4	11.1	49.4	32.1
9.	It is not the language teacher's task to teach about the foreign culture and country.	3.98	1.12	14.8	22.2	27.2	31.1	3.7
10.	In a foreign language classroom, teaching culture is as important as teaching the foreign language.	3.95	.98	0	11.1	6.1	55.6	27.2
11.	I would like to teach intercultural competence through my foreign language teaching.	3.91	1.07	2.5	5	14.8	49.4	28.4
12.	In international contacts misunderstandings arise equally often from linguistic as from cultural differences.	3.85	1.02	1.2	7.4	13.6	55.6	22.2
13.	I consider the introduction of "cultural awareness" into the national curriculum as an important innovation.	3.82	1.02	1.2	3.7	18.5	51.9	24.7
14.	It is the task of the teacher to contribute to the breaking down of prejudices about relevant country/ies.	3.60	1.16	3.4	17.2	13.8	44.4	21
15.	Intercultural education reinforces pupils' already existing stereotypes of other peoples and cultures.	3.51	1.24	28.5	28.4	24.7	16	2.5
16.	All English-speaking cultures around the world are equally valid to be represented in an English syllabus.	3.46	1.18	2.5	14.8	33.3	27.2	22.2
17.	Language problems lie at the heart of misunderstandings in international contacts, not cultural differences.	3.18	.98	6.2	35.8	32.1	23.5	1.2
18.	It is the task of the teacher to present a positive image of the foreign culture and society.	3.07	1.22	1.2	18.5	14.8	31	3.4
19.	My initial teacher-training didn't help me with teaching cultural dimension.	2.59	1.47	14.8	13.6	18.5	34.6	18.5

Table 10 (Cont'd)

Percentages for Teachers' Perception of Intercultural Foreign Language Teaching

20. If there is a lot of time pressure, culture teaching should give way to linguistic teaching.	2.58	1.17	9.9	7.4	28.4	46.9	7.4
21. The cultural dimension in language teaching is more important than the linguistic dimension.	2.30	1.03	13.6	48.1	28.4	6.2	3.7

$$\overline{X} = 3.68$$

Notes. N=81, 5-point Likert-scale items (1=disagree completely, 2=disagree to a certain extent, 3=uncertain, 4=agree to a certain extent, 5= agree completely)

Table 10 illustrates that tertiary level EFL teachers have a positive perception of ICC as they favored 'agree to a certain extent' and 'agree completely' scales in their answers. Accordingly, they reported that language and culture should be taught in an integrated way and culture is as important as teaching the language (see item 10). They mostly do not believe that cultural aspect of language teaching is more important than the linguistic aspect of language teaching (see item 21). Participants also reported that they view themselves as the cultural mediator to teach culture in classroom by presenting a realistic image of a foreign culture, and they believed incorporating cultural awareness into the national curricula to be an important innovation which can help students develop a tolerance towards other cultures. Almost half of the participants chose 'agree to a certain extent' when they were asked if there is time pressure, culture teaching should give way to linguistic teaching. Another interesting finding is that, nearly half of the participants reported that they did not receive help from their teacher-training courses regarding how to teach the cultural dimension of language. This might mean that culture teaching has not been fully incorporated into the teacher training curriculums around Turkey.

It can be concluded that in spite of the fact that tertiary level Turkish EFL teachers have positive perception on ICC regarding culture teaching objectives,

Table 11 (Cont'd)

Summary of Factors in Perceived Objectives

Gender	Female 2.52	Male 2.37				MANN-WHITNEY	Statistically insignificant
Undergraduate degree	ELT 2.53	Non-ELT 2.44				MANN-WHITNEY	Statistically insignificant
Last earned degree	BA/BS 2.56	MA/MS 2.47	Ph.D. 2.25	Other 2.37		ANOVA	Statistically insignificant
Teaching experience	2-5 years 2.60	6-10 years 2.45	11-20 years 2.48	21+ years 2.47		ANOVA	Statistically insignificant

The summary represented in Table 16 shows that perceived objectives of culture teaching do not change across different variables. One reason for the participants not changing their perception by the aforementioned variables might be because in the context of DBE, the objectives of each level are standardized and made available for the teachers. That is, each semester these objectives are distributed to the teachers within their syllabuses. Additionally, objectives within the current curriculum followed by DBE are also made available for the teachers to examine and follow. Therefore, the results obtained shows participants having more or less the same perception of culture teaching objectives regardless of their age, gender, undergraduate degree, last degree earned and teaching experience.

The results regarding how the perceived objectives vary with the age of the participants are represented in Table 12.

Table 12

Distribution of Perceived Objectives According to Age

Age	N	$\overline{X}$	SD
22-29	19	2.60	.20
30-39	31	2.45	.34
40-49	21	2.48	.32
50-59	6	2.47	.18
60-69	3	2.45	.28

As it is revealed in Table 12, the age group with a more positive perception towards the objectives of culture teaching is teachers who are aged between 22 and 29. One-way ANOVA test results showed that there is not a statistically significant difference between different age groups in terms of teachers' perceptions of culture teaching.

Another independent variable is gender. The table below illustrates the perception means of female and male participants on perceiving the objectives of culture teaching.

Table 13

Distribution of Perceived Objectives According to Gender

Gender	N	$\overline{\mathrm{X}}$	SD
Female	68	2.52	.28
Male	12	2.37	.34

According to the descriptive statistics provided in Table 13, there is a slight difference between the means of males and females' perception (female $\overline{\mathrm{X}}$ = 2.52, male = 2.37) and the standard deviation (female SD = .28 , male SD = .34). These results suggest that female participants' perception towards the objectives of foreign language teaching regarding ICC are a little bit more positive than males'. However, Mann-Whitney U Test revealed the perception towards the culture teaching objectives does not change and is not statistically significant for male and female participants.

Yet another independent variable is undergraduate degree with regards to having received a degree from either ELT (*n*= 53) or non-ELT departments (*n*= 27). Table 14 represents the report on perceiving the objectives of culture teaching and the undergraduate degrees.

Table 14

Distribution of Perceived Objectives According to Undergraduate Degree

Undergraduate degree	N	$\overline{X}$	SD
ELT	53	2.53	.30
Non-ELT	27	2.44	.27

As seen in Table 14, there is a slight difference between the two groups; that is, the perception mean is 2.53 for graduates of ELT departments (SD = .30), while the perception mean is 2.44 for graduates of non-ELT departments (SD = .27). However, the result obtained from the Mann-Whitney U test for ELT and non-ELT department graduates regarding their perception of culture teaching objectives was not statistically significant.

One-way ANOVA was utilized on another independent variable of the study, last degree earned, to test whether there is a statistically significant difference between the perception means of the participants and their last earned degree (BA/BS, MA/MS, Ph.D., and other).

Table 15

ANOVA Test Results for Perceived Objectives According to Last Degree Earned

Earned degree	N	$\overline{X}$	SD
BA/BS	30	2.56	.31
MA/MS	47	2.47	.29
Ph.D.	1	2.25	.
Other	2	2.37	.17

As shown in Table 15, the group with the highest perception of the objectives of culture teaching is the participants whose last earned degree is BA/BS with a mean of 2.56 and a standard deviation of .31. Nonetheless, ANOVA results showed that there is not a statistically significant difference between the groups.

The last independent demographic variable is participants' teaching

experience. Whether perceptions of culture teaching objectives of tertiary level EFL teachers change in accordance with their teaching experience was analyzed. Descriptive analysis of this aforementioned inquiry is provided in Table 16.

Table 16

Distribution of Perceived Objectives According to Teaching Experience

Teaching experience	*N*	$\overline{X}$	SD
2-5 years	10	2.68	.16
6-10 years	28	2.50	.24
11-20 years	27	2.40	.36
21+	15	2.54	.29

The table above illustrates teachers with 2 to 5 years of experience showing a higher perception of culture teaching objectives with a mean of 2.68 (SD = .16). However, the results obtained from the preliminary analysis were additionally analyzed with a one-way ANOVA test which showed that there is not a significant statistical difference.

Factors in perceived practices of culture teaching. To thoroughly answer the third research question, varying factors (i.e. age, gender, undergraduate degree, last degree earned, and teaching experience) and Part 2.2 of the questionnaire were further analyzed. Table 17 shown below sums up the combined results of the analysis carried out to reveal whether classroom practices of culture teaching change in terms of independent variables

Table 17

Summary of Factors in Perceived Culture Teaching Practices

Independent Variables	$\overline{X}$	$\overline{X}$	$\overline{X}$	$\overline{X}$	$\overline{X}$	Test Type	Result
Age	22-29 2.14	30-39 1.98	40-49 2.09	50-59 1.98	60-69 1.91	ANOVA	Statistically insignificant
Gender	Female 2.05	Male 2.02				T-TEST	Statistically insignificant

Table 17 (Cont'd)

Summary of Factors in Perceived Culture Teaching Practices

Undergraduate degree	ELT 2.09	Non-ELT 1.96				T-TEST	Statistically significant
Last earned degree	BA/BS 2.07	MA/MS 2.03	Ph.D. 1.68	Other 2.09		ANOVA	Statistically insignificant
Teaching experience	2-5 years 2.31	6-10 years 1.99	11-20 years 2.01	21+ years 2.03		ANOVA	Statistically significant

The summary in Table 17 reveals that how teachers perceive classroom practices of culture teaching do not change with age, gender, undergraduate degree, and last degree earned; except the independent variables regarding tertiary level's undergraduate degree and teaching experience. Teachers with an undergraduate degree from ELT departments show positive perceptions towards classroom practices of culture teaching activities. The reason why it is higher for teachers with ELT degrees might be because they might have received training on how to integrate culture-teaching activities into their classroom practices compared to the teachers coming from non-ELT departments. Furthermore, teachers with 2 to 5 years of experience reported to practice culture teaching activities more frequently than not only teachers with 6 to 10 years of experience, but also teachers with 11 to 20 years of experience. Novice teachers might be more mindful of covering ICC in class. The reason for that might be because as for the last few years the department where the current study was conducted has been hiring teachers coming from ELT backgrounds as a result of the new regulations by High Education Board. However, teachers with a longer period of experience might be concerned more about following and fulfilling the program objectives which is more inclusive of the linguistic aspect of language teaching in the given time period.

First of all, to give detailed information regarding descriptive analysis of the demographic independent variable; that is, age, for the Part 2.2 of the questionnaire is illustrated in Table 18.

Table 18

Distribution of Perceived Practices of Culture Teaching According to Age

Age	N	$\overline{X}$	SD
22-29	19	2.14	.34
30-39	31	1.98	.26
40-49	21	2.09	.27
50-59	6	1.98	.24
60-69	3	1.91	.31

As it is apparent from the table given above, the age group with the highest perception mean is teachers who are between the ages of 22 and 29 ($\overline{X} = 2.14$, $SD = .34$). These teachers mostly reported that they do culture teaching practices once in a while in class. ANOVA analysis was carried out to provide a better understanding; however, the results showed there is not a statistically significant difference between the age groups according to their reported classroom practices of culture teaching.

Gender is another independent variable that was analyzed in comparison with the Part 2.2 of the questionnaire. Table 19 shows descriptive statistics of female (N = 68) and male (N = 12) participants.

Table 19

Distribution of Perceived Practices of Culture Teaching According to Gender

Gender	$\overline{X}$	*N*	SD
Female	2.05	68	.27
Male	2.02	12	.38

According to Table 19, there is a slight difference between male and female participants. So as to see if the difference is statistically significant, an Independent

Sample T Test was employed. However, the results revealed that the difference is not statistically significant.

Another factor that might change when perceptions towards classroom practices of culture teaching activities concerned is EFL teachers' undergraduate degrees (i.e. ELT, non-ELT department graduates). The following table shows the comparison of the groups statistics regarding the Part 2.2 of the questionnaire.

Table 20

Distribution of Perceived Practices of Culture Teaching According to Undergraduate Degree

Undergraduate degree	N	$\overline{\mathrm{X}}$	SD
ELT	53	2.09	.30
Non-ELT	27	1.96	.23

Table 20 reveals that there is a difference between the two levels of the variables. Nonetheless, an Independent Sample T-test was conducted to compare perceived culture teaching activities in ELT and non-ELT graduates and the result of the test is given in Table 21.

Table 21

Independent Sample T-Test Results for Perceived Practices of Culture Teaching According to Undergraduate Degree

	T-test for equality of means			
	t	*df*	*Sig. (2 tailed)*	*Mean difference*
Variables are equal	1.951	78	.055	.13138
Variables are not equal	2.129	66.163	.037	. 13138

The results of the T-test revealed that there was a significant difference in the

scores for ELT graduates ($\overline{X}$ = 2.09, SD = .30) and non-ELT graduates ($\overline{X}$ = 1.96, SD = .23); conditions t (66) = 2.12, p = .037) . In other words, teachers with an undergraduate degree from ELT departments show more positive perceptions towards classroom practices of culture teaching activities compared to teachers with an undergraduate degree from a non-ELT department.

Yet another factor that was analyzed to see if perceived culture teaching activities change according to the last degree earned by the tertiary level EFL teachers. Results of the descriptive analysis show the independent variable with four levels (BA/BS, MA/MS, Ph.D., and Other) in Table 21. One detail that needs to be pointed out here is that none of the participants who chose the "other" option specified their answer although an open-ended response was available in the questionnaire.

Table 22

Distribution of Perceived Practices of Culture Teaching According to Last Degree Earned

Last Degree Earned	N	$\overline{X}$	SD
BA/BS	30	2.81	2.07
MA/MS	47	2.69	2.03
Ph.D.	1	1.69	1.68
Other	2	2.13	2.09

Table 22 illustrates that "other" level of the independent variable has the highest perception of classroom practices of culture teaching activities with $\bar{X}$ = 2.09 and SD = .04; however, one-way ANOVA test results reveled that the differences between the levels were statistically insignificant.

Culture teaching activities that are carried out in EFL classrooms may also change in terms of EFL teacher's teaching experiences. The table below (Table 22) reveals the descriptive analysis of the four levels of teaching experience.

Table 23

Distribution of Perceived Practices of Culture Teaching According to Teaching
Experience

Teaching experience	N	X̄	SD
2-5 years	10	2.31	.29
6-10 years	28	1.99	.26
11-20 years	27	2.01	.28
21+	15	2.03	.26

Table 23 shows that teachers with 2 to 5 years of experience has the highest $\bar{X}$ = 2.31 with a standard deviation of .29 among other levels. In other words, the highest frequency is held by the group with 2 to 5 years of experience with a mean of just above 2.3. The level with the lowest mean ($\bar{X}$ = 1.99 , SD = .26) is 6 to 10 years of teaching experience.

One-way ANOVA was utilized to compare the means across levels and the results are given in Table 24.

Table 24

ANOVA Test Results for the Perceived Practices of Culture Teaching According to
Teaching Experience

	SS	df	Mean square	F	Sig.
Between groups	.803	3	.268	3.488	.020
Within groups	5.833	76	.077		
Total	6.636	79			

There is a statistically significant difference in the frequencies of culture teaching activities among the different levels of independent variable teaching experience (*p* = .020 < .05). Therefore, a multiple comparison analysis was needed to show which levels have difference. In order to do a multiple comparison analysis, Tukey's Honestly Significant Difference (HSD) was conducted and the test results

are presented below.

Table 25

HSD Results for Perceived Practices of Culture Teaching According to Teaching Experience

(I)Teaching experience	(J)Teaching experience	Mean Difference (I-J)	Std. Error	Sig.
2-5 years	6-10 years	.31[*]	.10	.014
	11-20 years	.29[*]	.10	.027
	21+	.27	.11	.073
6-10 years	2-5 years	-.31[*]	.10	.014
	11-20 years	-.02	.07	.990
	21+	-.03	.08	.974
11-20 years	2-5 years	-.29[*]	.10	.027
	6-10 years	.02	.07	.990
	21+	-.01	.08	.998
21+	2-5 years	-.27	.11	.073
	6-10 years	.03	.08	.974
	11-20 years	.01	.08	.998

HSD results illustrate that there is a significant difference among different levels of teaching experience. Accordingly, teachers with 2 to 5 years of experience reported to practice more culture teaching activities than not only teachers with 6 to 10 years of experience, but also teachers with 11 to 20 years of experience. There is not a statistically significant difference between the other levels.

Factors in perceptions of intercultural foreign language teaching. In order to examine whether there is a change in Part 3.1 of the questionnaire according to aforementioned independent variables, further analysis were carried out. Table 31 shown below summarizes the combined results of the analysis carried out to present if perception of intercultural foreign language teaching change with the independent variables; that is age, gender, undergraduate degree, last degree earned, and teaching experience.

Table 26

Summary of Factors in Perceived Intercultural Foreign Language Teaching

Independent Variables	$\overline{X}$	$\overline{X}$	$\overline{X}$	$\overline{X}$	$\overline{X}$	Test Type	Result
Age	22-29 3.77	30-39 3.64	40-49 3.85	50-59 3.72	60-69 3.41	ANOVA	Statistically insignificant
Gender	Female 3,72	Male 3.75				T-TEST	Statistically insignificant
Undergraduate degree	ELT 3.71	Non-ELT 3.75				T-TEST	Statistically insignificant
Last earned degree	BA/BS 3.77	MA/MS 3.69	Ph.D. 3.80	Other 3.78		ANOVA	Statistically insignificant
Teaching experience	2-5 years 3,89	6-10 years 3.66	11-20 years 3.74	21+ years 3.69		ANOVA	Statistically insignificant

The summary of the results in Table 31 shows that how teachers perceive intercultural foreign language teaching does not change according to aforementioned variables.

First of all, perception of intercultural foreign language teaching was analyzed according to the ages of the participants and the descriptive statistics are given below.

Table 27

Distribution of Perception of Intercultural Foreign Language Teaching According to Age

Age	N	$\overline{X}$	SD
22-29	19	3.77	.31
30-39	31	3.64	.47
40-49	21	3.85	.41
50-59	6	3.72	.34
60-69	3	3.41	.40

The age group with a positive perception of intercultural foreign language teaching is 40 to 49 ($\overline{X} = 3,85$, SD = .41). Yet, ANOVA test results showed there is

not a statistically significant difference between the age groups.

Another independent variable that was tested is gender. The table below illustrates the perception means of female and male participants on perception of intercultural foreign language teaching.

Table 28

Distribution of Perception of Intercultural Foreign Language Teaching According to Gender

Gender	N	$\overline{\text{X}}$	SD
Female	68	3.72	.43
Male	12	3.75	.36

Table 28 presents a slight difference between male and female tertiary level EFL teachers' perceptions of intercultural foreign language teaching. Yet, an independent T-test results revealed this difference is not statistically significant.

Yet another independent variable is undergraduate degree with regards to having received a degree from either ELT ($n = 53$) or non-ELT departments ($n = 27$). Table 29 illustrates the report of perception of intercultural foreign language teaching according to undergraduate degree earned by the EFL teachers.

Table 29

Distribution of Perception of Intercultural Foreign Language Teaching According to Undergraduate Degree

Undergraduate degree	N	$\overline{\text{X}}$	SD
ELT	53	3.71	.44
Non-ELT	27	3.75	.37

Table 29 shows that there is a slight difference between ELT graduates and non-ELT department graduates of EFL teachers. However, Independent samples T-test showed that the difference is not statistically significant.

Whether perception of intercultural foreign language teaching change with the last degree received by the tertiary level EFL teachers is another point that was analyzed. An important point that needs to be mentioned is that in calculating results for descriptive statistics, variables with a value lower than 2 is kept outside the analysis. Therefore, Ph.D. level ($n = 1$) is not included in the table. Descriptive analysis of the Part 3.1 of the questionnaire in terms of participants' last degree earned is given below in Table 30.

Table 30

Distribution of Perception of Intercultural Foreign Language Teaching According to Earned Degree

Earned degree	N	$\overline{X}$	SD
BA/BS	30	3.77	.34
MA/MS	47	3.69	.47
Ph.D.	1	3.80	
Other	2	3.78	.43

Table 30 shows that the group labeled as 'other' has a more positive perception of intercultural foreign language teaching than the other levels of last degree(s) received in EFL teachers. On the other hand, ANOVA test results showed that the difference is statistically insignificant.

Lastly, perception of intercultural foreign language teaching change with the last degree received by the tertiary level EFL teachers is another point that was analyzed.

Table 31

Distribution of Perception of Intercultural Foreign Language Teaching According to Teaching Experience

Teaching experience	$\overline{X}$	SD
2-5 years	3.89	.31
6-10 years	3.66	.43
11-20 years	3.74	.43
21+	3.69	.44

Table 31 shows that teachers with 2 to 5 years of experience has the highest $\bar{X}$ = 3.89 with a standard deviation of .31 among other levels, and the lowest frequency is held by the group with 6 to 10 years of experience with a mean of 3.66 (SD = .43). The data further analyzed with the help of ANOVA showed that differences between the variable levels are statistically insignificant.

Tertiary Level Turkish EFL Teachers' Classroom Practices of ICC

In order to select the participants to be observed in classroom, the following steps were taken to score, specify and list participants. Part 2.1, 2.2 and 3.1 of the questionnaire were selected in order to be scored in terms of the total attitudes and mean.

First of all each participant was coded with a number. As a 3-point Likert scale was used for the parts 2.1 and 2.2, participants who had mean above 2.5 were listed as having favorable ICC perceptions; on the other hand, because a 5-point Likert scale was employed in part 3.1, participants with a mean above 4 were noted as having a highly positive perception of ICC. To clarify and simplify the process of creating a list of participants who showed a positive perception of ICC further, participants whose averages for the Part 2.1 ($\bar{X}$ = 2.5), 2.2 ($\bar{X}$ = 2.5) and Part 3.1 ($\bar{X}$ = 4) were added and divided to 3.

Part 2.1 +Part 2.2 + Part 3.1=2.5+2.5+4=9

Total points average=9/3=3

By employing the abovementioned formula, the first four of the participants who showed a total mean of 3 or more are listed in Table 32. Selecting the first four was purposive in that firstly observing all of the teachers who participated in the study (N = 81) would be unattainable. Secondly, the results of the questionnaire shows that although tertiary level EFL teachers have positive perception of ICC, the

data based on their reported practices reveled that ICC does not seem to be fully integrated into their classroom practices as how they perceive distribution of language and culture teaching (see Figure 4) showed that '100% of culture integration' is 7.41%. Focusing on teachers with a high perception of ICC might help draw a picture of the current position of tertiary level Turkish EFL teachers on the subject of ICC and how it is represented in the classroom.

Table 32

Ordering the Participants with the Positive ICC Perceptions

Order	Participant no	General mean
1	9	3.34
2	76	3.29
3	8	3.27
4	64	3.20

Participants numbered 9 (T1), 76 (T2), 8 (T3), and 64 (T4) (shown in Table 41) were then observed for two consecutive classroom hours for 3 weeks. To preserve anonymity and confidentiality, the participants who took part in the observation part of this research are identified by a code: T1, T2, T3, and T4.

Some examples of classroom practices handling ICC that took place during classroom observations are provided in Appendix C (pp. 111). Table 33 illustrates each ICC perception criteria (Appendix B) that teachers employed in the first week of the observations.

Table 33

ICC Observation Results for Week 1

ICC perception criteria	Participants			
	T1	T2	T3	T4
1. Promote students' familiarity with the target culture(s)	✓			
2. Promote students' familiarity with other cultures	✓			✓

Table 33 (Cont'd)

ICC Observation Results for Week 1

ICC perception criteria	T1	T2	T3	T4
3. Promote the acquisition of an open mind towards unfamiliar cultures.				
4. Promote the acquisition of a positive disposition towards unfamiliar cultures				✓
5. Promote increased understanding of students' own culture.	✓			✓
6. Promote reflection on cultural differences.				
7. Promote the ability to empathize with people living in other cultures				
8. Promote the ability to handle intercultural contact situations.				

Table 33 shows ICC perception criteria each teacher employed in the second week of the observation period. In the first week of the observations T1 and T4 were doing reading classes during which both of the teachers were concerned with pre-teaching vocabulary and establishing a context. However, T2 and T3 were focused on listening practice exercises for the proficiency exam. They were mainly concerned with playing pre-recorded listening tasks on a tape recorder and students followed the recordings and fulfilled the tasks.

Table 34 presents the results of the classroom observations for week two.

Table 34

ICC Observation Results for Week 2

ICC perception criteria	Participants			
	T1	T2	T3	T4
1. Promote students' familiarity with the target culture(s)	✓	✓	✓	✓
2. Promote students' familiarity with other cultures	✓	✓	✓	✓
3. Promote the acquisition of an open mind towards unfamiliar cultures.	✓	✓	✓	✓
4. Promote the acquisition of a positive disposition towards unfamiliar cultures	✓	✓	✓	✓
5. Promote increased understanding of students' own culture.	✓	✓	✓	✓

Table 34 (Cont'd)

ICC Observation Results for Week 2

6. Promote reflection on cultural differences.	✓	✓	✓
7. Promote the ability to empathize with people living in other cultures			
8. Promote the ability to handle intercultural contact situations.			

During the second week of the observations, T2, T3 and T4 had reading classes. The scope of the lesson for T1's class was writing.

Table 35 reveals ICC perception criteria employed in the two consecutive hours of observation in the third week.

Table 35

ICC Observation Results for Week 3

	Participants			
ICC perception criteria	T1	T2	T3	T4
1. Promote students' familiarity with the target culture(s)		✓	✓	
2. Promote students' familiarity with other cultures			✓	
3. Promote the acquisition of an open mind towards unfamiliar cultures.			✓	✓
4. Promote the acquisition of a positive disposition towards unfamiliar cultures			✓	
5. Promote increased understanding of students' own culture.		✓	✓	
6. Promote reflection on cultural differences.			✓	✓
7. Promote the ability to empathize with people living in other cultures				
8. Promote the ability to handle intercultural contact situations.				

Table 35 reveals ICC perception criteria included during the third week of observation period. T1 did not deal with culture at all as the class was preparing for the end of the year examination for which they were mainly doing mechanical grammar exercises. T2 had a writing class. The scope of the lessons for both T3 and

T4 were reading.

Table 36 shows the summary of the results received from 3-week-observation
period.

Table 36

ICC Observation Summary

	Participants			
ICC perception criteria	T1	T2	T3	T4
1. Promote students' familiarity with the target culture(s)	✓	✓	✓	✓
2. Promote students' familiarity with other cultures	✓	✓	✓	✓
3. Promote the acquisition of an open mind towards unfamiliar cultures.	✓	✓	✓	✓
4. Promote the acquisition of a positive disposition towards unfamiliar cultures	✓	✓	✓	✓
5. Promote increased understanding of students' own culture.	✓	✓	✓	✓
6. Promote reflection on cultural differences.	✓	✓	✓	✓
7. Promote the ability to empathize with people living in other cultures				
8. Promote the ability to handle intercultural contact situations.				

Table 36 reveals that all four of the observed teachers with positive
perception of ICC, promoted some form activities handling ICC in their classes
which is inline with their high perception of ICC. It is interesting to see that all four
of the tertiary level EFL teachers included the first six items from the observation
scheme. However, the last two criteria were not included in the classroom practices
for the duration of the observed hours. For that reason, instance examples of these
two criteria were not included in Appendix C. One reason why these two criteria
were not handled in the classroom practices could be is that none of the classes had
students from abroad. Another reason could be the materials available for the
teachers and students of DBE are not prepared to cover specifically ICC concepts.
Yet another reason why these statements were not observed could be because

curriculum of the department does not address the issue of ICC openly. As a result, teachers may not have felt the need to 'promote the ability to empathize with people living in other cultures' or 'promote the ability to handle intercultural contact situations' openly.

Conclusion

In this current chapter, data obtained from 81 tertiary level English as a foreign language teachers working at Department of Basic English, Middle East Technical University were analyzed and presented. To begin with, to answer the first research question, data covering cross-cultural experiences of tertiary level Turkish EFL teachers engage in were presented. In the second section, descriptive statistics for the questionnaire were provided to answer the second research question. In the third section, the results of the analyses conducted to see if teachers' perception of ICC, specifically perceived culture objectives, perceived culture teaching activities and intercultural foreign language teaching, change according to participant factors, which are age, gender, undergraduate degree, the last degree earned, and teaching experience were illustrated to answer the third research question. In the fourth and final section, data collected from the classroom observations of teachers with highly positive perception of ICC were revealed to seek an answer for the fourth research question.

This chapter presented the data analysis of tertiary level EFL teachers' perceptions of ICC and practices aiding to build ICC. In the following chapter of the study, along with pedagogical implications, limitations of the study, and suggestions for further research, the overall findings will be discussed by comparing the results with the findings in the literature.

CHAPTER V: CONCLUSION

Introduction

The present study aimed to investigate tertiary level EFL teachers'
intercultural communicative competence (ICC) perceptions and their classroom
practices aiding to build ICC which can help describe the current stand point of the
teachers. In order to inquire about their perceptions and practices further, their cross-
cultural experiences, and their perception towards ICC were examined. In this
respect, the following research questions were addressed:

1. What kind of cross-cultural experiences do tertiary level Turkish EFL
    teachers engage in?

2. What are tertiary level Turkish EFL teachers' perceptions of ICC?

3. Do tertiary level Turkish EFL teachers' perceptions of ICC vary according to
    age, gender, undergraduate degree, last degree earned and teaching
    experience?

4. What are tertiary level Turkish EFL teachers' practices regarding ICC in the
    language classroom?

Data were collected through two different instruments: a questionnaire
(Appendix A) and an observation scheme (Appendix B). To answer the research
questions, a questionnaire was adapted and administered at Middle East Technical
University at the Department of Basic English where 81 of the tertiary level Turkish
EFL teachers. In the second step of the research, to answer RQ4, four of the
participants with the highest perception of ICC were selected and observed for three
weeks. To standardize the observation procedures, an observation scheme was

developed by the researcher to be used in classroom observations. In this chapter the findings of the study will be discussed and pedagogical implications drawn from the data analysis in relation to the existing literature will be presented. Furthermore, limitations of the study will be clarified, and finally, in light of the conclusions from this study, suggestions for further research will be stated.

Findings and Discussion

In this section, findings of the study are compared to the current literature and main conclusions are presented in four subsections which are teachers' cross-cultural experiences, their perception of ICC, culture teaching activities vary with undergraduate degree and teaching experience and teachers' classroom practices where they handle ICC.

Cross-cultural Experiences

Within the scope of this descriptive study, cross-cultural experiences of the teachers were inquired mainly focusing on the culture of the language that they are teaching as Byram (1991) underlined importance of intercultural experiences of the teachers affecting the quality of the lessons. Firstly, teachers were provided with a multiple response question in which they were asked which English speaking country or countries they have resided in or visited. Analysis of this question revealed that the USA is the most visited country among others. Following that, the teachers were asked the type of their visits since different visit types might mean different length of stay. Findings of the study showed that the main reason why they visited countries where English is L1 was for touristic purposes. This finding is similar to a study conducted on an international level by Sercu et al. (2005) in that participants mainly visit the country of the foreign language that they are teaching either as tourists or to see their relatives and friends. Findings of the current study

revealed that visits such as to 'attend a conference' and 'teacher exchange' ranked lower on the list. The lack of conference attendance might result from the fact that these teachers, particularly in the context of DBE, METU, are provided funding for conference participation on a first come first serve and seniority basis, which may in turn limit their opportunities to have more cross-cultural experiences.

Moreover, findings showed that the frequency of these visits were less frequent than once every five years. This means that they do not frequently visit the countries where English is L1 frequently. In their review of literature on the topic of culture learning in language education, Paige et al. (2003) concluded that being exposed to the target culture makes a difference not only in teaching but also learning the language as it helps to advance both language and culture learning. In the light of the findings it can be said that tertiary level Turkish EFL teachers do not engage in professional activities with which they visit English speaking countries as their cross-cultural experiences. The reason for that might be lack of sufficient financial resources and the restricting policies followed by the departments. Therefore, providing financial resources would help them have more cross-cultural experiences focusing on teacher development, teacher exchange and scholarships to study abroad.

Findings regarding where the participants receive information about English speaking countries showed that they mostly use the Internet and foreign television or radio. A similar finding was reported in Sercu et al.'s study (2005). When contacting the foreign culture, participants who contributed Sercu et al.'s study (2005) preferred the Internet and media. This was most probably due to the fact that teachers who participated in this study have easy and free access to media sources as the university

provides these resources within the limits of its campus. This indicates that these sources which can be used to contact and get information about the English speaking countries are more convenient for tertiary level Turkish EFL teachers than visits by students or teachers from abroad, professional associations and cultural institutes.

EFL Teachers' Perceptions of ICC

This research study sought to elaborate teachers' perceptions of ICC in terms of how teachers perceive culture teaching objectives and practices, how they distribute classroom time over linguistic aspect of language teaching and how they perceive intercultural aspect of language teaching. Furthermore, these teachers' perception of ICC regarding culture teaching objectives, culture teaching activities they practice and their perceptions of intercultural foreign language teaching vary depending on age, gender, undergraduate degree, last degree earned and teaching experience were examined. Teachers' responses on culture teaching objectives, culture teaching practices, classroom time distribution regarding culture and language teaching and intercultural foreign language teaching showed that tertiary level Turkish EFL teachers have positive perception of incorporating teaching activities or techniques that promote and build ICC.

Culture teaching objectives were grouped under three subheadings: culture, language and general skill learning objectives. Findings showed that teachers' perceptions of ICC with regards to culture teaching objectives are positive. However, one of the language learning objectives which aimed at helping students achieve a certain proficiency to use the foreign language for practical purposes ranked higher. This finding is in agreement with another research conducted by Atay et al. (2009b) on primary, secondary and tertiary level EFL teachers from all around Turkey. Yet another research conducted on upper-secondary school Spanish teachers of English

(Clouet, 2012) on how they perceive culture teaching objectives showed that teachers' main aim is to help their students acquire a level of proficiency in the foreign language to be used for practical purposes. Similarly, findings of a study on Spanish foreign language teachers' perceptions on language and culture teaching objectives conducted by Castro, Sercu and Méndez García (2004) presented that instructors were supportive of including culture teaching objectives. The reason why the findings are in line with the results of the current research might be because this objective is mainly concerned about what students will need after they finish preparatory program to study in their departments where the medium of instruction is English. Therefore, teachers might be more concerned about their students' success in their departments where they will use language mostly in academic contexts for practical purposes.

Findings of the current study also revealed that among culture learning objectives, helping students have an open mind and a positive disposition towards unfamiliar cultures ranked the highest which is similar to Castro and Sercu's study dating 2005. The results of their study showed that teachers were more concerned with enhancing what is unknown and foreign to the students rather than what is familiar to them (Castro & Sercu, 2005). This finding may be attributed to the fact that although the participants reported to have mainly touristic cross-cultural experiences, they might be feeling competent enough to reflect openness to teach target cultures or other cultures.

Yet another culture teaching objective focusing on helping students in developing a better understanding of their own identity and culture ranked lower than promoting target cultures. In Atay et al.'s (2009b) research, helping students

understand their own culture and identity better ranked higher than any other ICC objective contrary to the current study's results. Atay et al. (2009b) concluded that teachers were not familiar with cultures of the English speaking countries as they reported not having travelled abroad and not establishing relationships or contacts with other English speakers. As a result, not feeling knowledgeable enough about the target or other cultures, they were more open to promote an understanding of students' own culture. Yet, the findings of this study might imply that the teachers do not feel the urge to help their students to develop a better understanding of their own culture as they might consider this aspect of ICC to be the responsibility of the learner as it is related to their mother tongue and their personal lives. It can also be speculated that since these language learners will mostly be exchanging information with learners, instructors and professors from similar backgrounds when complete preparatory program at DBE, they might not encounter communication problems stemming from their own culture.

Regarding teachers' perceptions of how they distribute their classroom time between language teaching and culture teaching, the findings showed that although culture is an important aspect of foreign language teaching, participants contradict to that by reporting the lack of fully integration of culture into their classroom time. Young and Sachdev's study (2011) exploring language teachers' beliefs of ICC reported that participants who were previously informed about ICC prior to the study were not willing and able to put ICC into practice. The generally proposed reasons for being reluctant to incorporate ICC are lack of learner interest, objectives in curriculum not supporting ICC, insufficient teaching materials, lack of assessment tools covering ICC and igniting controversy. In the same way, allocating more time on culture might mean taking up time from linguistic teaching. In the context of this

study, at the end of the academic year, students take a proficiency exam, which emphasizes the linguistic aspect of language proficiency, more than the intercultural aspect. Hence, teachers are more eager to focus on linguistics than culture which is an immediate solution in order to fulfill the needs of the students whose short-term goal is to pass the exam. This means that exams dictate and shape students' goals and needs, which eventually affects teachers' classrooms practices of intercultural language teaching regardless of their beliefs. In addition, it can be interpreted that teachers might be putting off culture teaching until their students reach a certain proficiency in language.

Findings on reported culture teaching activities and how often teachers reported to employ them in classrooms showed that they prefer teacher centered culture teaching activities more than teacher and students centered activities as well as student centered activities. The types of activities they favor are sharing what they have heard about the foreign country or the culture, using CD-ROMS and the Internet to exemplify an aspect of the foreign culture. They also favor talking about their personal experiences in a foreign country more than other culture-teaching activities like inviting a person from a foreign country to their classrooms and decorating the classroom with posters on different aspects of foreign culture. Having such preferences might be because the classrooms are supplied with computers, computer screen projectors and a free access to the Internet. Therefore, it is convenient to incorporate an aspect of culture into classrooms by utilizing these tools. Findings regarding the teacher and student centered activities showed that teachers would rather compare cultures and encourage students to talk about one's own culture. This may imply that teachers are more comfortable with immediate interaction where students can prepare themselves for the activity in a short amount

of time when compared to role-play activities which usually takes up a longer period of classroom time.

In order to shed light on how tertiary level Turkish EFL teachers perceive intercultural aspect of language teaching, the values the participants hold, norms the participants follow and their overall perception of intercultural communicative competence were examined. The findings reflected that culture and language teaching should be fully integrated and this means that culture and language teaching are equally important. In the same way, Sercu et al. (2005) reported that foreign language teachers were motivated and willing to teach intercultural competence. Additionally, findings showed that for almost half of the participants' teacher-training courses did not provide sufficient help on how to teach the cultural dimension of language. It can be interpreted that culture teaching has not been completely incorporated into the teacher training curriculums (i.e. ELT and foreign language education departments, and pedagogical formation programs for non-ELT graduates) around Turkey and therefore, teachers lack the theoretical and practical aspect of culture teaching.

Data collected to see whether tertiary level EFL teachers perception of ICC in terms of culture teaching objectives, culture teaching activities they practice and their perceptions of intercultural foreign language teaching vary depending on age, gender, undergraduate degree, last degree earned and teaching experience revealed two results. Teachers who graduated from ELT departments showed a higher perception of ICC regarding culture-teaching activities they implement in classroom than teachers who graduated from non-ELT departments. It is important to note that several studies advised teacher training programs to include culture teaching in their

curricula (Atay, 2005; Atay, Çamlıbel, Ersin, Kaşlıoğlu & Kurt, 2009; Atay et al., 2009). Findings of this study showed that teachers from ELT might have encountered with ways to teach culture more than teachers who are graduates on non-ELT departments; therefore, they report to practice culture teaching activities more frequently. Despite the importance accorded to ICC, there has been a marked absence of studies to demonstrate ICC perception on EFL teachers coming from ELT and non-ELT departments. Thus, the findings of this current study might be confirmed or contradicted by further research in the future.

Furthermore, findings indicated that teachers with 2 to 5 years of experience claimed to practice more culture teaching activities than not only teachers with 6 to 10 years of experience, but also teachers with 11 to 20 years of experience. One reason for teachers with 2 to 5 years of experience practicing more culture teaching activities than more experienced teachers might be because they are mindful and enthusiastic to cover different aspects of language teaching. Moreover, there is a tendency to hire teachers who have graduated from ELT departments because of the recent changes made by Higher Education Board of Turkey regarding the employment of instructors for tertiary level job positions. The setting of the study where the current study was conducted also follows the same regulations. Therefore, novice teachers who are employed at DBE should have degrees from ELT departments. As teachers with ELT degrees showed a more positive perception of ICC compared to graduates of non-ELT departments, this finding is in agreement with the abovementioned result. Nevertheless, there has been no research studying teachers perceptions towards culture teaching practices according to their teaching experiences; thus, the findings obtained from the data gathered could be confirmed or contradicted by further research.

Handling ICC in the Classroom

To learn more about tertiary level Turkish EFL teachers' actual classroom practices of ICC, four teachers with the highest positive perception of ICC were observed by using an observation scheme consisting of eight ICC criteria.

An examination of the current literate on culture learning and teaching done by Paige et al (2003) revealed that knowledge, attitude and beliefs carried by the teachers can vastly impact their classroom practices. The findings of the current research showed that the contrary is true. Although teachers had a positive disposition towards ICC, in the questionnaire they reported that they focus on linguistic aspect of language teaching. Durham, a project executed by Byram (1991) confirmed that culture is implemented in one way or another in foreign language classrooms. Önalan (2004) examined tertiary level EFL teachers' perception of the place of culture and reported that when teachers asked to rank the priorities of a lesson, culture generally was not included in the first three when compared to teaching receptive skills such as reading or transmitting knowledge on grammar and vocabulary. More recently, data collected for another study (Atay et al., 2009b) which included 503 EFL teachers who were provided with a questionnaire including questions on culture teaching practices and how frequently they incorporate culture teaching indicated similar results and they claimed that they sometimes incorporate culture teaching practices.

It is important to note that the current literature does not provide empirical studies regarding classroom practices aiding to build ICC. Therefore, within the scope of this study one of the key elements was to develop an observation scheme and monitor the performance of EFL teachers regarding ICC (see Appendix B).

There is, however, no gainsaying the fact that there were instances that promote ICC, classroom observations showed that there is not a consistent implementation of practices helping students to gain ICC in tertiary level EFL classrooms despite the fact that the teachers reported to have positive perception of ICC. As the observations were implemented towards the end of the spring semester when students were more interested in focusing on their final examinations and the upcoming English proficiency exam, content of the lessons focused on exam practices. This finding seems to be overlapping with what teachers had previously reported regarding the fact that culture teaching would give way to linguistic teaching if there is time pressure. Another finding of the classroom practices was all four of EFL teachers included the first six items from the observation scheme which included familiarizing the learners with target cultures, foreign cultures and local culture and promoting an open mind. However, the last two criteria were not included in the actual classroom teaching. An explanation for the lack of empathizing interlocutors from other cultures and handling intercultural situations could be is that none of the observed classes had students from abroad. Another reason could be because curriculum of the department does not address the issue of ICC openly, the materials chosen to be implemented in the classrooms do not specifically cover ICC concepts. As a result, teachers might not have felt the immediate need to establish a classroom atmosphere to promote students understanding to sympathize with people from other cultures and to handle intercultural situations openly. The overall picture of the results indicated that although attitudes, beliefs and perceptions play an important role when shaping teachers' classroom practices of teachers (Prosser & Trigwell, 1999), this was not the case in this study.

Pedagogical Implications

This analysis of the data reflects a number of pedagogical implications. First of all, although tertiary level EFL teachers have positive perception of ICC in terms of culture teaching objectives, culture teaching practices and intercultural foreign language teaching concepts, as the actual classroom application of ICC does not fully reflect that, learners are expected to fulfill linguistic approach to language learning as The findings showed that assisting students in developing a better understanding of their own identity and culture was overshadowed by promoting target cultures and foreign cultures in the classroom. This shows that they perceive culture teaching mostly as passing on the unknown and foreign culture. In order to have a truly intercultural perspective of language and culture teaching, including the local culture in classroom practices is also important. This might mean that in-service teacher training courses, teacher development programs and workshops where they can be introduced to alternative ways to incorporate practices and activities that can build ICC by not only focusing on foreign cultures but also incorporating what is local can enrich teachers existing knowledge on ICC and illustrate how to put it into practice. That is, in-service teacher trainers, and administrators for teacher training programs who can shape the content of such development programs should be aware of this need.

Another pedagogical implication, which can be drawn from the data analysis, is on cross-cultural experiences of the teachers. Trede, Bowles and Bridges (2013) recommended that "appropriate and pedagogically rewarding international experiences depend on adequate resources" (pp. 453) as the finding regarding teacher's cross-cultural experiences mostly relying on touristic visits, there might be a lack of adequate resources to support cross-cultural experiences. Administrators

and teachers should demand and propose new policies which should give tertiary level Turkish EFL teachers the opportunity to have cross-cultural experiences. Hence, policy makers should provide them with more sufficient financing for teacher exchange programs, scholarships to attend conferences and projects so that teacher's perception of ICC can be enriched. Moreover, the study also put forward that the least opted resource teachers utilize when learning more about the foreign cultures themselves were cultural institutions. These centers can do more to promote their services to foreign language teachers for providing cultural information.

Yet another pedagogical implication of this study is that full integration of ICC is reflected neither in the achievement tests nor in the proficiency exam both of which are more concerned about the linguistic aspect of language learning. This, in turn, affected teachers' classroom practices in general since rightfully so teachers would like to cater the needs of their students. The classroom observations showed that, in the lesson where teachers focus on exams, they mostly ignored practices or activities that can build ICC or handle ICC and the content of the lesson was shaped by the exams. While preparing exams, test developers can concentrate more on intercultural competences and as a result this change can be beneficial for teachers and students.

To sum up, ICC could be of great benefit to not only instructors, but also in-service teacher trainers, administrators, test developers, cultural institutes and in turn EFL students.

Limitations of The Study

The current study has several limitations. This study was conducted in a state university with 81 participants, four of whom were later observed in their

classrooms. There were 175 tertiary level EFL teachers who were employed at the DBE at the time of the study. Though it is a crowded department as the schedules of the teachers vary according to the level that they are teaching, they come to school and leave work at different times. Even though generalizability is not the purpose of this study, a higher number of participants could have offered more insights as to what the tertiary level Turkish EFL teachers' perceptions of ICC, factors which are anticipated to change their perceptions and their classroom practices handling ICC, as well as their cross-cultural experiences.

Due to the quantitative nature of the study, the questionnaire provided to the participants consisted of closed-ended questions except for the questions for cross-cultural experiences. Although incorporating closed-ended questions makes it easy for the participant to respond to, including open-ended questions can help shed more light on teachers' perception of ICC. An open-ended question especially for teachers' preferences on teaching time over language and culture teaching, can allow a better understanding of why they prefer to allocate more time on language teaching over culture teaching and visa versa.

Due to time constraints, piloting the observation scheme could not be carried out. For the same reason regarding time, the observations were carried out towards the end of the semester (May and June 2014) and resultantly, classrooms were observed for three weeks. Allocating a longer period of time for the observations could have provided more information on handling ICC in classroom teaching. Additionally, as it was the end of the semester, both teachers and students were more concerned about the upcoming English proficiency exam. Therefore, some of the observed class hours were geared towards the fulfillment of that need and classroom content was shaped by the requests coming form the students on topics that they

were less competent in so that they would do better in the exam. Understandably, this led teachers to spend less time on ICC in the classroom and focus more on the linguistic aspect of language so as to help their students.

As the observation scheme developed and used in this descriptive study was geared to reveal quantitative results, it can be adapted and expanded to include qualitative aspect of research by including the kinds of activities that teachers employ to handle ICC in classrooms in detail.

Suggestions for Further Research

On the basis of the results and limitations of the current study, a number of suggestions may be provided for further studies. To begin with, as one of the goals of this study was on tertiary level EFL teachers' cross-cultural experiences, the first part of the questionnaire (see Appendix A) can be adapted to include visits/residencies not only in countries where English is L1 but also in countries where English is used as an additional language and/or a medium of international communication. Such adaptation can present a wider perspective on teachers' cross—cultural experiences. Furthermore, to elaborate more on the effect of cross-cultural experiences on perceptions and practices of ICC, teachers with and without cross-cultural experiences can be compared.

In further studies, teachers who were selected and later observed can be picked among teachers with a neutral standpoint and with negative perceptions of ICC. This might provide an opportunity to compare and contrast the classroom observations results, which would show how well the teachers are informed about ICC and whether this reflect to their classroom practices. Additionally, the setting for the current research employs integrated skills for English language teaching; as a result of that, the classrooms observed included many skills integrated into one

lesson. Therefore, in further research, classroom observations can focus on classroom practices that can help build ICC in different skills such as listening and reading.

Lastly, to enrich data on classroom practices of aiding to build ICC in learners, and include a qualitative aspect to the research, observed teachers can be provided with another data collection instrument such as a journal to reflect on how they handle ICC in the classroom, which will then give an in-depth data on teachers' personal reflections on the matter.

Conclusion

The present study revealed that tertiary level Turkish EFL teachers' cross-cultural experiences are mainly limited to touristic purposes. Moreover, the tertiary level Turkish EFL teachers' perceptions of ICC regarding culture-teaching activities vary according to undergraduate degree, and teaching experience. That is, teachers who graduated from ELT departments had a more positive disposition compared to instructors who graduated from non-ELT departments. Additionally, novice teachers who have 2 to 5 years of teaching experience reported to have a more positive perception of ICC in terms of employing culture teaching activities more frequently than teachers with 6 to 10 and 11 to 20 years of experience. Finally, although teachers reported to have a positive perception of ICC, they also revealed that teaching time focuses on linguistic aspect of language teaching rather than culture teaching. This finding was further supported by classroom observations during which instances of practices where teachers handled ICC were noted; however, it was not consistent throughout the observed lessons.

By revealing more about the cross-cultural experiences of tertiary level Turkish EFL teachers, their perception of ICC, factors that change their ICC

perceptions, and their classroom implementation of ICC, this study may help raise
awareness in ELT and describe the current situation. The findings of this descriptive
study can also help administrators in terms of determining where their teachers are.
Along with administrators, in-service teacher trainers may benefit from the study in
that there is a need to inform teachers on the topic of ICC and how to incorporate
activities, tasks or practices that can build ICC effectively so that EFL learners can
communicate effectively and appropriately with people coming from different
linguistic and cultural backgrounds.

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APPENDICES

APPENDIX A: Questionnaire

Part 1 Cross-cultural Experience

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

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

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

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

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

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

Part 2 Culture Teaching Practices

2.1 How do you perceive the objectives of culture teaching?

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

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

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

foreign country.

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

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

☐ 100% language teaching–0% culture teaching
☐ 80% language teaching–20% culture teaching
☐ 60% language teaching–40% culture teaching
☐ 40% language teaching–60% culture teaching
☐ 20% language teaching–80% culture teaching
☐ 100% integration of language and culture teaching

Part 3 Intercultural Foreign Language Teaching

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

	Disagree completely	Disagree to a certain extent	Uncertain	Agree to a certain extent	Agree completely
1. In a foreign language classroom, teaching culture is as important as teaching the foreign language.	1	2	3	4	5
2. Intercultural education has no effect whatsoever on students' attitudes.	1	2	3	4	5

3. In international contacts misunderstandings arise equally often from linguistic as from cultural differences.	1	2	3	4	5
4. All students should acquire intercultural competence, not only pupils in classrooms with ethnic minority communities.	1	2	3	4	5
5. A foreign language teacher should present a realistic image of a foreign culture (e.g., touching upon positive & negative sides of the foreign culture and society).	1	2	3	4	5
6. Language and culture cannot be taught in an integrated way.	1	2	3	4	5
7. I would like to teach intercultural competence through my foreign language teaching.	1	2	3	4	5
8. Intercultural education reinforces pupils' already existing stereotypes of other peoples and cultures.	1	2	3	4	5
9. Providing additional cultural information makes pupils more tolerant towards other cultures and peoples.	1	2	3	4	5
10. Language problems lie at the heart of misunderstandings in international contacts, not cultural differences.	1	2	3	4	5
11. Foreign language teaching should not only touch upon foreign cultures. It should also deepen pupils' understanding of their own culture.	1	2	3	4	5
12. It is not the language teacher's task to teach about the foreign culture and country.	1	2	3	4	5
13. It is the task of the teacher to present a positive image of the foreign culture and society.	1	2	3	4	5
14. It is the task of the teacher to contribute to the breaking down of prejudices about relevant country/ies.	1	2	3	4	5
15. Personal contact with people from the relevant countries (exchange, etc.) creates tolerance towards the countries and their inhabitants.	1	2	3	4	5
16. The cultural dimension in language teaching is more important than the linguistic dimension.	1	2	3	4	5
17. If there is a lot of time pressure, culture teaching should give way to linguistic teaching.	1	2	3	4	5
18. My initial teacher-training course did not give me any help with teaching the cultural dimension.	1	2	3	4	5
19. I consider the introduction of "cultural awareness" into the national curriculum as an important innovation.	1	2	3	4	5
20. All English-speaking cultures around the world are equally valid to be represented in an English syllabus.	1	2	3	4	5
21. Learning about a foreign culture can change the student's attitude towards his/her own culture.	1	2	3	4	5

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

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

Name:……………………………………………..

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

Gender	1	2
	Female	Male

Undergraduate degree	1	2
	ELT	Non-ELT

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

Teaching experience	1	2	3	4
	2-5 years	6-10 years	11-20 yrs.	21+

APPENDIX B: Observation Scheme

Criteria	Instance
Promote students' familiarity with the target culture(s)	e.g.
Promote students' familiarity with other cultures	
Promote the acquisition of an open mind towards unfamiliar cultures.	
Promote the acquisition of a positive disposition towards unfamiliar cultures	
Promote increased understanding of students' own culture.	
Promote reflection on cultural differences.	
Promote the ability to empathize with people living in other cultures	
Promote the ability to handle intercultural contact situations.	

APPENDIX C: Example Instances

Criteria	Examples Instances from Classroom Observations
Promote students' familiarity with the target culture(s)	e.g., Introducing the history of jazz in the USA and how it reflected the way of living through music then and now by giving examples from Billie holiday and Norah Jones. e.g., Talking about how people perceived race in a certain period of time in the USA and how it was represented in the book To Kill a Mockingbird by Harper Lee and how it is represented in the media now.
Promote students' familiarity with other cultures	e.g., Listening to a lecture on the history and culture of Apache's in America specifically on their way of living, and warrior culture. e.g., Talking about the snake charmers of India regarding the role of snakes in their culture and daily lives.
Promote the acquisition of an open mind towards unfamiliar cultures.	e.g., Presenting different meanings and how people incorporate colors in their lives by giving examples from all around the world and explaining how these differences are meaningful in their own cultural contexts.
Promote the acquisition of a positive disposition towards unfamiliar cultures	e.g., Establishing a positive disposition through finding similarities between what colors local people wear for henna nights (i.e. bachelors parties) and what colors others wear on special occasions.
Promote increased understanding of students' own culture.	e.g., The history of jazz in Turkey. e.g., Presenting the different meanings of colors from the local perspectives
Promote reflection on cultural differences.	e.g., Discussion on the differences between how jazz is perceived in Turkey and the USA. e.g., Discussing the inspiration behind the book Dracula by Bram Stoker from perspective of Turkish history books and how it was reflected in the book.
Promote the ability to empathize with people living in other cultures	-Not applicable-
Promote the ability to handle intercultural contact situations.	-Not applicable-