

**IMPLEMENTATION OF INTERCULTURAL COMMUNICATIVE
COMPETENCE (ICC): PERCEPTIONS OF LEARNERS AND
THEIR TEACHER IN AN EFL CLASSROOM**



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**IMPLEMENTATION OF INTERCULTURAL COMMUNICATIVE
COMPETENCE (ICC): PERCEPTIONS OF LEARNERS AND
THEIR TEACHER IN AN EFL CLASSROOM**

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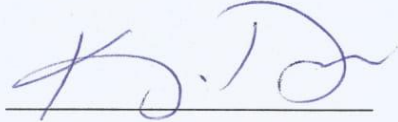
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ABSTRACT

IMPLEMENTATION OF INTERCULTURAL COMMUNICATIVE COMPETENCE (ICC): PERCEPTIONS OF LEARNERS AND THEIR TEACHER IN AN EFL CLASSROOM

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In the 21st century, every individual needs to learn to see through the eyes, minds and hearts of individuals from different cultures. This is one of the most important aims of English language teaching. Therefore, EFL teachers need to create an environment where learners can internalize the values that are in their own culture and the target culture. Intercultural communicative competence (ICC) is an area of growing interest in the Turkish context. There are a lot of research studies about the importance of ICC in the literature, whereas little studies were conducted about how to integrate ICC into language teaching considering the perceptions of the learners and teacher. The purpose of this thesis is to find out the perceptions of students before and after incorporating ICC in their course and finally, reveal the reflections of the EFL teacher about using ICC in his classroom practices. The participants were 20 Turkish EFL learners enrolled in an elementary level English course and their teacher. In this action research, the quantitative data were collected through ICC scale, while the qualitative data were gathered through semi-structured interviews and teacher reflective journals. The gathered findings demonstrated that there were significant differences in the learners' perceptions after the integration of ICC, which increased their awareness about different cultures and the role of culture in language learning. Similarly, the teacher's positive reflections clearly indicated the importance of integrating ICC in an EFL classroom.

Keywords: Intercultural Communicative Competence (ICC), Learners' Perceptions, Teacher's Reflection, ICC Integration, EFL



ÖZ

KÜLTÜRLERARASI İLETİŞİM YETERLİLİĞİ UYGULAMASI: BİR İNGİLİZCE YABANCI DİL SINIFINDA ÖĞRENCİLERİN VE ÖĞRETMENLERİNİN ALGILARI

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21. yüzyılda, her birey farklı kültürlerden bireylerin gözlerinden zihinlerinden ve kalplerinden görmeyi öğrenmesi gerekmektedir. Bu, İngilizce dil öğretiminin en önemli amaçlarından biridir. Bu nedenle, İngilizce yabancı dil öğretmenleri, öğrencilerin kendi kültürlerindeki ve hedef kültürlerindeki değerleri içselleştirebilecekleri bir ortam yaratmaları gerekmektedir. Kültürlerarası iletişimsel yeterlilik, Türk bağlamında artan bir ilgi alanıdır. Kültürlerarası iletişimsel yeterliliğin önemi üzerine bir çok araştırma çalışması literatürde vardır, oysa kültürler arası iletişimsel yetkinliğin dil öğretime nasıl dahil edileceğine ilişkin olarak, öğrencilerin ve öğretmenin algılarını dikkate alan çok az çalışma yapılmıştır. Bu tezin amacı, öğrencilerin uygulama öncesi ve sonrası kültürlerarası iletişimsel yeterliliğin uygulanması hakkındaki algılarını belirlemek ve son olarak, İngilizce yabancı dil öğretmenin İngilizce yabancı dil sınıflarında kültürel iletişimsel yeterliliği kullanma konusundaki yansımalarını ortaya koymaktır. Katılımcılar başlangıç seviye kursununa kayıtlı 20 Türk İngilizce yabancı dil öğrencisi ve onların öğretmeninden oluşmaktadır. Bu eylem araştırmasında, niceliksel veriler, kültürlerarası iletişim yeterlilik ölçeği ile toplanırken, niteliksel veriler yarı yapılandırılmış görüşmeler ve öğretmen yansıtıcı günlükleri yoluyla toplanmıştır. Elde edilen bulgular, kültürlerarası iletişimsel yeterliliğin bütünleştirilmesinden sonra öğrencilerin algılarında farklı kültürler hakkında farkındalıklarını arttıran ve dil öğreniminde kültürün rolünü arttıran kayda değer farklılıklar olduğunu ortaya koymuştur. Benzer şekilde, öğretmenin olumlu yansımaları, kültürlerarası iletişimsel

yeterliliđin bir İngilizce yabancı dil sınıfında bütünleřtirilmesinin önemini açıkça göstermiřtir.

Anahtar Kelimeler: Kùltùrlerarası İletiřimsel Yeterlilik, Öğrencilerin Algıları, Öğretmenin Yansımaları, Kùltùrlerarası İletiřimsel Yeterlilik Entegrasyonu, Yabancı Dil Olarak İngilizce





To My Beloved Family

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Chapter 1

Introduction

This chapter presents theoretical background about the present study related to intercultural communicative competence (ICC) integration in English language education. In this chapter, culture competence and its importance in language are explained as well as the importance of ICC in English education and then, statement of the problem, purpose of the study, research questions, significance of the study and finally definitions of the key terms used in the study are provided respectively in this chapter.

1.1 Theoretical Framework

Recent researches on language teaching lay emphasis on the need to take cultural diversity into consideration since with non-native speakers from different nationalities and cultural backgrounds tend to use English (Candel-Mora, 2015). Therefore, many researchers have not only emphasized the importance of culture in language teaching but also they have come up with different definitions of culture throughout the years (Brislin, 1990; Clayton, 2003; Nieto, 2010). According to Brislin (1990) and Clayton (2003) culture is widely shared ideas, values and assumptions about life. Clayton (2003) suggests that culture is the root of people's identity.

Culture and language have always been inseparable and closely bound together (Kramsch, 1993). Therefore, it is not possible to separate language from culture; language learning and learning target cultures are in tandem not in isolation. According to Trede, Bowles and Bridges (2013), culture immersion cannot be enough on its own to intercultural learning when international and intercultural experiences are provided without a pedagogical framework. This also makes learners reflect on themselves and others, consequently this could turn into a wasted and failed opportunity and unfortunately; it may cause stereotypical thinking and racist attitudes. Thus, only well-developed pedagogical frameworks can facilitate learners to develop learners' intercultural competence.

In addition, cultural competence means having the knowledge of another country's customs and beliefs and it is not separable in foreign language teaching (Thanasoulas, 2000). It has been globally accepted that in language learning, language and culture are inseparable and culture teaching is essential in language teaching (Kramsch, 1993). For this reason, learning a foreign language is an intercultural experience.

Moreover, intercultural communicative competence has been emphasized by various scholars (Byram, 2000; Deardorff, 2006; Spitzberg & Changnon, 2009; Fantini, 2009). According to Byram (2000), ICC is the ability to be able to interact in an effective way with people from different cultures. Following this, Deardorff (2006) mentions that ICC is the ability to interact not only effectively but also appropriately in intercultural situations with using attitudes, knowledge and skills. Spitzberg and Changnon (2009) assert that ICC is the management of interactions between people with representing affective, cognitive and behavioural orientations effectively. Fantini (2009) suggests that while interacting with linguistically and culturally different people, ICC is the complex of abilities that are needed to perform in an appropriate way.

Furthermore, one of the major aims of non-native speakers of English is to be able to achieve a native-like competence since it is expected that students will mainly communicate with native speakers, that is the reason why they are exposed to the norms of standard British or American English (Jenkins, 2005). However, this is not the case anymore since a non-native speaker communicates with another non-native speaker in English. As Popescu and Iordachescu (2015) mentioned, communicative methods, which are used in today's education world in English language teaching, consider language as a way to link to information gaps. Accordingly, learners develop their skills and linguistic competence naturally; this is also where they gain competence like a native speaker. Nevertheless, this approach underestimates culture and its importance. That is the reason why language courses need to be concerned with culture and shift their focus from improving the four skills to cultural skills such as observing and understanding the behavioural patterns of cultures. When learners acquire deeper understanding of the usage of the target language, they eventually function as a negotiator in different social groups where they can use the language

with its varieties as intercultural learners. Therefore, intercultural approach needs to have an intercultural communicative competence instead of having native speaker competence since intercultural communicative competence includes both the ability to understand the language and behaviours of the target language's community.

Thus, in order to promote ICC, changing the main aim of English language teaching is needed. The ultimate goal of language education should not be to have native speaker competence but to have ICC, bearing in mind that linguistic skills and culture are inseparable and they should be considered together in language learning and teaching (Corbett, 2003).

When intercultural communicative competence is integrated in language classrooms, learners have a chance to experience how to use the target language properly with building relationships and understanding individuals from different cultures. Thus, they can have a chance to gain an insider perspective of different cultures (Moeller & Nugent, 2014). A person who has the knowledge of different cultures and the awareness of differences between cultures, also respects cultural differences and has the skills to communicate appropriately is considered as an interculturally competent individual (Lambert, 1993). Intercultural communicative competence turns a mono-cultural person into a multi-cultural person (Chen & Starosta, 1996) and interculturally competent individuals are successful in building relationships in the foreign language with its speakers and also they are successful in negotiating how to communicate effectively in order to address the needs of the individuals. Therefore, gaining the intercultural communicative competence is not just about exchanges but it is about building relationships with the individuals from different worldviews (Byram, 1997).

Considering language education and ICC, the role of teachers is of vital importance (Demircioğlu & Çakır, 2015). Specifically, the teacher's role in ICC is to be an intercultural teacher with making learners aware of the differences between cultures and making them curious about those differences (Aguilar, 2009). Recently, institutions have been creating much more opportunities for learners in order to gain international exposure to ICC (Jackson, 2011). Learners usually do not tend to think about different cultures or put themselves in the shoes of someone who lives in another country with foreign culture (Sercu, 2002), therefore one of the aims of a

foreign language teaching and learning program should be to make learners competent enough so that they can use the target language communication skills effectively in reality.

In essence, the acquisition of ICC is never done, never complete yet it is a life-long activity. Hence, in language teaching developing learners' intercultural communicative competence is essential (Robatjazi, 2008). Intercultural communicative competence is also a key to be a responsible citizen in order to be able to live in a multicultural society, tolerantly, responsibly and peacefully; individuals need to practice cultural awareness (Dooly, 2006). Consequently, this study aims to contribute to the existing literature by revealing the perceptions of EFL learners before and after the ICC implementation and their teacher's reflections about ICC integration in an EFL classroom.

1.2 Statement of the Problem

Intercultural communicative competence is an area of study, which has been becoming more and more relevant in the ever-increasingly multicultural communities where we live. In the education of foreign language, intercultural competence theory comes to light in the last twenty years and culture teaching gained its importance in foreign language teaching and especially in the field of English language teaching (Karabinar & Güler, 2013).

However, recent studies generally focus on the attitudes of EFL teachers, therefore the attitudes of learners towards learning intercultural communicative competence in ELT has not been studied much (Güven, 2015). Despite the studies conducted on intercultural communicative competence in Turkey from the perspective of teachers (Yıldız, 2016; Atay, Kurt, Çamlıbel, Ersin & Kaslıoğlu, 2009; Demircioğlu & Çakır, 2015; Karabinar & Güler, 2013; Çetin Köroğlu, 2016), there is also a need to shed light on the learner perceptions before and after ICC integration since learners' perceptions play a major role in their success. Thus, it is highly important to raise learners' awareness towards ICC to make them competent for intercultural encounters.

Accordingly, this study focuses on both from the perceptions of learners and their teacher and specifically, the aim of this study is to find out the overall

perceptions of the elementary level Turkish EFL learners about ICC before its implementation in the existing course and also the perceptions of the participants about ICC after its integration in their course as well as reveal the reflections of the teacher towards ICC integration in an EFL classroom for the teacher's professional development.

1.3 Purpose of the Study

Since individuals are crossing more cultural boundaries, learners have become intercultural (Giroux, 1992). Therefore, there is a need to raise interculturally competent learners in the field of English language teaching. As Reid (2015) asserts, intercultural communicative competence in language education allows learners to overcome discrimination, prejudice and misunderstandings between individuals from different cultures. Therefore, the basic aim of acquiring intercultural communicative competence is to prepare learners to make them able to behave appropriately and successfully in real life situations by including cultural activities to language education for all groups of age. In other words, ICC helps learners to enrich awareness, attitudes and knowledge for target and different cultures.

Based on these overviews, the purpose of this study is to provide insight about the overall perceptions of the learners about ICC before and after its implementation in the existing course and reveal the reflections of the teacher towards ICC-based lessons in the existing course for professional development.

1.4 Research Questions

To achieve the objectives of this study, the following research questions were addressed:

1. What are the overall perceptions of the elementary level Turkish EFL learners about ICC before its implementation in the existing course?
2. What are the perceptions of the participants about ICC after its integration in their course?
3. What are the reflections of the teacher about using ICC in his classroom practices?

1.5 Significance of the Study

In English language teaching, the intercultural dimension has attracted the concern of researchers and also teachers. As Leeman and Ledoux (2003) mentioned, intercultural competence issue towards teaching and acquiring it, has become a major concern in the field of teacher education. Hence, implementing intercultural communicative competence teaching into English language teaching is crucial to create a classroom environment that goes beyond different cultures of different individuals with different backgrounds. Learning about the attitudes of the learners towards different cultures gives a chance to be able to compare and contrast the learners' attitudes before and after implementing intercultural communicative competence into English language teaching. Recent research has shown beneficial on the attitudes of Turkish teachers towards intercultural communicative competence in English language teaching (Atay et al., 2009). However integrating intercultural communicative competence into English language teaching has not drawn enough attention in the Turkish context (Güven, 2015).

This study aims to highlight the importance of identifying the perceptions of the participating learners before and after the incorporation of ICC in an elementary level English course as well as exploring the reflections of the teacher about using ICC in his classroom practices. This action research study, therefore, can help to raise awareness both of the students and teachers about the role of ICC in English language teaching and learning and this study is also essential for the teacher's professional development about implementing ICC in his classroom practices.

1.6 Definitions

Communicative Competence (CC) is what a speaker needs to know to communicate effectively in culturally significant settings (Hymes, 1972).

Culture is socially acquired knowledge and with the help of this knowledge, we frame our perception of reality where we define the world through the filter of our worldview (Alptekin, 1993).

English as a Foreign Language (EFL) is the activity of teaching English as a foreign language in which English is not the first language (Nayer, 1997).

English Language Teaching (ELT) (Scrivener, 2011).

First Language (L1) (Ipek, 2009). In this study, Turkish is the learners' first language.

Intercultural Communicative Competence (ICC) is the ability of a person to behave adequately in a flexible manner when confronted with actions, attitudes and expectations of representatives of foreign cultures (Meyer, 1991, p. 137).

Native Speaker (NS) (Davies, 2000). In this study, native speaker is a person who is raised speaking English as their main language.

Non-native Speaker (NNS) Non-native speaker is a person who is not raised speaking English as their main language; therefore in this study they are Turkish students.

Second Language (L2) (Winke, 2007). In this study, English is the learners' second language.

Target Language (TL) (Smith, 1981). In this study, English language is the target language.

Chapter 2

Literature Review

In this chapter, recent literature on intercultural communicative competence and culture in language teaching is reviewed and presented. First, language and culture are explained in detail in order to have a better understanding of the topic. Then, communicative competence is presented in sequence. Types of competence and intercultural communicative competence (ICC) are presented respectively. Finally, intercultural dimension in language teaching, previous studies on ICC from the perspectives of students and previous studies on ICC from the perspectives of teachers are examined to understand the aim of the current study.

2. 1 Language and Culture

We live in a world in which innumerable individuals with different first languages (L1s) contact in innumerable interactions via English (Çetinavcı, 2012). Hence, the need for cultural awareness cannot be ignored and in order to make communication sufficient, it needs to be accompanied by multidimensional cultural awareness since communication almost never exists culture-free. Consequently, cultural awareness and cultural values need to be promoted by both courses of English and teachers of English to make learners observers of culture.

There are many different definitions of culture in the literature. For example, Alptekin (1993) mentions that culture is “socially acquired knowledge” and with the help of this knowledge; we frame our perception of reality where we define the world through the filter of our worldview (p. 136). Since language and culture are tied together, it is impossible to be able to teach a foreign language without its culture (p. 139).

Furthermore, Weaver (1993), described culture with the iceberg theory, which means the external part of the iceberg such as art, literature, music, games, cooking can be seen or heard or touched and it represents explicitly learned culture whereas the internal part of the iceberg such as emotion, justice, modesty cannot be seen or

heard or touched and it represents implicitly learned culture. Weaver's Iceberg Theory is as presented in Figure 1.

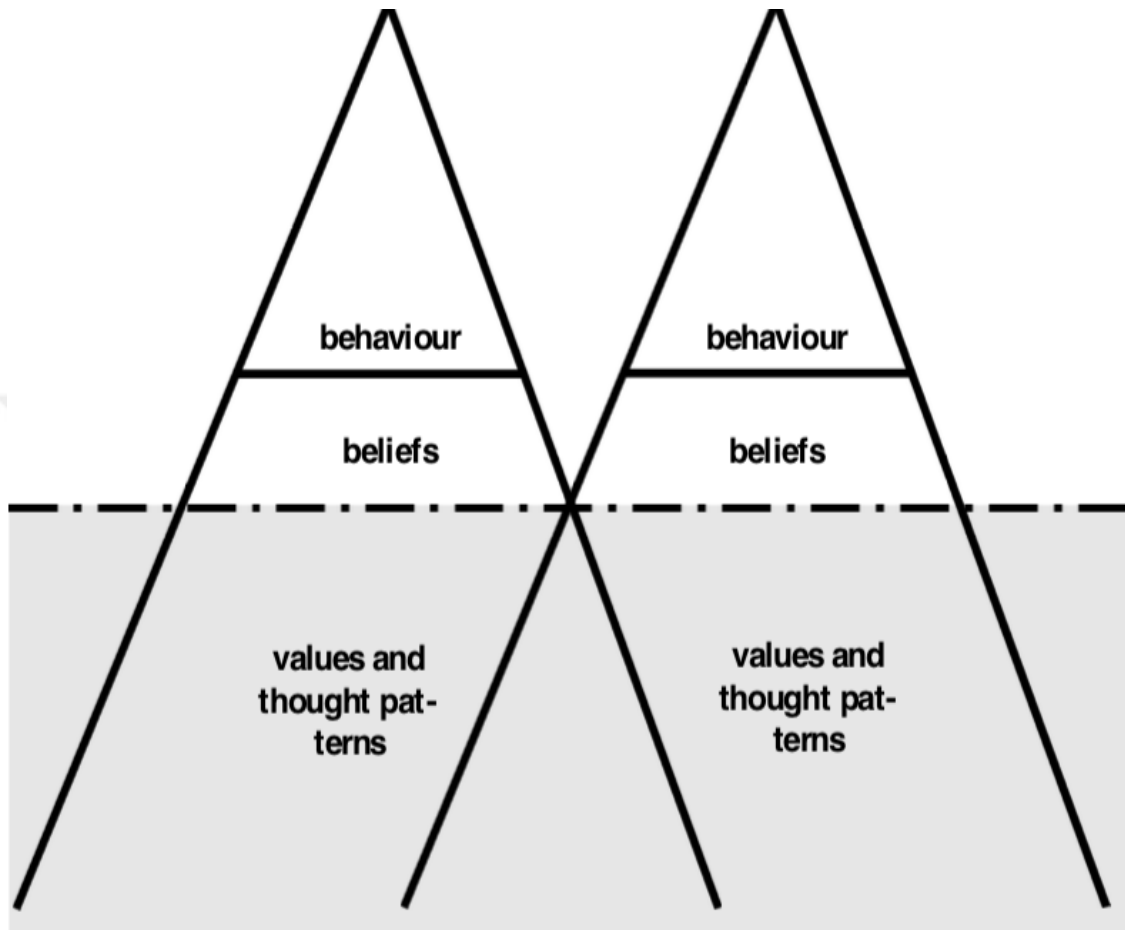


Figure 1. Weaver's Iceberg theory (Weaver, 1993, p. 135).

According to Byram (2008), with the help of the well-known metaphor of iceberg, the notion of culture can be grasped. In an iceberg, only a small proportion of the whole is visible, above the surface and in the metaphor the only small proportion is seen as culture, which is the part of consciousness towards culture such as folk traditions, food, sports and dress. However, below the waterline of the iceberg, there is much more of the culture, such as values and attitudes. It is much bigger yet invisible, which is the part of unconsciousness towards culture. Zelenková (2012) further suggests that the internal, hidden part of the culture is the most important since it governs our behaviour. Therefore, what is above is about our actions and what is below is about our opinions and beliefs.

2.2 Communicative Competence

In order to understand intercultural communicative competence in depth, it is essential to understand the notion of communicative competence by explaining the notion by scholars from the literature.

The communicative competence term was coined by Hymes (1967, 1972), for the first time. He defined the term as the knowledge of the grammar rules and language rules in a given context appropriately. After that, the term had contributions from Canale and Swain (1980), Canale (1983) and Celce-Murcia, Dörnyei and Thurrell (1995). Hymes (1967, 1972), put communication competence notion in response to the theories of Noam Chomsky (Chomsky 1957; 1965), the notion of communicative competence consists of four competencies namely, the linguistic (grammatical) competence, sociolinguistic competence, discourse competence and strategic competence. To the communication competence model, Canale and Swain (1980), added strategic competence to linguistic (grammatical) competence and sociolinguistic competence that was proposed by Hymes (1972). Afterwards, Canale (1983), added discourse competence to the model and lastly, Celce-Murcia, Dörnyei and Thurrell (1995) proposed that actional competence should be included in communicative competence as well. The following part describes each type of competence in detail.

2.3 Types of Competence

To begin with, grammatical (formal) competence is the knowledge of syntactic, lexical, morphological and phonological features of the native speaker's language including the capacity to be able to form words and sentences using those features. Second, sociolinguistic competence is about the social rules of the language and its use including the capacity to understand the social context, which involves norms, beliefs and values of a culture. Next, discourse competence is the ability to be able to deal with extended language use in context, which is achieved via connection of a series of sentences to create a meaningful whole. Finally, strategic competence is the ability to cope with authentic communicative situations in case of inattention, distractions as well (Alptekin, 2002). With those features, learners of the language need to acquire accurate forms of the target language with also learning how to use

those forms appropriately in social situations. According to Koester and Lustig (2015), competence is not behaviour but an impression; it is not an action but an inference, not a performance but an evaluation. Hence, being competent in intercultural communication is not something doable but something can be perceived.

2.4 Intercultural Communicative Competence (ICC)

Intercultural competence is usually seen as the subfield of communicative competence (Deardorff, 2006). According to Chen and Starosta (1996), the model of intercultural communication competence has three perspectives. The first one is the affective perspective, which represents intercultural sensitivity. Affective perspective focuses on individuals' personal emotions or the changes in their feelings that can be caused by individuals, situations and environments etc. That perspective is promoted through open-mindedness, nonjudgmental attitudes, social relaxation and positive self-concept. Interculturally competent individuals can receive and project positive emotional responses whenever they encounter an intercultural interaction. Those positive emotional responses can contribute to respect for cultural differences, which is seen as the process of the developments of intercultural sensitivity. The second one is the cognitive perspective, which represents cultural awareness and self-awareness that consists of understandings of individual's own culture and different cultures as well. The perspective points out the changing of personal thinking towards the environment when individuals understand the distinct characteristics of individuals' own and different cultures, which also reduces ambiguity and uncertainty in intercultural interactions by coping with the changing environment. The third one is the behavioural perspective. That perspective represents intercultural adroitness that corresponds to communication skills consisting verbal as well as non-verbal behaviours based upon appropriate self-disclosure, message skills, behavioural flexibility, social skills and interaction management. The perspective stresses how to act in an effective way appropriately in intercultural interactions. All of the three perspectives of intercultural communication competence models are equally important and in tandem.

In essence, culture and communication are inseparable. Communication competence has been studied for years yet its application to intercultural interaction

still continues to develop. ICC was firstly defined by Byram (1997) as a distinction between “the tourist and the sojourner”. The tourist and the sojourner carry different characteristics yet they are in contact. The tourist looks for an experience to enrich their life whereas the core is not affected by contacting different individuals who have different backgrounds. However, the sojourner affects the society with changing their beliefs, behaviours. As Sercu (2002) mentioned, the tourist tends to marvel at intriguing differences while the sojourner tends to turn intercultural encounters into relationships, therefore the sojourner can also be referred as interculturally competent individual.

Moreover, Byram (1997) asserts that intercultural communicative competence established under four *savoirs* as main elements: the first one is *savoir-être*, which means attitudes and values and the second one is *savoirs*, which stands for knowledge. The third one is *savoir-apprendre*, which represents ability to learn. Finally, the fourth one is *savoir-faire*, which means knowing how. However, the model for ICC was reformulated, *savoir-faire*, knowing-how and *savoir-apprendre*, the ability to learn turned into one competence. Besides, *savoir-comprendre*, which means the ability to interpret and relate a document or event and *savoir-s’engager*, which means the ability to evaluate critically were added. Those *savoirs* need to be considered as components that are integrated as whole not as isolated components.

Briefly, due to the fact that culture and communication are connected to each other, interculturally competent individuals are able to not only receive and reflect positive emotional responses but also they respect cultural differences in the event of an encounter with individuals from different cultural backgrounds.

2.5 Intercultural Dimension in Language Teaching

ICC is best gained practically in the same way that learners acquire syntax, morphology or phonological accuracy with practice (Hughes, 1986). Thereupon, according to Reid (2015), there are nine techniques for teaching culture. The first one is the comparison method which is one the most used techniques for culture teaching. This technique focuses on discussing the differences between the learner’s own culture and target culture. The second one is cultural assimilation, in which learners are given critical incidents, concepts that would likely to be misunderstood and

learners are expected to choose correct possibilities were already given. The third one is cultural capsule and it illustrates a selected topic or concept, which is different between two cultures. In this technique, learners are expected to discuss the positive and negative sides of the selected topic or concept of each culture by making comparisons. The fourth one is cultural island which is simple yet effective. The aim of this technique is to attract learners' attention by putting posters and pictures of contemporary artists, actors, actresses, books, movies on the walls in order to effect learners subconsciously since the technique focuses on socio-cultural knowledge.

In addition, the fifth one is reformulation. This technique is retelling a story to a partner with using their own words where learners practice not only their speaking skills but also their socio-cultural knowledge. The sixth one is prediction. In this technique, learners engage actively by completing a half told story by guessing, predicting based on a context and this technique evokes learners' both curiosity and interest for their speaking. The seventh one is total physical response (TPR), which is formed to respond to oral commands to act out cultural experience and this technique is especially popular among children. In this technique learners act out gestures whilst other learners assign those gestures to the cultural forms as appropriate or inappropriate. The eighth one is role-play, which is a very effective way to practice sociolinguistic and pragmatic phrases, socio-cultural knowledge as well as non-verbal communication. Role-plays have the most possible opportunities for practicing real life situations for learners. Finally the last one is treasure hunt, which is searching for certain items. In this technique, learners need to do research on any aspect of the target culture along with presenting their research by creating posters as well. In conclusion, those various techniques can be used for teaching culture by teachers of English in order to develop learners' ICC.

To wrap up, from these overviews, it is clear that there is a need to increase the cultural awareness and with the help of English, cultural values and cultural awareness can be promoted by English teachers and English courses since English bridges a very important role in connecting individuals from different cultures and backgrounds.

2.6 Previous Studies on ICC in English Language Education: From the Perspectives of Students

Since language and culture complement each other, integrating culture in English teaching is a crucial topic to study, however, before implementing intercultural communicative competence in English teaching, it is essential to learn about the perceptions of students towards learning ICC. Therefore, a number of research studies were conducted in the field of English language teaching (Portalla & Chen, 2010; Chunhong & Griffiths, 2011; Candel-Mora, 2015; Shoman, 2011; McMurray, 2007).

Portalla and Chen (2010) focused on developing an intercultural effectiveness scale to measure intercultural sensitivity and effectiveness in intercultural interactions and tested the scale with college students. The survey method was used in order to gather data from 899 college students. According to the obtained results, it was concluded that individuals with high intercultural sensitivity recognize the most appropriate behaviours in intercultural interactions and they are also able to adapt to specific situations. Therefore, the students who scored high in the intercultural effectiveness scale are more sensitive to an intercultural interaction. Moreover, they are less anxious since they know how to manage the process of intercultural interaction.

In a study by Chunhong and Griffiths (2011), students' intercultural knowledge was examined. The students' problems with intercultural communicative competence were analysed and then, the reasons behind students' failures in intercultural communication were examined. The study was conducted with 102 college students. The data were gathered by means of a survey from the students. The findings of the study showed that most students did not have a high level of intercultural communicative competence and half of the students had poor intercultural knowledge due to the lack of knowledge about cultural differences.

Candel-Mora (2015) conducted a study about the perceptions and attitudes of students towards intercultural communicative competence of English for specific purposes. The study used inductive content analysis in order to identify the perceptions and attitudes of 100 industrial engineering English for specific purposes

students towards intercultural competence based on their self-assessment essays of one open-ended question. The results of the students' essays on ICC revealed that most participants were aware of the common cultural differences and stereotyping as well as the idea that language knowledge does not mean being successful in the international environment.

Furthermore, Shoman (2011) carried out a thesis on developing intercultural communicative competence and proficiency of 11 advanced Arabic learners with an attempt to propose a framework. The data of the study were collected by means of a survey to assess the effect of the course before and after the treatment on recognition and production of Arabic varieties and ICC's four dimensions (Knowledge, attitude, skills and awareness). The results of the study revealed that the effect of the course was significant in terms of ICC. Specifically, there was significant progress in three dimensions, which were knowledge, attitude and skills. Even though progress occurred in awareness, it was not significant. In terms of recognition and production of Arabic varieties, in the recognition level, the development was significant as well as in the production level.

In another study, McMurray (2007) aimed to measure intercultural sensitivity of 180 international and domestic college students. The impact of international travel, particular characteristics or experiences that might affect an individual's intercultural sensitivity level regarding the students prior international travel experience, the time spent abroad, graduate level were closely examined in the study. The study employed an intercultural sensitivity scale as a data collection tool. The results showed that international travel experience had a statistically significant effect on students' intercultural sensitivity level. Therefore, domestic students with international travel experience had a higher intercultural sensitivity level than domestic students without international travel experience. Besides, statistically there was no difference among international and domestic students in terms of having higher level of intercultural sensitivity and graduate students did not have a statistically significant difference in their intercultural sensitivity level than undergraduate students. Finally, the data also showed that there was no statistical significance in students' intercultural sensitivity level who participated on a study abroad program against students who did not participate on a study abroad program.

Furthermore, considering the Turkish context, a few number of studies on ICC and English language teaching and learning were conducted (Şebnem, Dicle & Güldem, 2009; Güven, 2015; Hismanoğlu, 2011; Ergün, 2016).

To begin with, Şebnem, Dicle and Güldem (2009) conducted a study on intercultural sensitivity of university students based on their education and international experiences in order to analyze the level of university students' intercultural sensitivity and their intercultural experience on intercultural communicative competence regarding their educational background as well. The data were collected from 200 students by means of a questionnaire. According to the results of the study, when students' level of engagement in international interactions increases, students' respect for different cultures improves at the same time.

In a similar study, Güven (2015) attempted to find out the EFL learners' attitudes towards learning intercultural communicative competence to investigate the attitudes of Turkish university preparatory class students on learning ICC regarding their gender, reasons for learning English, proficiency levels in English, the medium of instruction in their departments and majors as well in order to see whether their attitudes change with those factors or not. The participants of the study were 508 students from seven different universities. The data of the study were collected by means of a questionnaire. The findings showed that the participating students had positive attitudes towards learning ICC and gender, proficiency level and the medium of instruction in their departments did not play a significant role in their attitudes towards ICC, whereas the social sciences department students had more positive attitudes towards learning ICC rather than the students in natural sciences.

Moreover, Hismanoğlu (2011) carried out a study to examine the relationship between ICC learning, linguistic proficiency, target culture experience and formal education. The data were collected from 35 students from ELT department of a university by means of a questionnaire. According to the findings of the study, it was seen that the students had a high level of ICC, while it was also seen that in terms of ICC, there was no significant difference between the students with high and low linguistic proficiency. However, there was a significant difference in terms of ICC between the students with overseas experience than the students without overseas experience and also it was seen that there were significant differences between the

students who get formal education than the students who do not.

Ergün (2016) carried out a thesis on investigating the effects of intercultural communicative competence integrated instruction through the development of intercultural communicative competence scales in order to analyse the effects of ICC-integrated instructions with Turkish university level EFL learners. The study developed an ICC scale including attitude, skill, knowledge and action scales for the purpose of the study. The obtained results showed that ICC scales were reliable and valid instruments, in the comparison of pre-test and post-test of the participants, even though it was found that there was no significant difference in participants' attitudes, skills and knowledge of ICC, there was only a significant difference in their actions. According to the results of the survey, it was seen that participants' awareness of ICC issues and ICC's role in communication with individuals from various cultures increased thanks to the integrated classes.

In brief, based on the studies conducted on ICC from the perspectives of students, it was seen that, because of the fact that most students did not have intercultural knowledge about cultural differences, they did not have a high level of intercultural communicative competence. Furthermore, it was also detected that there is a positive correlation between the level of engagement in international interactions and respect for different cultures. Besides, in the Turkish context, it has been observed that the students have positive attitudes towards learning ICC. Nevertheless, as the number of these studies is not many, the perceptions of learners towards learning intercultural communicative competence is still an issue that needs to be investigated particularly in the Turkish context.

2.7 Previous Studies on ICC in English Language Education: From the Perspectives of Teachers

Apart from the studies on students' perceptions about learning English through ICC, a number of researches investigated this issue from the teachers' perspectives (Dooly, 2006; Trede, Bowles & Bridges, 2013; Young & Sachdev, 2011).

To begin with, Dooly (2006) attempted to integrate intercultural competence and citizenship education into teacher training. The pilot study lasted for eight weeks. In the program, there were students teachers from eight different countries

and almost ten student teachers from each country. The study was also carried out in eight different universities as well, therefore in total 160 student teachers participated and the data were collected through reflective journals, student e-portfolios and a questionnaire. According to the results of the study, the program was very effective and helpful since student teachers' intercultural competence improved after the program. The student teachers started to realize they need to re-think some perspectives and attitudes instead of generalizing and stereotyping. Also, they discovered that diversity in the classroom is not something negative or challenging yet an enriching factor for everybody.

In another study carried out by Trede, Bowles and Bridges (2013) was about developing intercultural competence and global citizenship through international experiences from the academics' perceptions. They examined how students were prepared for intercultural experiences as well as how intercultural learning was integrated into course programs from the perceptions of the academics. The data for the study were collected through semi-conducted interviews between the participants and the researcher. 20 academics were interviewed in the study and they were asked to discuss their teaching and learning strategies for intercultural learning. According to the results of the study, it was seen that there was not a common approach used in order to prepare students for intercultural competence. It was also concluded from the study that the starting point for developing intercultural competence is to encourage students to explore their own cultural values.

Young and Sachdev (2011) tried to explore English language teachers' beliefs and practices on intercultural communicative competence. The data of the study were collected through diaries, questionnaires as well as focus groups from 105 participants in total. According to the results of the study, it was seen that intercultural communicative competence was not given much emphasis in syllabi. Moreover, it was also concluded from the study that intercultural communicative competence in English language teaching needs to be included in the curriculum due to the fact that most teachers thought that increasing international understanding of the students is one of their main role and they reported that an ideal communicative language learner is someone who has a lot of intercultural communicative competence.

Similar to the context in different educational settings, in Turkey, some studies about using ICC in language classes investigated the perceptions of teachers as well (Atay et al., 2009; Karabinar & Güler, 2013; Demircioğlu & Çakır, 2015; Çetin Köroğlu, 2016; Yıldız, 2016).

First of all, in their study, Atay et al. (2009) aimed to investigate the attitudes and opinions of Turkish teachers of English about the role of intercultural competence in the field of English language teaching. The data of the study were collected from 503 Turkish teachers of English from different parts of Turkey. The study administered a questionnaire as a data collection instrument. The results of the study revealed that even though Turkish EFL teachers had positive attitudes towards culture's role in English language education, they did not carry out culture teaching in their lessons.

In another study, Karabinar and Guler (2013) examined intercultural competence from language teachers' perspectives. In their study, preparatory school language teachers' perspectives towards intercultural competence were examined. In the study, to be able to get a deep insight on the views of language teachers about culture, one-to-one interview sessions were conducted with 6 instructors. According to the results of the study, culture integration to language teaching is a necessity, a very useful tool to English language teaching and in order to promote culture-bound communication, cultural knowledge is needed. However, the teachers did not find the textbooks that they used sufficient enough. Since in the textbooks, they mainly gave importance to grammar and only British or American culture instead of various cultures. Moreover, the teachers also mentioned that because of the time limit, they were not able to include cultural information to teaching. In the study, it was concluded that the English language education at tertiary level in Turkey, culture integration into English language teaching does not have a distinguished position.

In addition, Demircioğlu and Çakır (2015) focused on exploring opinions and attitudes of English language teachers on intercultural language teaching. The data were collected from 60 English language teachers through an online research survey. According to the results of the study, English language teachers thought that a great deal of importance needs to be given to ICC in English language education, however it was seen that only 9 teachers among 60 had intercultural communication training

in their own education and most teachers believed that intercultural communicative competence is much more important than grammar.

In a similar fashion, Çetin Köroğlu (2016) looked for the language instructors' perspectives on intercultural communicative competence integration into English textbooks. The data of the study were collected through interviews and a questionnaire from 68 language instructors. According to the results of the study, it was seen that teaching material was sufficient yet not fully sufficient. In the materials, one group thought that cultural contents were integrated, whereas the other group believed that cultural contents integration was not enough. Besides, most participants agreed that the textbook did not have sufficient content about students' culture and they also thought that different cultures were not included in the content of the textbook and in order to prepare students for an intercultural encounter, the content was not sufficient enough. In essence, in the study, it was concluded that textbooks must be revised in the way of intercultural communicative competence.

Yıldız (2016) conducted a thesis to investigate tertiary level EFL teachers' perceptions and practices of ICC regarding their age, gender, undergraduate degree and teaching experience factors. The data of the study were collected by means of a questionnaire from 81 tertiary level EFL teachers. The results of the study revealed that teachers' cross-cultural experiences were limited to their touristic purposes and the teachers who graduated from ELT departments had more positive perceptions of ICC, rather than the teachers who graduated from non-ELT departments in terms of culture teaching. According to the results of the study, it was also detected that novice teachers had more positive perceptions of ICC.

To sum up, as the findings regarding the use of ICC from students' perceptions suggested, the studies focusing on the teachers' perspectives on ICC highlighted the importance of incorporating ICC in English classrooms. Therefore, both students and teachers should be familiar with the concept of ICC and its importance in teaching and learning English.

Chapter 3

Methodology

This action research study aims to implement intercultural communicative competence in the elementary level English course in order to investigate the perceptions of Turkish EFL learners before and after ICC-based lessons as well as revealing the reflections of the EFL teacher during the implementation. Before focusing on the findings, the aim of this chapter is to present the methodological procedures of the study. The background of the study with research questions is introduced first and then philosophical paradigm and research design are described, participants and setting along with the procedures of data collection instruments, data collection procedures, implementation of ICC in the existing course and data analysis procedures are presented in order. Finally, reliability and validity as well as limitations are explained in detail.

The study aims to answer the following research questions:

1. What are the overall perceptions of the elementary level Turkish EFL learners about ICC before its implementation in the existing course?
2. What are the perceptions of the participants about ICC after its integration in their course?
3. What are the reflections of the teacher about using ICC in his classroom practices?

3.1 Philosophical Paradigm

As Guba and Lincoln (1994) mentioned that paradigm is our basic belief system that investigator leads. According to Johnson and Onwuegbuzie (2004), the common beliefs and assumptions that researchers have on a subject consist of a research paradigm. Krauss (2005) stated that it is the basic difference between quantitative and qualitative research methods in which the research angle is conducted.

Furthermore, in a qualitative research, the aim is to understand the phenomena

through the participants' views, while in a quantitative research, the aim is to use numerals in order to answer the research questions (Ary, Jacobs, Sorensen & Walker, 2013). This present study utilized the action research paradigm, which allows research and also practice to cowork at the same time. Furthermore, this action research involves quantitative and qualitative methods since they complete each other to enhance the findings of the study by means of an ICC scale to be given before and after the implementation of ICC, semi-structured interviews as before and after and teacher reflective journals during the implementation so as to take advantage of the methods' strengths to see the perceptions of the learners while implementing ICC-based lessons to the existing course.

3.2 Research Design

This study was designed an action research in order to bring improvements to the teacher in terms of ICC implementation in the course. As Langeland (2013) mentioned, conducting action research is very effective for teachers to chase their professional development inside of the class.

Action research approach was developed to affect the social situations under investigation and the approach was designed in response to the weaknesses of the traditional research designs. Therefore, the aim of action research is to decrease social problems while increasing the understanding of the process (Sparrow & Robinson, 1994). Consequently, in the field of English language teaching, action research has also become widespread in order to conduct classroom-based investigations (Hughes, Marjan & Taylor 2012). It is a process in order to examine the participants' educational practice by means of research techniques (Watts, 1985). Moreover, it is a strategy that teachers can investigate a problem or area of interest in a classroom or school.

The process of action research consists of four main steps: planning, acting, observing and reflecting (Burns, 2010). Each step gives more information about the issue as well as increases the understanding. Planning step is identifying the problems and developing a plan of action in order to bring improvements. Next step, acting is to meditate the plan into the teaching. After that in the observing step, it is observing the planned action. And final step, reflecting is describing the effects of

the action to make sense of the process and problems in order to develop comprehension and then re-plan accordingly if necessary. Figure 2 provides the visual model of action research design.

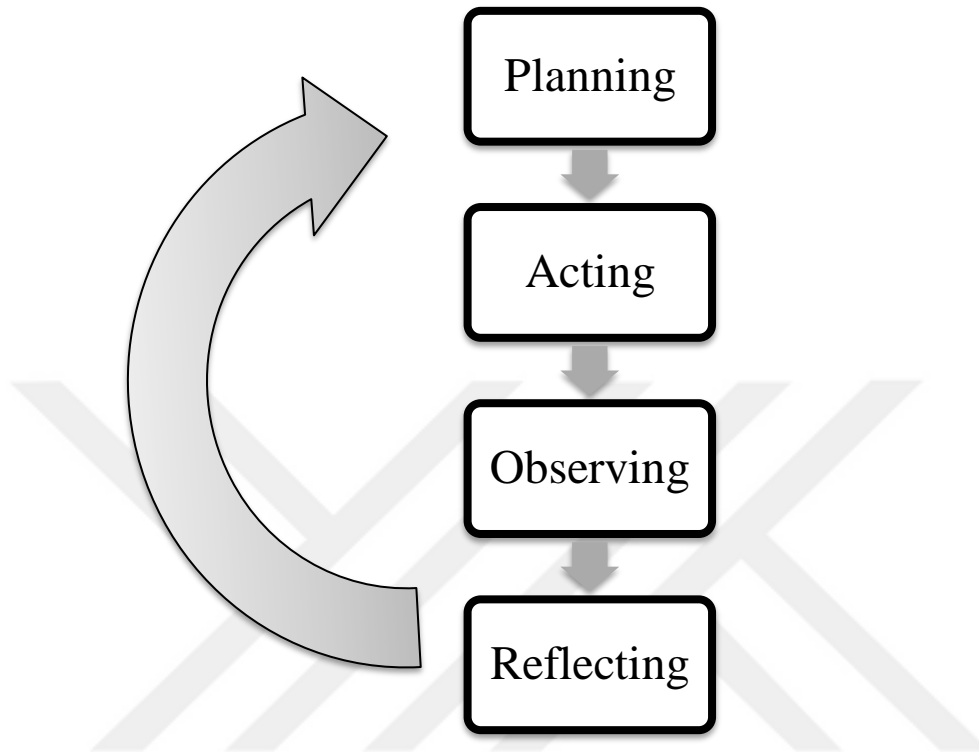


Figure 2. Action research design.

In this thesis, action research design was implemented by a teacher researcher. Specifically, the lesson plans were prepared first as the planning step, later on the lesson plans were implemented in the lesson as the acting step, during the implementation the observations were conducted by means of data collection instruments as the observing step and finally the data were reflected as the reflecting step according to the findings. Furthermore, in this action research study, both quantitative and qualitative data collection methods were used. The data collection and analysis of quantitative data were followed by qualitative data collection and analysis. The quantitative part of the study consisted of pre and post scale of ICC and the qualitative part of the study is based on the semi-structured interviews as well as reflective journals of the teacher. Figure 3 provides the visual model of the research design of the study.

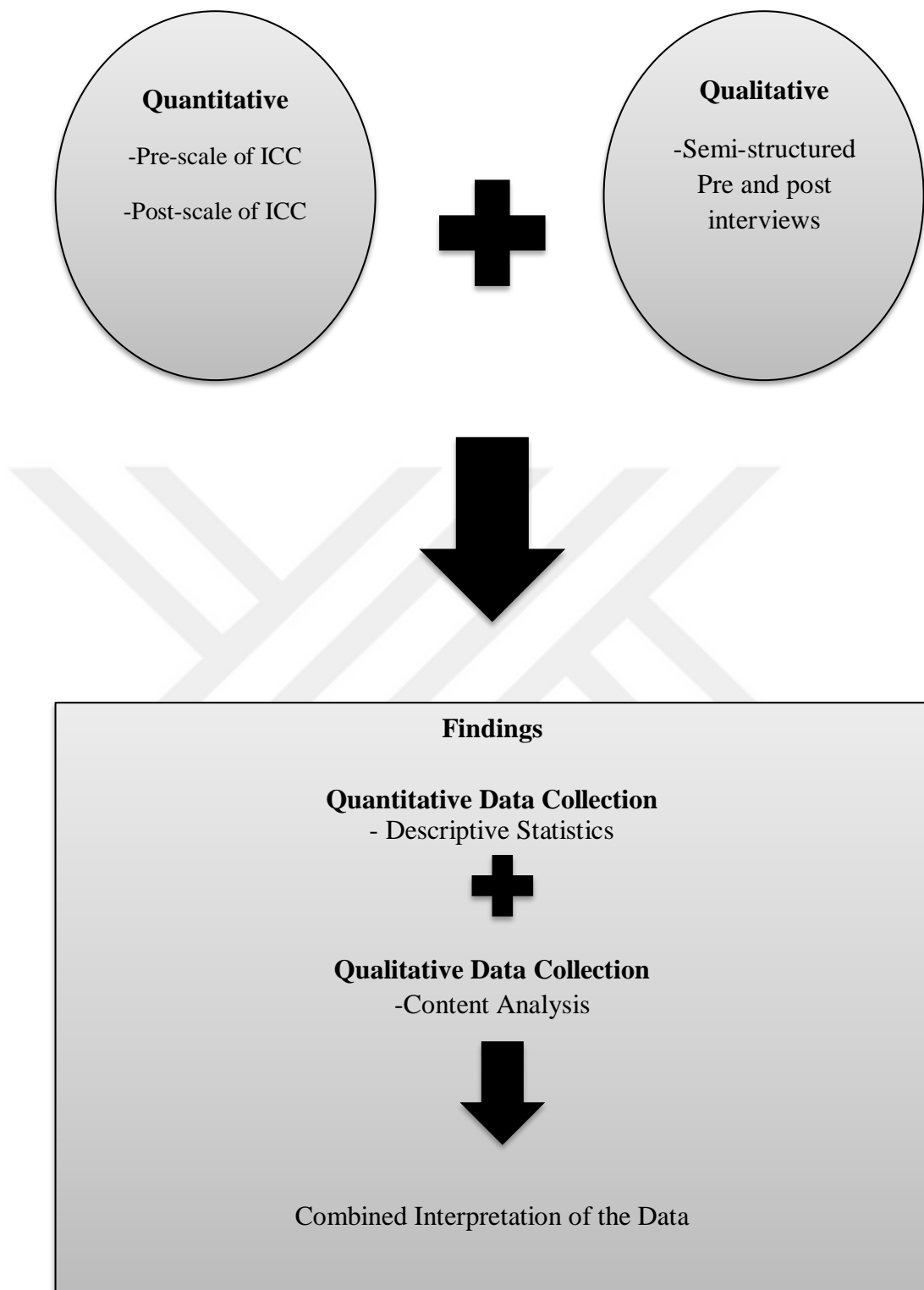


Figure 3. Research design of the study.

3.3 Setting and Participants

This study was carried out in a private course in İstanbul, Turkey. The main aim of the private course is to teach general English. In the private course, there are five level classes for learners from elementary level to advanced level (A1 to C1). This study was carried out in an elementary level class. The participants in the study were 20 EFL Turkish learners. The learners' level was Elementary (A1). Among 20 participants, 13 of them were female and 7 of them were male. The youngest participant was 15 years old, whereas the oldest participant was 69 years old. Therefore, the range of their age was between 15 - 69. The mean age of the participants was 24. The participants of the study had different professions and the participants had different backgrounds yet all of them were in the same level. Majority of the participants were college student. Out of 20 participants, 15 of them were college students and 3 of them were high-school students. One participant was retired and one participant was unemployed. In the study, all the learners' participation was voluntary and they were not exposed to any intercultural communicative competence before.

For the purpose of the study, convenience sampling was used in the study. The lessons of the learners were at the weekends. On Saturdays, the learners had four lessons in the afternoon and on Sundays; the learners had another four lessons in the afternoon as well. In general, the learners had eight lessons every week and each lesson lasted for 40 minutes. The elementary level classes lasted approximately three months. The teacher followed the book "New Headway Elementary Fourth Edition" by Oxford University Press. In the book, there were 12 units. Every week, the teacher was supposed to cover one unit from the book.

Furthermore, the teacher who was the researcher of the study was one of the participants in the study as well. The teacher was 24 years old, working in a private course for four years. In 2015, the teacher received his Cambridge CELTA certificate; he was awarded a Pass B on the course. The teacher completed his internship in Eyüboğlu Educational Institutions from 2015 to 2016. He had his bachelor's degree from Istanbul Bilgi University, English Language Teaching department in 2016 and afterwards the teacher started doing his master's degree at Bahçeşehir University, in English Language Teaching department.

3.4 Procedures

In this part of the study, the data collection instruments used in the study, the data collection procedures and the data analysis procedures of the study are provided in detail.

3.4.1 Data collection instruments. In this study, the data were collected using both quantitative and qualitative methods. Specifically, the ICC scale was used to get quantitative data whereas the semi-structured interviews, reflective journals and lesson plans with their materials were used to get qualitative data. The following part describes each instrument in detail.

3.4.1.1 The ICC scale. For the first and third research questions of this study, which aimed to find out the overall perceptions of the Turkish elementary EFL learners, the ICC scale was adapted from Ergün (2016) who tried to find out the effects of ICC-integrated instruction by means of the ICC scale as pre and post test.

The ICC scale comprised of four components. The first component aimed to test attitude and included seven items. As for the second component, which tried to test knowledge, consisted of seven items as well. Skill was the third component that involved seven items as well as the fourth component, which also aimed to test action. Each component was defined and described with seven items, having 28 sentences in the scale in total. The sentences were scored on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The scale was translated in Turkish as the learners were at the elementary level and they felt more comfortable in their mother tongue (Appendix A). The scale was given twice to 20 participating learners, before and after the implementation of ICC to see if there was any change in their perceptions.

3.4.1.2 Semi-structured interviews. To complement the quantitative findings from the ICC scale, semi-structured interviews were carried out with 20 participating learners to explore their perspectives on learning English via ICC. The interview questions were also asked in Turkish. As with the scale, the interviews were conducted pre and post for the use of ICC in the English course.

In the semi-structured interviews, the participants were addressed four

questions. The first question was posed to participants to find out their desire to interact and their interaction with individuals from different cultures, the second question was addressed to the participants to learn about their knowledge towards different cultures, their values and beliefs as well. In the third question, the participants were asked to whether they compare the differences between their own culture and different cultures or not. Finally, the last question was posed to the participants in order to find about their interest and confidence in interaction with individuals from different cultures. Nevertheless there were slight differences in the post-interview's wording regarding the implementation due to the fact that post-interview was conducted after the ICC implementation. The questions in the semi-structured interviews were asked to the participants respectively in Turkish and the answers of the 20 participants were audio-taped during the sessions.

3.4.1.3 Teacher reflective journals. As for the third data collection instrument of this study, reflective journals were written by the teacher to gather in-depth information about the process of the ICC implementation lessons. The teacher of the research wrote reflective journals after every ICC implantation lesson regarding motivation of the learners and difficulties encountered in each ICC-based lesson. Table 1 provides an overview of the research questions and the procedures followed to answer the research questions of the study:

Table 1
Overview of the Research Questions and Procedures

Research Questions	Data Collection Instruments	Data Analysis
1) What are the overall perceptions of the elementary level Turkish EFL learners about ICC before its implementation in the existing course?	ICC Pre-scale Semi-structured pre-interviews	Descriptive Statistics Content Analysis

Table 1 (cont. d)

Research Questions	Data Collection Instruments	Data Analysis
2) What are the perceptions of the participants about ICC after its integration in their course?	ICC Pre and Post-Scale Semi-structured post-interviews	Descriptive Statistics Content Analysis
3) What are the reflections of the teacher about using ICC in his classroom practices?	Teacher Reflective Journals	Content Analysis

3.4.2 Data collection procedures. In this study, the data were collected in a private course in Istanbul, Turkey. The data collection instruments included pre and post ICC scale, pre and post semi-structured interviews and teacher reflective journals. In the following part, the data collection procedures are described in detail.

Prior to the ICC implementation in the elementary level English classroom, the ICC scale and semi-structured interviews were conducted to the participating learners. After administering two data collection instruments, starting from week one to the end of week six, the teacher implemented different subjects in the lessons related to ICC in the implementation. Specifically, in week one, “Bike messenger in New York” was implemented with a video. In the lesson, related vocabulary was pre-taught and the participants were given a chance to practice their listening and speaking skills related to the subject. In the next week, in week two, “Pablo Picasso” was implemented with a reading text. In the lesson, related vocabulary was re-taught and the participants of the study were given a chance to practice their reading and speaking skills related to the subject. In week three, “Baseball and Ice Hockey” was implemented with a reading text. In the lesson, vocabulary related to the subject was pre-taught and the participants were given a chance to improve both their reading

skills and speaking skills related to the subject of the lesson.

In the following week (week four), “Weddings and Birthday Parties” was implemented with a video. In the lesson, related vocabulary was pre-taught and the participants practiced their listening and speaking skills related to the subject. For week five, “Restaurants around the World” was implemented with a video. In the lesson, related vocabulary was pre-taught and the participants practiced their listening and speaking skills related to the subject. As in the final week, week six, “Reykjavik and Cape Town” was implemented with a video. In the lesson, vocabulary related to the subject was pre-taught and the participants were given a chance to practice their listening and speaking skills related to the subject of the lesson. Meanwhile, each week the teacher kept reflective journals about motivation of the learners and difficulties encountered in the lessons about using ICC in his classroom practices. Finally, after the ICC-based lessons, the same ICC scale and interviews were carried out with the learners. Table 2 provides an overview of the overall study chronologically:

Table 2
Overall Study in a Chronological Order

Activity	Date
ICC pre-scale was given to the participants. Semi-structured pre-interviews were conducted.	20.01.2018
WEEK 1: Bike messenger in New York subject was implemented. Teacher wrote the first reflective journal of the implementation.	27.01.2018
WEEK 2: Pablo Picasso subject was implemented. Teacher wrote the second reflective journal of the implementation.	03.02.2018

Table 2 (cont. d)

Activity	Date
WEEK 3: Baseball and Ice Hockey subject was implemented. Teacher wrote the third reflective journal of the implementation.	10.02.2018
WEEK 4: Weddings and Birthday Parties subject was implemented. Teacher wrote the fourth reflective journal of the implementation.	17.02.2018
WEEK 5: Restaurants around the World subject was implemented. Teacher wrote the fifth reflective journal of the implementation.	25.02.2018
WEEK 6: Reykjavik and Cape Town subject was implemented. ICC post-scale was given to the participants. Semi-structured post-interviews were conducted. Teacher wrote the last reflective journal of the implementation.	04.03.2018
Implementation of the study:	20.01.2018 - 04.03.2018

3.4.3 Implementation of ICC in the existing course. In an attempt to prepare ICC related lessons for the implementation, six lesson plans about different subjects related to ICC and related materials for each week of the ICC implementation were prepared by the teacher of the course. Specifically, the following subjects were covered for a total period of six weeks during the ICC lessons: “Bike messenger in New York” (week 1), “Pablo Picasso” (week 2), “Baseball and Ice Hockey” (week

3), “Weddings and Birthday Parties” (week 4), “Restaurants around the World” (week 5), “Reykjavik and Cape Town” (week 6). The following part provides the details about the implementation of ICC lessons for each week.

3.4.3.1 Week 1: Bike messenger in New York. In the first lesson of the ICC implementation, the teacher wrote “Outdoor jobs” on the board to attract students’ attention in the lead-in stage. Then, the teacher asked students to talk about outdoor jobs with their partners. By the time the students finished speaking, the teacher elicited the answers from the students and wrote the answers on the board. Afterwards, the teacher set the context by showing two pictures of a bike messenger and asking students whether they knew the job or not, later on the teacher told students that they were going to watch a video about a bike messenger but before watching the video, they had a vocabulary exercise about the related vocabulary.

In the pre-teach vocabulary stage (PTV), the teacher distributed a worksheet after giving instructions and in the worksheet there were five words with their definitions in a mixed way, the students needed to match the words with their definitions correctly. The students did the activity individually and they checked in pairs when they finished. Later on, the teacher elicited answers from the students and wrote the correct answers on the board and modelled them for their correct pronunciations. Eventually, the teacher gave another worksheet before watching the video, this time the students were supposed to watch the video and order the five activities according to the video. After the first part of the video, the students checked in pairs and the teacher elicited the answers and wrote the correct answers on the board as well. In the second part of the video the students needed to mark the five sentences as true or false accordingly. By the time the second part of the video ended, the students checked in pairs and the teacher elicited the answers and wrote the correct answers on the board as well.

Finally in the last stage, in follow on speaking, the teachers showed three questions on the board related to the context and the students were expected to talk about them with their partners and then with the teacher in order to make students produce and practice the target language. After eliciting the answers from the students, the teacher ended the lesson.

3.4.3.2 Week 2: Pablo Picasso. The second lesson of the implementation started when the teacher showed Guernica picture by Pablo Picasso on the board in the lead-in stage. The teacher asked students questions about the pictures and elicited the answers from students; in the end the teacher told the name of the picture and the painter. Next, the teacher set the context by saying that they have a reading text about Pablo Picasso, yet the teacher said that they have a vocabulary exercise before the reading text. In the following stage, which was PTV, the teacher distributed a worksheet but before, the teacher gave the instructions by saying that the students were supposed to match five words with the related pictures. After the students completed, the teacher made them check in pairs and the teacher elicited the answers from the students by showing the correct answers on the board as well as modelling them.

The reading text of Pablo Picasso was modified and adapted by the teacher according to the students' grammar knowledge. By the time the students read the reading text, they had learnt "was/were" and "can/could"; therefore, the teacher modified the reading text accordingly. Before the reading text, the teacher distributed two gist questions first. When the students read the questions, the teacher handed out the reading text. After answering the questions, the students checked with their partners and the teacher elicited the answers by showing them on the board as well. Then, the teacher distributed six detailed questions that the students needed to read and mark them as true or false according to the text. When the students finished, they checked in pairs and the teacher elicited the answers and showed them on the board.

Finally, in the follow on stage of the lesson, the teacher showed his favourite picture, later on showed four questions about the context of the lesson. The students talked about the questions in pairs and the teacher elicited the answers before ending the lesson.

3.4.3.3 Week 3: Baseball and ice hockey. In the lead-in stage of the implementation's third lesson, the teacher wrote "Sports" on the board and introduced the context of the lesson. Initially, the teacher showed pictures of different sports one by one on the board and asked students their names. After showing the sport pictures, the teacher set the context by saying that they have a reading text about ice hockey and baseball after the vocabulary activity.

In the PTV stage, the teacher first gave the instructions by saying that the students were supposed to match the words with pictures and then the teacher distributed the worksheet. There were seven words on the worksheet. By the time the students finished matching, the teacher made students check in pairs and afterwards, the teacher elicited the answers from the students one by one, showed the correct answers on the board and modelled them. In the gist stage of the lesson, the teacher gave the instructions before distributing the reading text, the teacher handed out two gist questions. When the students answered the questions, the teacher made them pair-check and elicited the answers as well as showing them on the board. Afterwards, the teacher distributed another worksheet after giving instructions, the students needed to read eight sentences and mark them as true or false according to the reading text. After the complementation of the activity, the teacher made students check in pairs and elicited the answers and showed them on the board.

Finally, in the follow on stage, the teacher showed five questions on the board related to the context of the lesson and grammar that the students learned. The students were expected to talk about those questions in pairs. After the activity, the teacher elicited the answers from the students and created a whole class discussion as well and later on, the teacher ended the third lesson of the implementation.

3.4.3.4 Week 4: Weddings and birthday parties. In the fourth lesson of the implementation, the teacher started the lesson saying that today they talk about weddings and birthday parties. Next, the teacher showed traditional wedding pictures of different nationalities and asked the countries of those traditional weddings in the lead-in stage. After the pictures, the teacher set the context by saying that they watch a video about weddings and birthday parties after the vocabulary activity of the video.

The teacher first gave the instructions about the activity and then distributed the worksheet in the PTV stage. The students were expected to match the words with their pictures. When the students finished matching, the teacher made students check in pairs and elicited the answers and showed the correct answers as well as modelling them. Before starting to watch the video, the teacher distributed three gist questions after the instructions. After the students read the questions, the teacher played the video twice. Later on, the students checked their answers in pairs and the teacher

elicited the answers and wrote them on the board. After that, the teacher distributed five detailed questions and the students watched the other part of the video and they chose the correct options in the sentences according to the video. The teacher played the video twice and the teacher made students check with their partners before eliciting the answers and writing them on the board.

Eventually, in the last stage of the lesson, the teacher showed three speaking questions on the board with their three sub-questions as well. The students were supposed to talk about them in pairs before eliciting the answers and creating a discussion before ending the lesson.

3.4.3.5 Week 5: Restaurants around the world. The fifth lesson of the implementation started when the teacher told students that they talk about restaurants and food around the world. Initially, the teacher showed seven different pictures of ethnic restaurants and asked students about the nationalities of those restaurants in the lead-in stage. After eliciting the answers, the teacher set the context by saying that they watch a video about ethnic restaurants and food after the vocabulary activity.

The teacher first gave the instructions and then distributed the worksheet in the PTV stage. The students were expected to read the sentences and complete the sentences with appropriate words given. By the time the students finished completing, they checked in pairs before the teacher elicited the answers, wrote them on the board and modelled them. In the next stage, the teacher distributed four gist questions as true or false and after the students read the questions, the teacher played the video two times. Later on, the teacher elicited the answers from the students and showed the correct answers on the board as well. Afterwards, the teacher distributed four detailed questions for the following part of the video that the students were asked to answer the questions accordingly and the teacher played the video twice. When the video ended, the students checked their answers in pairs before the teacher elicited the answers and wrote them on the board.

In the follow on stage, the teacher showed five speaking questions on the board and made students talk about those questions in pairs. Finally, the teacher elicited the answers and created a discussion before ending the fifth lesson of the

implementation.

3.4.3.6 Week 6: Reykjavik and Cape Town. In the sixth lesson of the implementation, the teacher started to the lead-in stage by saying that today they talk about cities around the world. Later on, the teacher started showing the pictures of the cities one by one on the board and elicited their names from the students. Eventually, the teacher showed the pictures of Reykjavík and Cape Town and set the context by saying that today they watch a video about Reykjavík and Cape Town. Then, in the next stage, the teacher handed out a vocabulary activity after giving instructions. The students were supposed to match six words with their definitions before watching the video. After finishing, the students checked their answers in pairs and the teacher elicited the answers, showed them on the board and modelled them as well.

In the following stage of the lesson, the teacher distributed five gist questions after giving instructions. The students were expected to mark five sentences as true or false according to the video. By the time the students finished reading the questions, the teacher played the video twice. In the end of the first part of the video, the teacher made students check with their partners before eliciting the answers and showing the correct answers on the board. Afterwards, in the following stage of the lesson, the teacher distributed five detailed questions that the students were expected to complete the sentences according to the video. When the students read the questions, the teacher played the following part of the video two times as well. By the time the second part of the video ended, the students checked in pairs before the teacher elicited the answers and showed them on the board.

Finally, in the follow on stage, the teacher showed three questions with their three sub-questions on the board. The students were expected to talk about them with their partners. Later on, the teacher elicited the answers from the students and created a whole-class discussion before ending the last lesson of the implementation.

In brief, the teacher implemented different subjects each week related to ICC by means of a reading text or a video, the teacher also carried out activities to complement the subjects. In every ICC lesson, the lesson started with a lead-in stage to set the context of each lesson, following this, there was a pre-teach vocabulary

stage to prepare learners for the vocabulary of the reading text or the video and also in each lesson there were activities related to the reading text or the video and finally, in every lesson the last stage was the follow on speaking to give learners a chance to talk about the subject that they learned.

3.4.4 Data analysis procedures. For the purpose of the study, the data were analysed by means of a combination of quantitative and qualitative data collection instruments. As for the quantitative part, pre and post ICC scale were conducted. The descriptive statistics were used in order to get the means and standard deviations and parametric analysis was used to test the means of normally distributed data. In order to compare the pre and post ICC scale means, paired samples *t*-test was performed using SPSS (Statistical Package for the Social Sciences) version 23 to find if there are statistically significant differences between the pre and post ICC scale means. A paired sample *t*-test makes comparison of the means of two variables from the same individual. The purpose is to compute the differences of the two variables for the same individual, thus individuals have two measures as pre-test and post-test. Therefore, using this test the findings of the pre and post ICC scale were compared. The level of significance for the statistical analyses was set at .05.

Moreover, to complement the quantitative data, qualitative data were collected by means of student semi-structured interviews and teacher reflective journals. The collected data were analysed through content analysis (Miles & Huberman, 1994). By using content analysis, the relationships and the meaning between the words or concepts can be examined and possible inferences can be made. So as to carry out a content analysis, categories are made and linguistic components are derived from the text and they are examined accordingly (Patton, 2002).

For the purpose of this study, the obtained qualitative data were analysed using content analysis. As the first step, the data were analysed using open coding. After completing open coding, the main themes and sub-themes were determined under the labels related to the implementation of ICC-based lessons.

To identify the inter-rater reliability degree, two experts identified the main themes from the codes from ELT (English Language Teaching) department. The inter-rater reliability was found to be .82 on the general themes apart from the

different verbalizations of similar perceptions achieved close agreement (McHugh, 2012).

3.4.5 Reliability and validity. Reliability and validity are essential in order to believe the results gathered for a study. Validity is the extent to which scores on a test makes individuals to have appropriate and meaningful interpretations whereas reliability shows how consistently a test measures whatever it intends to measure accordingly (Ary et.al, 2013).

The first aspect of validity is internal validity. According to Campbell and Stanley (1966) internal validity is basic to the interpretation of any experiment. Internal validity proves that findings represent true and objective information collected from the participants (Graneheim & Lundman, 2004; Lincoln & Guba, 1985). In order to establish internal validity in the present study, triangulation was used. Triangulation is the use of different methods to obtain corroborating evidence (Onwuegbuzie & Leech, 2007). In order to ensure internal validity in the present study, triangulation was conducted with three different data collection instruments. Therefore, correspondence and overlap between data were ensured in order to reach internal validity.

Furthermore, since testing could be a threat to internal validity and pre-tests might effect the results of the post-tests (Jha, 2014), the history threat of the study was controlled by administering the pre and post ICC scale at different times, therefore testing effect is not likely to occur in this present study since there were six weeks in total between the first and last week of the ICC implementation lesson.

Besides, reliability of the ICC scale was achieved by calculating Cronbach Alpha coefficient, split half correlation and test-retest correlation and the results proved that they were reliable instruments with the Cronbach Alpha values higher than .80 (Ergün, 2016).

The second aspect of validity is external validity, which means generalizing the findings of the study to different contexts, different participants as well as settings (Cook & Campbell, 1979). However, the generalization of the findings of this present study is not possible since this study was designed as an action research.

Considering the qualitative methods used in this present study, both semi-structured interviews and the reflective journals of the teacher were used so as to collect data. Hence, these qualitative methods used in the study also insured the reliability data set for this present study.

3.5 Limitations

Even though this action research study has achieved its objectives, there are some limitations to be taken into consideration. First, the study was carried out in a private course in only one classroom. Adding a control group might have led more detailed and comparative findings. Besides, in this study, the number of the participating learners was not very large. There were only 20 participating learners in this study. Conducting the study with a larger population could yield more reliable findings that can be generalized to different groups and that can achieve higher external validity as well.

Additionally, the teacher of the implementation gave only his opinions about the experience of ICC-based lessons throughout the process of implementation in the reflective journals. Each ICC implementation lesson could have been observed by another teacher to receive feedback, however it was not possible for other teachers to observe the lessons because of the different schedules of the teachers as well as the time constraints.

Moreover, due to the time constraints in the course, this present study lasted for only six weeks. Extending the implementation of the study over a longer period of time would lead in-depth and more detailed findings. Lastly, this present study was carried out only with Elementary (A1) level learners. Adding higher proficiency level learners could provide comparative findings and it could also increase the external validity.

Since this study was designed as an action research, the findings of this study are only valid in this context with those participating learners. Therefore, the findings cannot be generalized. Based on these limitations, the findings of this study should be taken as suggestive so that they can be addressed in further studies.

Chapter 4

Findings

4.1 Overview

This chapter aims to present the findings of this study, which aims to explore the effects of the ICC implementation on the participating learners in the existing course. In the following section, firstly the findings about the overall perception of the participants about ICC before the implementation are presented. Following this, findings regarding the change in the perception of the participants after ICC integration in their course are presented and finally findings of the reflections of the teacher about ICC integration in his classroom practices are provided respectively.

4.2 Findings about the Overall Perceptions of the Elementary Level Turkish EFL Learners about ICC

In an attempt to gather in-depth information about the overall perceptions of the Elementary level EFL learners about ICC before the implementation, the ICC scale and semi-structured interviews were administered to the learners. In this section, firstly findings of the ICC scale are presented, and it is followed by semi-structured interviews findings.

4.2.1 Findings of the ICC scale. Before the implementation of the study, the data were first gathered by ICC scale from the participating learners to find their overall perceptions about ICC. The findings of the pre-scale of ICC are presented in Table 3 as stated below.

Table 3
Descriptive Statistics Findings for Learners' Perceptions of ICC

Outcome (<i>n</i> = 20)	Pre-test		95% CI for
	M	SD	Mean Difference
Attitude	4.32	0.49	4.11, 4.53
Knowledge	4.09	0.52	3.86, 4.32
Skill	3.98	0.67	3.69, 4.27
Action	4.23	0.52	4.00, 4.46

The findings of the pre-scale of ICC revealed that before the implementation of the ICC lessons, the findings of the mean attitude was 4.32 and standard deviation was 0.49 ($n = 20, p < .05, 95\%$ CI for mean difference 4.11 to 4.53). The findings of the mean knowledge was 4.09 and standard deviation was 0.52 ($n = 20, p < .05, 95\%$ CI for mean difference 3.86 to 4.32). The findings of the mean skill was 3.98 and standard deviation was 0.67 ($n = 20, p < .05, 95\%$ CI for mean difference 3.69 to 4.27). The findings of the mean action was 4.23 and standard deviation was 0.52 ($n = 20, p < .05, 95\%$ CI for mean difference 4.00 to 4.46).

4.2.2 Findings of the semi-structured interviews. Before the implementation of the study, the data were gathered following by semi-structured interviews after gathering data from the pre-scale of ICC. As stated in the previous part of this thesis, four open-ended questions were addressed to the participants aiming to find out their overall perceptions about ICC. The following part presents the qualitative findings regarding each question under the themes of zeal for interaction, learner awareness, cultural diversity and interactive atmosphere.

4.2.2.1 Zeal for interaction. The first question was posed to the participants in order to find out their desire to interact and their interaction before using ICC in their

English course. Four of the participants mentioned that they had the desire to interact with individuals from different cultures by giving examples from their own lives as illustrated below:

[...] I'm going abroad and I really want to go immediately. (S1, Pre-interview data, 20.01.2018)

[...] I even have a Mexican friend. Since my English is not very good, sometimes we speak English or Turkish and I share the things that I learn here with him to practice. (S2, Pre-interview data, 20.01.2018)

4.2.2.2 Learner awareness. Furthermore, the second question aimed to learn about the participants' knowledge about different cultures, values and beliefs before the ICC implementation. Twelve participants mentioned that they generally did not have knowledge about different cultures and they also said that they were open to some cultures not every culture in the world as stated below:

[...] We have slight knowledge about different cultures. (S2, Pre-interview data, 20.01.2018)

[...] I am open to some cultures not every culture. (S3, Pre-interview data, 20.01.2018)

[...] I do not make an extra effort to learn their culture, I am not curious. If I were, I would be curious about their religion not their life-style. (S6, Pre-interview data, 20.01.2018)

4.2.2.3 Cultural diversity. As for the third question, the participants were asked if they compare the differences between their own culture and different cultures. Five of the participants mentioned that it was not possible not to compare the differences between different cultures and their own culture as illustrated in the following statements:

[...] For sure, I compare those cultures with my own culture, at school we have comparative education, constantly somehow we compare with Turkey. (S5, Pre-interview data, 20.01.2018)

[...] Not to think and compare is impossible, such as we do like this in our

culture etc. (S10, Pre-interview data, 20.01.2018)

4.2.2.4 Interactive atmosphere. The last question of the interview was addressed to the participants to find out their interest and confidence in interacting with individuals from different cultures before incorporating ICC. Six participants mentioned that they had interactions with individuals from different cultures as illustrated below:

[...] I have a friend in Dubai and we chat. (S7, Pre-interview data, 20.01.2018)

[...] When I see a foreigner, I immediately act to speak to them. (S2, Pre-interview data, 20.01.2018)

[...] We are here to learn English, so we try to have the interaction. (S6, Pre-interview data, 20.01.2018)

In brief, findings of the interviews demonstrated that the participants had some interactions with individuals from different cultures. However, they did not have much knowledge or interest about different cultures by also mentioning that they were not open to the values and beliefs of every culture before the ICC lessons.

4.3 Findings Regarding the Change in the Perceptions of the Learners After ICC Integration in Their Course

In an attempt to find out the perceptions of the participants after ICC integration in their course, ICC scale and semi-structured interviews were given as post instruments to the same group of learners. In this section, the findings of the ICC scale are first reported and then the findings of the semi-structured interviews are described respectively.

4.3.1 Findings of the ICC scale. After the implementation of the ICC lessons, the comparison of the pre and post ICC scale was done to see if there was a change in the perception of the participants. The gathered findings are presented in Table 4 as stated below.

Table 4
Descriptive Statistics and t-test Findings for Pre and Post ICC Scale

Outcome (<i>n</i> = 20)	Pre-test		Post-test		95% CI for Mean Difference	<i>t</i>	<i>p</i>
	M	SD	M	SD			
Attitude	4.32	0.49	4.70	0.28	0.25, 0.52	5.81	.000*
Knowledge	4.09	0.52	4.73	0.26	0.45, 0.82	7.16	.000*
Skill	3.98	0.67	4.58	0.39	0.44, 0.75	7.91	.000*
Action	4.23	0.52	4.75	0.30	0.35, 0.71	6.18	.000*

* $p < .05$.

As it can be seen in Table 4, the findings of the paired-samples *t*-test show that mean attitude differs before the implementation (M = 4.32, SD = 0.49) and after the implementation (M = 4.70, SD = 0.28) at the .05 level of significance ($t = 5.81$, $df = 19$, $n = 20$, $p < .05$, 95% CI for mean difference 0.25 to 0.52, $r = .84$). On average, attitude score was about 0.38 points higher after the implementation.

The findings of the paired-samples *t*-test show that mean knowledge differs before the implementation (M = 4.09, SD = 0.52) and after the implementation (M = 4.73, SD = 0.26) at the .05 level of significance ($t = 7.16$, $df = 19$, $n = 20$, $p < .05$, 95% CI for mean difference 0.45 to 0.82, $r = .68$). On average, knowledge score was about 0.64 points higher after the implementation.

The findings of the paired-samples *t*-test show that mean skill differs before the implementation (M = 3.98, SD = 0.67) and after the implementation (M = 4.58, SD = 0.39) at the .05 level of significance ($t = 7.91$, $df = 19$, $n = 20$, $p < .05$, 95% CI for mean difference 0.44 to 0.75, $r = .93$). On average, skill score was about 0.40 points higher after the implementation.

The findings of the paired-samples *t*-test show that mean action differs before the implementation (M = 4.23, SD = 0.52) and after the implementation (M = 4.75, SD = 0.30) at the .05 level of significance ($t = 6.18$, $df = 19$, $n = 20$, $p < .05$, 95% CI

for mean difference 0.35 to 0.71, $r = .69$). On average, action score was about 0.52 points higher after the implementation.

As it can be seen from the t -test findings, there are statistically significant differences in the perceptions of the learners after the ICC implementation. Specifically, according to the findings of the post-test, it is seen that attitude, knowledge, skill and action scores increased compared to the pre-test. On average, attitude score was about 0.38 points higher, skill score was about 0.40 points higher, action score was about 0.52 points higher and knowledge score was about 0.64 points higher after the implantation with the biggest change.

4.3.2 Findings of the semi-structured interviews. After collecting the data from the ICC scale, semi-structured interviews were administered to find out if there was any change in the perceptions of the participants after the ICC integration in their course. The findings are displayed with respect to each interview question in the following section under the themes of social interaction, increased knowledge, comparison of cultures and self-assured interaction.

4.3.2.1 Social interaction. The first question of the interview aimed to find out about the participants' interaction with individuals from different cultures after the ICC-based lessons. Eight participants mentioned that they had already interacted with individuals from different cultures and six of the participants mentioned that they were still interacting with individuals from different cultures as illustrated below:

[...] I interacted, I am already in touch actually and our communication still continues. (S2, Post-interview data, 04.03.2018)

[...] I have interacted with different individuals and I still continue interacting with them. (S1, Post-interview data, 04.03.2018)

[...] I have interacted with someone Indian on the Internet, usually they like Turkey and they would like to learn more about Turkey such as historical places etc. (S9, Post-interview data, 04.03.2018)

4.3.2.2 Increased knowledge. The second question aimed to learn about whether the participants' knowledge towards different cultures increased after the

integration of ICC in their course. Sixteen participants mentioned that their knowledge increased positively, they learned new things that they did not know about different cultures as illustrated in the following statements:

[...] I learned the things that I did not know before, I learned interesting things about different cultures, and I learned the cities that I did not know. (S3, Post-interview data, 04.03.2018)

[...] Thanks to the lessons, I learned new things when I watched them, when you watch new things, you learn and remember too. Being able to see visually is definitely different. (S4, Post-interview data, 04.03.2018)

[...] Actually we were constantly interacting with those cultures but we did not know much about them before. (S8, Post-interview data, 04.03.2018)

4.3.2.3 Comparison of cultures. Moreover, the third question was posed to the participants of the study in order to find out whether they were comparing their culture with different culture after the implementation. Eleven of the participants mentioned that they were comparing their own culture with different cultures as stated below:

[...] For sure, I compare my own culture with different cultures. (S5, Post-interview data, 04.03.2018)

[...] I compare their cuisine like we eat this, we have the similar food, we do not eat this etc. (S2, Post-interview data, 04.03.2018)

[...] As far as I have knowledge about my own culture, I compare it with different cultures when I learn new things about different cultures. (S1, Post-interview data, 04.03.2018)

4.3.2.4 Self-assured interaction. The last interview questions tried to learn about the participants' interest and confidence in interacting with individuals from different cultures after the use of ICC. Fourteen participants mentioned that they had interest in interacting with individuals from different cultures and with the help of the ICC lessons, they told that the ICC lessons helped them to draw their interest about different cultures in a positive way as illustrated below:

[...] I really have interest and confidence in interacting. (S8, Post-interview data, 04.03.2018)

[...] I have already had interest and confidence and I have more interest and confidence as well. (S2, Post-interview data, 04.03.2018)

In brief, post-interview findings demonstrated that the participants either had interacted or they were still in interaction with individuals from different cultures. The participants also mentioned that thanks to the ICC implementation lessons, they were aware of the fact that they learned new things and they increased their knowledge about different cultures and they had the competence to compare their culture with different cultures by also having interest in interacting individuals from different cultures after the implementation of the ICC lessons.

4.4 Findings of the Teacher's Reflections about ICC Integration in the Classroom

In an attempt to gather in-depth information about the ICC integration lessons, reflective journals from the teacher were collected during the implementation process. In this section, the findings of the teacher reflective journals as motivation of the learners and difficulties encountered in the lessons are presented in order.

4.4.1 Motivation of the learners. Considering the observations of the teacher during ICC-based lessons, the findings of the motivation of the learners in the lessons revealed that the participating learners really enjoyed watching the videos; they also liked having different subjects for each week of the implementation and thanks to the visuals that the teacher used, they were very engaged and interested in lessons as it can be seen from the following comments of the teacher:

[...] They were very engaged with the lesson. It was very obvious to see that since there were a lot of different restaurants in the video, they were very interested while watching. (T, Journal Data. 25.02.2018)

[...] When I told learners that the subject was weddings and birthday parties, they got excited and they could not wait to talk about their own experiences. (T, Journal Data. 17.02.2018)

[...] When I started to show the pictures of different cities one by one, the learners were very interested and all of them were participating to the lesson. (T, Journal Data. 04.03.2018)

4.4.2 Difficulties encountered. Based on the reflections of the teacher during the ICC implementation process, difficulties encountered in the lessons demonstrated that the videos used in the lessons were fast for them to keep up with, it was also difficult to make learners talk about some subjects that they were not interested as the excerpts of the teacher support:

[...] I made learners watch the video twice since while I was monitoring them, I realized that many learners could not completely answer the questions, (T, Journal Data. 27.01.2018)

[...] During the activity, I monitored the learners and I realized that some of the learners could not mark every sentence as true or false. Therefore, I played the video once more. (T, Journal Data. 17.02.2018)

[...] While I was eliciting the answers, I was very surprised to learn that majority of the learners were not interested in art and they did not have any favourite pictures or painters to talk about. (T, Journal Data. 03.02.2018)

Considering the teacher reflections during the ICC implementation, it was shown that the learners were intrigued and interested towards ICC lessons and they were eager to learn new subjects every week and especially they enjoyed watching the videos and the usage of the visuals during the implementation. However, it was also observed that the videos were fast for their level to follow during activities, moreover it was also difficult for the teacher to make learners talk about the subjects that they were not interested or did not have much information. In conclusion, in this action research study, in the findings of the study, significant statistical differences were seen in the perceptions of the learners after the ICC-based lessons in the course. Even though the professional development of the teacher towards ICC teaching reached the study's objectives as planned, according to the reflections of the teacher during the process, difficulties were encountered in the lessons indicated that the videos used in the lesson were challenging for learners to cope up with and the learners preferred watching videos more than reading texts. Therefore the action plan

of the implementation process can be modified in some ways in order to improve the quality of the implementation as well as the professional development of the teacher. In the lessons of the implementation, more videos can be shown to keep learners engaged more and videos can be chosen according to the learners' level by the teacher to decrease the difficulties that encountered during the process.



Chapter 5

Discussion and Conclusions

5.1 Discussion of Findings for Research Questions

The primary aim of this study was to integrate ICC to an existing English course, in addition to this, this study attempted to investigate the perceptions of the participants before and after the integration of ICC with also investigating the reflections of the EFL teacher during the implementation process. In this study, quantitative and qualitative data instruments were used in order to gain the best findings from the learners and teacher. ICC scale was used by means of a quantitative data collection instrument before and after the implementation, semi-structured interviews were used by means of a qualitative data collection instruments as well as reflective journals of the teacher. In this chapter, the findings of the each research question, pedagogical implications and recommendations for further research are be discussed in-depth.

5.1.1 Discussion of the findings of RQ 1: What are the overall perceptions of the elementary level Turkish EFL learners about ICC before its implementation in the existing course? The first research question attempted to investigate the overall perceptions of Turkish EFL learners about ICC in the elementary level before the implementation of ICC in their course. To analyse their overall perceptions, ICC scale was given to the learners and semi-structured interviews were conducted prior to the implementation. In order to analyse the collected data, descriptive statistics as well as content analysis were used. The findings of this study indicated that even though participating learners had some interactions with individuals from different cultures, they were not open to learn their values and beliefs of some cultures. Besides, it was also seen that the participants were comparing the differences in their own culture with different cultures. In a similar vein, Candel-Mora (2015) conducted a study about the perceptions and attitudes of students towards ICC and it was concluded that most of the participants of the study were only aware of the common cultural differences.

Furthermore, according to the findings of this study, it was also indicated that the learners did not have much knowledge and interest about different cultures as well as their values and beliefs before the ICC implementation. This finding was commensurate with the study of Chunhon and Griffiths (2011) who examined students' intercultural knowledge and it was concluded that most of the students did not have a high intercultural communicative competence level instead they had poor intercultural knowledge.

To summarize, the findings of the first research question proved that before the implementation of ICC-based lessons, the learners of this study did not have much knowledge about different cultures and they were not open to the beliefs and values of different cultures although they had some interactions.

5.1.2 Discussion of the findings of RQ 2: What are the perceptions of the participants about ICC after its integration in their course? The third research question aimed to find out the perceptions of the participating learners after the ICC-based lessons in their course, in order to analyse the participants' perceptions after the integration, ICC-scale was administered and semi-structured interviews were conducted. Descriptive statistics and content analysis were used to analyse the gathered data. The result demonstrated that significant differences were seen in the perceptions of the learners in the findings of the ICC scale; the biggest difference was in the learners' knowledge scores after the implementation. In addition, semi-structured interviews proved that the learners increased their interaction with individuals from different cultures and thanks to the implementation; they were also able to increase their knowledge and interest about different cultures as well.

The findings of this study were in line with a study conducted by Dooly (2006) attempting to integrate ICC into teacher training for eight weeks. It was concluded that the program was effective and it improved participants' intercultural competence. In a similar vein, Ergün (2016) conducted a thesis to investigate the effects of intercultural communicative competence integrated instructions. The findings demonstrated that there were significant differences in the participants' actions after the integration. In addition, it was also concluded that the participants' awareness about ICC increased.

Further, the findings of this study were in accordance with the study conducted by Shoman (2011) who developed intercultural communicative competence of 11 advanced learners. It was concluded that the course was significant in terms of ICC after the implementation. In addition, the findings were in accordance with the study conducted by Güven (2015) attempting to learn about EFL learners' attitudes towards learning intercultural communicative competence, which demonstrated that the participants had positive attitudes towards learning ICC and most students were interested in learning about different cultures.

To sum up, after the implementation of ICC-based lesson, it was found that there were significant differences between the learners' pre and post scales. Post scale of ICC demonstrated that the learners' attitude, knowledge, skill and action scores increased. Moreover, it was also seen that the learners increased their interaction with individuals having different cultural backgrounds and also they increased their knowledge and interest about different cultures after the ICC implementation.

5.1.3 Discussion of the findings of RQ 3: What are the reflections of the teacher about using ICC in his classroom practices? The aim of the fourth research question was to analyse the reflective journals of the teacher during the implementation process for six weeks through content analysis. The findings of the teacher reflective journals showed that in the ICC-based lessons, the learners were interested and open to learn new subjects related to ICC throughout the implementation. Furthermore, the reflections of the teacher showed that the learners enjoyed watching videos and visuals during the process of implementation.

This result was also in accordance with the study of Güven (2015) who postulated that the participants in the study preferred watching video films and documentaries in English language classes during the introduction of cultural information. Moreover, the findings were also in parallel with the study by Ergün (2016) who also used DVDs in the lessons of the implementation in her study and it was concluded that the participants of the study learnt about the traditions, customs and habits of people from different cultures and increased their knowledge about cultures with the help of the materials used.

In conclusion, teacher reflective journals throughout the implementation of ICC for six weeks demonstrated that the learners were interested in ICC-based lessons thanks to the materials as videos and visuals used and it was also found that the learners were open to learn new subjects every week related to ICC.

5.2 Pedagogical Implications

This present study has carried out an action research through ICC-based lessons; therefore, it offers pedagogical implications for researchers.

Initially, the findings of this present study demonstrated that ICC-based lessons for six week resulted in having significant differences in the perceptions of the learners after the implementation. Therefore, integrating ICC lesson plans and their materials into English language learning changed the perceptions of learners in this course about different cultures.

Subsequently, the findings of this present study showed that the materials used in the ICC implementation lessons increased learners' knowledge about different cultures.

Overall, since this study serves as an action research study for integrating ICC into English language teaching with ICC-based lesson plans and their materials, the findings of this present study are significant only for this course and participants in terms of ICC implementation in an EFL classroom.

5.3 Conclusions

This action research study contributes to the existing literature by implementing ICC to the elementary level course with 20 participating learners for six weeks and revealing the perceptions of EFL learners before and after the implementation of ICC as well as the reflections of the EFL teacher during the implementation.

In conclusion, the data of this study were gathered through ICC scale, semi-structured interviews, ICC lesson plans with their materials and teacher reflective journals. The findings of this present study demonstrated after the integration of ICC, significant differences were seen in the learner perceptions. Apart from this, with the

help of ICC-based lessons, the participants increased their knowledge about different cultures. It was also detected that the learners were interested and open to learn about different cultures thanks to the materials used in the lessons during the implementation process of ICC.

This action research study can be seen as a model for integration of language and culture in English language teaching only in this context and participants. Thus, it is not possible to generalize the findings. Nevertheless, this present study is essential in order to raise awareness of learners and teachers about ICC's role in English language teaching.

5.4 Recommendations for Further Research

This present study has several recommendations for further research. More studies are needed to conduct to find out about the effectiveness of the implementation since this present study had its limitations as the implementation were only applied to participating learners in elementary level, in a private course for six weeks. Therefore, for further studies, it is strongly recommended that the implementation process should be longer and it should include different materials as well for the experimentation to make students expose to ICC in a more effective way.

Moreover, the participants in this present study were only in elementary level. Thus, learners with different proficiency levels of English apart from elementary level should be chosen to integrate ICC more efficiently as well as the sample size should be larger than 20 participants.

Finally, this present study had only one group because of the number limitation of the participants, further studies can include two groups as experimental and control group to test the effectiveness of the implementation in detail and further research can also include reflective journals of the learners during the integration process since in the present study only teacher reflective journals were kept.

Besides, in English language teaching education, how to integrate ICC into the existing courses, programs should be taught so that learners can learn more from ICC-based lessons.

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APPENDICES

A. QUESTIONNAIRE (TURKISH)

Tavır Ölçeği	5	4	3	2	1
1. Kültürel çeşitlilik ve görüş ve uygulamaların çoğulculuğuna değer veriyorum.					
2. Benden farklı kültürel aidiyetlere sahip insanlara saygı duyuyorum.					
3. Benim kültürel açımdan farklı kültürel yönelim ve perspektifleri olan insanlara meraklı ve bunlardan öğrenmeye açığım.					
4. Farklı kültürel aidalara sahip insanlarla empati kurmaya hazırım.					
5. Daha önce edindiğim bilgi ve tecrübelerime göre genellikle normal olarak kabul edilen şeyleri sorgulamaya hazırım.					
6. Şüphesizliği ve belirsizliği hoş karşılamaya hazırım.					
7. Farklı kültürel yönelimleri ve perspektifleri olan bireylerle etkileşime geçme ve işbirliği yapma fırsatlarını aramaya hazırım.					
Bilgi Ölçeği					
1. Bütün kültür gruplarının iç çeşitliliğini ve heterojenliğini anlıyorum.					
2. Kendi ve diğer insanların varsayımlarını, basmakalıplarını, önyargılarını ve açık ve gizli ayrımcılığın farkındayım ve anlıyorum.					
3. Kişinin kendi dilinin ve kültürel bağlarının kişinin dünyaya ve diğer insanlara olan tecrübesine etkisini anlıyorum.					
4. Diğer insanların dillerinin paylaşılan fikirleri benzersiz bir şekilde ifade edebilecekleri veya kendi dilleri aracılığıyla erişmesi zor benzersiz fikirler ile ifade edilebileceğinin farkındayım.					
5. Diğer insanların, kültürel olarak kendi bakış açılarıncan anlamlı olabilecekleri farklı sözlü ve sözsüz iletişim kurallarını izleyebileceklerinin farkındayım.					
6. Belli kültürel yönelimlere sahip kişiler tarafından kullanılacak inanç, değer, uygulama ve söylem hakkında bilgiye sahibim.					
7. Kültürel, toplumsal ve bireysel etkileşim süreçlerini ve sosyal olarak yapılandırılmış bilginin doğasını anlıyorum.					

Beceri Ölçeği	5	4	3	2	1
1. Kendi perspektifimden uzaklaşabilirim ve başkalarının bakış açılarını benimkine de ekleyebilirim.					
2. Diğer kültürel aidiyetler ve perspektifler hakkında bilgi keşfedebilirim.					
3. Diğer kültürel uygulamaları, inançları ve değerleri yorumlayabilir ve onları benim kültürümle ilişkilendirebilirim.					
4. Başkalarının düşüncelerini, inançlarını, değerlerini ve duygularını anlayabilir ve bunlara cevap verebilirim.					
5. Davranışımı yeni kültürel çevrelere uyarlayabilirim - örneğin, benimkinden farklı kültürel aidiyetlere sahip insanlar tarafından kabalık olarak görülebilecek sözlü ve sözsüz davranışlardan kaçınabilirim.					
6. İletişimdeki bozuklukları yönetebilirim.					
7. Kültürlerarası alışverişte aracılık yapabilir ve tercüme edebilir, yorumlayabilir ve açıklayabilirim.					
Eylem Ölçeği					
1. Farklı kültürel yönelimleri ve perspektifleri olan insanlarla etkileşim kurmak için fırsatlar ararım.					
2. Farklı kültürel bağları olan insanlarla etkileşim ve içinde etkili ve saygılı bir şekilde iletişim kurarım.					
3. Ortak faaliyetler ve girişimler konusunda farklı kültürel yönelimler gösteren, görüş ve bakış açılarındaki farklılıkları tartışan ve ortak görüş ve perspektifler kuran kişilerle işbirliği yaparım.					
4. İnsan haklarına aykırı tutum ve davranışlara (konuşma ve yazma da dahil) karşı çıkar ve kültürel aidiyetlerine bakılmaksızın insanların onur ve insan haklarını savunmak ve korumak için harekete geçerim.					
5. Kişilere veya gruplara karşı önyargı veya ayrımcılık eylemleri olduğu zaman ifade edip, müdahale ederim.					
6. Kültürel kalıplaşmışlıklara ve önyargılara itiraz ederim.					
7. Bireylerin kültürel aidiyetlerine bakılmaksızın topluma yaptıkları katkılara yönelik olumlu tutumları teşvik ederim.					

B. LESSON PLANS AND MATERIALS

1st Lesson:

<u>Lesson plan</u> <u>Front Page</u>	Lesson no. 1
Name: Gökalp Güneş	Date: 27.01.2018
Level: Elementary (A1)	Week: 1
Room: 405	Day: Saturday
	Time (mins): 40 mins
Lesson type: Skills-based	Context: Outdoor Jobs

Main aim:

- By the end of the lesson, the students will have learnt new vocabulary related to the video that they will watch.
- By the end of the lesson, the students will have practise their listening and speaking skills.
- By the end of the lesson, the students will have a chance to produce and practise the target language.

Subsidiary aim(s):

- To teach vocabulary related to the context.
- To allow students to practice the productive skill of speaking for fluency.

Personal teaching aim(s):

- To give clear and brief instructions.
- To make students produce the target language in the follow on stage.

Materials

- Bike messenger pictures, PTV worksheet (matching the words with their definitions), video worksheets (gist and detailed) and follow on speaking questions. Source: (n.d.). Retrieved October 26, 2016, from <http://www.dictionary.com/> and Soars, L., & Soars, J. (2000). *New Headway Elementary Fourth Edition*. Oxford: Oxford University Press.

Assumptions

- Some students may have knowledge about the vocabulary in the PTV stage, therefore, after matching the definitions with the correct words; the teacher will focus on the pronunciations of those words.

Timetable Fit

- Before the lesson, the students learnt occupations and in this lesson, the students will have a chance to practice their listening and speaking skills.

Lesson plan Anticipated Problems & Solutions

A. Skills (Reading, Writing, Listening, Speaking)

Anticipated problems	Solutions
<ul style="list-style-type: none">• The students may find the gist and detailed questions difficult to compete while listening.	<ul style="list-style-type: none">• The teacher will make students listen one more time if necessary.

B. Lexis

Anticipated problems	Solutions
<ul style="list-style-type: none">• Some students may pronounce the words in the PTV incorrectly.	<ul style="list-style-type: none">• The teachers will model the words and drill them accordingly and if necessary, the teacher will focus their stress as well.

C. Language

Anticipated problems	Solutions
<ul style="list-style-type: none">• In the follow on stage, the students may form incorrect sentences while speaking.	<ul style="list-style-type: none">• The teacher will monitor the students during the follow on stage and if they have grammar mistakes while speaking, the teacher will correct their mistakes in the meantime.

Stages	Procedure
Lead-in (4 mins)	The teacher will write “Outdoor Jobs” on the board and ask students to brainstorm the ideas that come on their minds in pairs and then, the teacher will elicit the answers one by one from the students and write those jobs on the board.
Setting the Context (1 min)	The teacher will show two pictures of a bike messenger and ask students about the job and then, the teacher will tell students that they are going to watch a video about a bike messenger.
PTV (10 mins)	The teacher will tell students that they are going to watch a video about a bike messenger but before watching the video, they will learn some vocabulary related to the video. The teacher will distribute a worksheet and the students need to match five words with their definitions, after that the teacher will make students check in pairs and then, the teacher will elicit the answers one by one from students by modelling and giving importance to pronunciations of the words as well. The teacher will do drilling if necessary.
Listening for Gist (7,5 mins)	The teacher will give students a worksheet before watching the first part of the video and the students will order five activities in the worksheet according to the video. When the first part ends, the students will check their answers in pairs and the teacher will elicit the answers.
Listening for Details (7,5 mins)	In the following part of the video, the teacher will give another five sentences and the students need to mark them as true or false according to the following part of the video. When the second part ends, the students will check their answers and the teacher will elicit the answers and show the correct answers on the board.
Follow On Speaking (10 mins)	The teacher will show three questions related to the context on the board and ask students to talk about those questions in pairs, after that the teacher will elicit the answers from the students and end the lesson.

PTV Stage Worksheet:

Match the words with their definitions:

- | | | |
|-------------|-----|---|
| A. Collect | (V) | 1) To carry and turn over to the recipients |
| B. Check | (V) | 2) A container, as a box or case |
| C. Package | (N) | 3) To inspect, test the performance, condition, safety of something |
| D. Deliver | (V) | 4) To gather together |
| E. Elevator | (N) | 5) A moving platform for carrying passengers in a building |

Gist Stage Worksheet:

1) *It's Morning!*

Order the activities (1-5)

<input type="text"/>	He takes his bike.
<input type="text"/>	He takes the elevator.
<input type="text"/>	He eats his toast and checks his email.
<input type="text"/>	He fills his water bottle.
<input type="text"/>	He makes his breakfast.

Detailed Stage Worksheet:

2) *Work, work, work.*

Are the sentences true (T) or false (F)?

- 1) Alex goes to a coffee shop before work. ____
- 2) He reads a book when he drinks his coffee. ____
- 3) He collects and delivers big packages all over the city. ____
- 4) There's a lot of traffic, but he doesn't stop. ____
- 5) He doesn't know all the streets of the city. ____

Follow On Stage Questions:

Speaking Questions

- In Turkey, are there any bike messengers?
- Are outdoor jobs dangerous? Which ones?
- What are the common jobs in Turkey?

2nd Lesson:**Lesson plan** **Front Page****Lesson no.** 2**Name:** Gökalp Güneş**Date:** 03.02.2018**Level:** Elementary (A1)**Week:** 2**Room:** 405**Day:** Saturday**Time (mins):** 40 mins**Lesson type:** Skills-based**Context:** Pablo Picasso**Main aim:**

- By the end of the lesson, the students will have learnt new vocabulary related to the reading text.
- By the end of the lesson, the students will have practiced their reading skills.
- By the end of the lesson, the students will have practiced their speaking skills.
- By the end of the lesson, the students will have produced and practiced the target language.

Subsidiary aim(s):

- To teach vocabulary before the reading text.
- To allow students to practice the receptive skill of reading.
- To allow students to practice the productive skill of speaking for fluency.

Personal teaching aim(s):

- To give clear and brief instructions to the students in each stage before the activities.
- To make students produce the target language in the follow on stage.
- To encourage students to make them speak.

Materials

- Pablo Picasso – Guernica picture, PTV worksheet (matching the words with correct pictures), reading text of Picasso adapted from “ESL Lessons on Famous People. (n.d.). Retrieved February 02, 2018, from <https://www.famouspeoplelessons.com/>” and modified by the teacher, gist and detailed questions and follow on speaking questions.

Assumptions

- Some students may know the vocabulary in the PTV stage; therefore the teacher will focus on the pronunciations of them.

Timetable Fit

- Before the lesson, the students learnt was, were and can, could, therefore the students will have a chance to practise them in the reading text and also they will learn new vocabulary as well.

Lesson plan Anticipated Problems & Solutions

A. Skills (Reading, Writing, Listening, Speaking)

Anticipated problems	Solutions
<ul style="list-style-type: none">• The students may find the reading text difficult to understand in terms of vocabulary and grammar.	<ul style="list-style-type: none">• The teacher will monitor the students during the activity in case the students have problems or questions.

B. Lexis

Anticipated problems	Solutions
<ul style="list-style-type: none">• Some of the students may have problems with pronouncing the words in the PTV stage and reading text.	<ul style="list-style-type: none">• If the students have pronunciation problems, the teacher will model them and drill accordingly.

C. Language

Anticipated problems	Solutions
<ul style="list-style-type: none">• In the follow on stage, the students may speak in Turkish instead of speaking in English.	<ul style="list-style-type: none">• The teacher will monitor the students while they are speaking lest they speak Turkish.

Stages	Procedure
Lead-in (4 mins)	The teacher will show a picture by Pablo Picasso and ask students that if they know the picture, if they know about the name of the picture and the painter and the students will give their answers and after that, the teacher will tell students that the name of the picture is Guernica and the painter of the picture is Pablo Picasso.
Setting the Context (1 min)	The teacher will tell students that they are going to read a text about Pablo Picasso but before the reading text, they have a vocabulary activity to prepare them for reading.
PTV (10 mins)	The teacher will distribute a worksheet and the students need to match five words with correct pictures that represent those words' meaning. After that, the teacher will make students check with their partners and then, the teacher will elicit the answers from students by modelling and giving importance to pronunciations of the words and if necessary the teacher will do drilling.
Reading for Gist (10 mins)	The teacher will give students a worksheet before reading the text of Pablo Picasso, in the worksheet there will be two gist questions related to the text, the students will first read the questions and then the teacher will distribute the reading text. When the time is up, the students will check their answers with their partners and the teacher will elicit the answers and show the correct answers on the board.
Reading for Details (10 mins)	The teacher will distribute to students another worksheet, but this time in the worksheet there will be six sentences and the students need to mark them as true or false according to the reading text. When the students finish, the teacher will make them pair check and after that, the teacher will elicit the answers by showing the correct answers on the board.
Follow On Speaking (5 mins)	The teacher will show his favourite picture and talk about its painter as well and after that, the teacher will show four questions on the board related to the grammar that they learned and the context as well, the students need to talk about those questions in pairs and afterwards, the teacher will elicit the answers from the students and end the lesson.

PTV Stage Worksheet:

Match the words with the pictures:

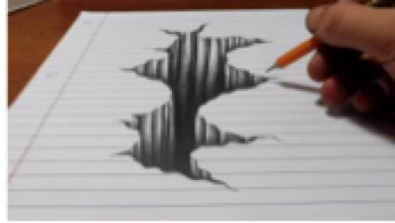
A. Painter (N)

B. Sculptor (N)

C. Drawing (N)

D. Ballerina (N)

E. Wonderful (Adj)



Reading Text:

Pablo Picasso

Picasso

Pablo Picasso (1881–1973) is probably one of history's most famous names. He was born in 1881 in Málaga, Spain so he was Spanish. He was a Spanish painter and sculptor. He is best known for the Cubist style and his most famous work is the painting of the German bombing of the Spanish city of Guernica during the Spanish Civil War in 1937. The only colors in the painting are black, grays, and white. Guernica is the most powerful anti-war painting in the world.

Picasso was born into a middle-class family. His parents weren't rich. Picasso's father was Don José. He was an art professor and a painter. Picasso's mother was Doña Maria. She was a housewife. When Picasso was young he was not a good student at school but he could draw very well. His drawings were wonderful. Surprisingly, he could draw before he could speak. Picasso was married in 1918 in Paris. He was married to a ballerina named Olga Khokhlova. Picasso was a celebrity and a very respected artist. Paulo, Maya, Claude and Paloma were Picasso's children. He died in April 8, 1973 in Mougins, France.



Gist Stage Worksheet:

a) Gist Questions

1) Who is Pablo Picasso? When and where was he born?

2) Who were Pablo Picasso's parents? What was their job?

Detailed Stage Worksheet

b) Detailed Questions

Mark the sentences as True (T) or False (F)

- 1) Picasso was from Málaga. ____
- 2) Guernica is a colored picture. ____
- 3) Picasso's parents were very wealthy. ____
- 4) His mother was a professor of art. ____.
- 5) Picasso was a good student but he couldn't draw very well. ____
- 6) Picasso could speak after he could draw. ____

Follow On Stage Questions:

Speaking

1. What is your favorite picture? – where is the picture?
2. Who is your favorite painter?
3. Can you paint or draw a picture?
4. Could you paint or draw a picture when you were a child?



3rd Lesson:

Lesson plan Front Page

Name: Gökalp Güneş

Lesson no. 3

Date: 10.02.2018

Level: Elementary (A1)

Week: 3

Room:405

Day: Saturday

Time (mins): 40 mins

Lesson type: Skills-based

Context: Sports

Main aim:

- By the end of the lesson, the students will have practiced the tense that they learned.
- By the end of the lesson, the students will have learnt new vocabulary related to the reading text.
- By the end of the lesson, the students will have practiced their reading skills in terms of gist and detailed.
- By the end of the lesson, the students will have practiced their speaking skills by producing the target language.

Subsidiary aim(s):

- To be able to teach related vocabulary.
- To give students a chance to practice their reading and speaking skills.

Personal teaching aim(s):

- To give students clear and short instructions to lead them.
- To monitor students during activities.
- To help students whenever they need during activities.
- To catch students' attention by showing them various pictures of different sports.

Materials

- Sport pictures, PTV worksheet- reading text of ice hockey and baseball from "Shipton, V. (2001). *Level 2: American Life MP3 for Pack (Pearson English Graded Readers)*. Longman.", gist and detailed questions and follow on questions for speaking.

Assumptions

- Some of the students may have knowledge about the words in the PTV stage; therefore the teacher will give importance to their pronunciation as well.

Timetable Fit

- Before the lesson, the students learnt the simple past tense; therefore, the students will have a chance to practice the tense in the reading text.

Lesson plan Anticipated Problems & Solutions

A. Skills (Reading, Writing, Listening, Speaking)

Anticipated problems	Solutions
<ul style="list-style-type: none">• Girl students may find the context of the lesson and the reading text uninteresting or boring for them.	<ul style="list-style-type: none">• The teacher will try to motivate girl students by showing them different pictures of the sports and during the activities monitoring them to ask more questions or help them if they need.

B. Lexis

Anticipated problems	Solutions
<ul style="list-style-type: none">• Some students may pronounce the words incorrectly while giving answers.	<ul style="list-style-type: none">• The teacher will model the words and drill them to be able to teach correct pronunciations of the words.

C. Language

Anticipated problems	Solutions
<ul style="list-style-type: none">• Some students may find the reading text difficult to understand some sentences because of the past tense that the students just learned.	<ul style="list-style-type: none">• The teacher will monitor the students and help them when they have a problem or question.

Stages	Procedure
Lead-in (4 mins)	The teacher will show different pictures of different sports and ask students the names of those sports and the teacher will tell their names if the students do not know correctly.
Setting the Context (1 min)	The teacher will tell students that they are going to read a text about ice hockey and baseball but before that they have a vocabulary activity.
PTV (10 mins)	The teacher will give the instructions by saying that the students need to match seven words with the correct pictures and then, the teacher will distribute the worksheet. When the students finish matching, the teacher will make them check in pairs and the teacher elicit the answers by showing them on the board. The teacher will also model the words and drill them accordingly.
Reading for Gist (10 mins)	The teacher will give instructions first and then distribute two gist questions and the teacher will make students read the questions first and then distribute the reading text. When the students finish answering the questions, the teacher will make them check in pairs and the teacher elicit the answering by showing the correct answers on the board as well.
Reading for Details (10 mins)	The teacher will distribute to students another worksheet. In the worksheet, there will be eight sentences and the students need to mark them as true or false according to the reading text. When the students finish marking, the teacher will make them check in pairs and after that the teacher will elicit the answers by showing the correct answers on the board as well.
Follow On Speaking (5 mins)	The teacher will show five questions on the board and will read the questions and explain them first. Later on, the teacher will ask students to talk about those questions in pairs. Afterwards, the teacher will elicit the answers from the students and create a whole-class discussion and later on, the teacher will end the lesson.

PTV Stage Worksheet:

Match the words with the pictures:



A. Bat (N)



B. Glove (N)



C. Puck (N)

D. Net (N)



E. Pitcher (N)



F. Stick (N)



G. Hitter (N)



Reading Text:

Baseball

Baseball possibly started from an old English game. But now many Americans think that is the most American sport. Some Americans remember the best players after years and years. Many people say that Babe Ruth was the best baseball player. But he stopped playing in 1935!

In Baseball, hitters dream of “home runs.” They get a home run when they run all the way around. Or, sometimes, they hit the ball out of the park. In baseball, the pitcher throws the ball and the hitter who wears a glove, hits the ball with the bat. Today, two players are the best hitters. Mark McGwire of the St. Louis Cardinals and Sammy Sosa of the Chicago Cubs.



Reading Text (cont.d) :

Ice Hockey

Ice hockey started in Canada. (Most Americans call it “hockey”.) Native Americans played it. Then, of course, they could only play in winter. Today, hockey teams can play inside. But there are more hockey teams in the north of the country than in the south. Minnesota has the most teams.

Hockey is a fast game. Players try to hit the puck into the other team’s net with a hockey stick. There are six players on the ice on each team. There are professional and college hockey teams. The professionals play from October to June. Many people started watching them after the 1980 Olympic games. The US hockey team was another “dream team.” Their last game was with the Soviet Union, and the Americans won.



Gist Stage Worksheet:

a) Gist Questions

1) What is Ice Hockey's history?

2) What is the history of Baseball?

Detailed Stage Worksheet:

b) Detailed Questions

Mark the sentences as True (T) or False (F)

- 1) Ice Hockey didn't start in the USA. ____
- 2) First, Native Americans played in the past. ____
- 3) Native Americans couldn't play ice hockey in summer. ____
- 4) In colleges, there are ice hockey teams. ____
- 5) Before the 1980 Olympic games, many people didn't watch ice hockey. ____
- 6) Baseball was probably an old English game. ____
- 7) Babe Ruth didn't play baseball after 1935. ____
- 8) In baseball, the hitter throws the ball. ____

Follow On Stage Questions:

Speaking Questions

- Can you play any sports?
 - Could you play any sports when you were young?
 - Do you like watching sports? Which ones?
 - Do you prefer watching sports or playing them?
 - What do you think is the most dangerous sport?
-

4th Lesson:

Lesson plan Front Page

Lesson no. 4

Name: Gökalp Güneş

Date: 17.02.2018

Level: Elementary (A1)

Week: 4

Room: 405

Day: Saturday

Time (mins): 40 mins

Lesson type: Skills-based

Context: Weddings and Birthday Parties

Main aim:

- By the end of the lesson, the students will have learnt new vocabulary related to the video.
- By the end of the lesson, the students will have practiced their listening skills.
- By the end of the lesson, the students will have practiced their speaking skills in order to produce the target language.

Subsidiary aim(s):

- To teach students vocabulary related to the video.
- To give students a chance to practice the productive skill of speaking.

Personal teaching aim(s):

- To give clear and understandable instructions to the students.
- To be able to monitor students in each activity.

Materials

- Wedding pictures, PTV worksheet, video from Soars, L., & Soars, J. (2000). *New Headway Elementary Fourth Edition*. Oxford: Oxford University Press, video worksheets (gist and detailed) and follow on speaking questions.

Assumptions

- Some students may know the meanings of the words in the PTV stage; the teacher will focus on their pronunciations.

Timetable Fit

- The subject of the week was simple past tense, with the help of this lesson; the students will have a chance to practice the tense by practicing their listening and speaking skills.

Lesson plan Anticipated Problems & Solutions

A. Skills (Reading, Writing, Listening, Speaking)

Anticipated problems	Solutions
<ul style="list-style-type: none">Some students may have difficulties with answering the questions in the gist and detailed stages while listening.	<ul style="list-style-type: none">If the students have problems, difficulties answering the questions, the teacher will make students listen again.

B. Lexis

Anticipated problems	Solutions
<ul style="list-style-type: none">The students may have problems with the words' pronunciations in the PTV stage.	<ul style="list-style-type: none">The teacher will model the words by drilling them as well.

C. Language

Anticipated problems	Solutions
<ul style="list-style-type: none">In the lead-in and follow on stage, the students may speak in Turkish while giving answers to the teacher and their partners.	<ul style="list-style-type: none">If the students answer in Turkish in the lead-in and follow on stage, the teacher will warn and encourage them to speak in English.

Stages	Procedure
Lead-in (4 mins)	The teacher will show seven pictures of different traditional weddings and the teacher will show them one by one on the board, asking students about the countries where those weddings take place. The teacher will elicit the answers and show the correct answers on the board as well.
Setting the Context (1 min)	The teacher will tell students that they are going to watch a video about weddings and birthday parties after the PTV stage.
PTV (10 mins)	The teacher will give the instructions first by saying that the students need to match eight words with correct pictures; afterwards, the teacher will distribute the worksheet. The teacher will monitor students during the activity. When the students finish, the teacher will make them check in pairs. Later on, the teacher will elicit the answers by showing them on the board as well. The teacher will model and drill the words too.
Listening for Gist (10 mins)	The teacher will give instructions first and then distribute three gist questions and the teacher will make students read the questions first and then make students watch the video. The teacher will play the video twice. When the video ends, the teacher will make students check in pairs. Then, the teacher will elicit the answers by showing them on the board.
Listening for Details (10 mins)	The teacher will distribute to students another worksheet. In the worksheet there will be ten sentences, this time the students need to watch the other part of the video and choose the correct options in the sentences. When the video ends, the teacher will play it twice and the teacher will make students check in pairs and after that, the teacher will elicit the answers by showing the correct answers on the board as well.
Follow On Speaking (5 mins)	The teacher will show three questions and their three sub-questions on the board and read the questions and explain them first. Later on, the teacher will ask students to talk about those questions with their partners. Afterwards, the teacher will elicit the answers from the students and create a whole-class discussion and afterwards, the teacher will end the lesson.

PTV Stage Worksheet:



Match the words with the pictures:



A. Ceremony (N)

B. Celebrate (V)

C. Fashionable (Adj)

D. Dress up (V)

E. Dress (N)

F. Suit (N)

G. Traditional (Adj)

H. Honeymoon (N)



Gist Stage Worksheet:

a) A Small English Wedding

Answer the questions.

1. When did Stuart and Becky get married?
2. How many people were at their wedding ceremony?
3. How long did the ceremony take?

Detailed Stage Worksheet:

b) A Big Asian Wedding

Choose the correct options.

1. Maleeha met her husband *in a bar / in a restaurant / at a party*.
2. There were about *100 / 200 / 300* people at their wedding.
3. They had *one / two / three* wedding cakes.
4. Maleeha wore a traditional Indian *hat / dress / suit* for the wedding party.
5. The fourth ceremony was in *London / India / Manchester*.

Follow On Questions:

Speaking Questions

- Do you celebrate your birthday with parties?
- When did you last go to a birthday party?
Whose party was it?
- When did you last celebrate your birthday?
Where?
With who?



5th Lesson:

Lesson plan Front Page

Lesson no. 5

Name: Gökalp Güneş

Date: 25.02.2018

Level: Elementary (A1)

Week: 5

Room:405

Day: Sunday

Time (mins): 40mins

Lesson type: Skills-based

**Context: Restaurants and food
Around the world**

Main aim:

- By the end of the lesson, the students will have learned new vocabulary related to the video that they are going to watch.
- By the end of the lesson, the students will have practiced their listening skills in terms of gist and details.
- By the end of the lesson, the students will have practiced their speaking skills by producing the target language.

Subsidiary aim(s):

- To lead students into the context of the lesson with a related lead-in.
- To make students produce the target language.

Personal teaching aim(s):

- To be able to give clear and brief instructions before the activities.
- To monitor students during activities.

Materials

- Restaurant pictures, PTV worksheet, video from Soars, L., & Soars, J. (2000). *New Headway Elementary Fourth Edition*. Oxford: Oxford University Press, video worksheets as gist and detailed, follow on speaking questions.

Assumptions

- Some of the students may already know the meanings of the words in the PTV stage; the teacher will make sure that every student pronounces them correctly.

Timetable Fit

- The subject of the week is countables and uncountables, therefore in this lesson; the students will have a chance to practice the subject by watching a video about restaurants and food around the world.

Lesson plan Anticipated Problems & Solutions

A. Skills (Reading, Writing, Listening, Speaking)

Anticipated problems	Solutions
<ul style="list-style-type: none">Some of the students may find answering the questions while watching the video too challenging to catch up.	<ul style="list-style-type: none">If the students have difficulties with answering and watching the video at the same time, the teacher will play the video two times.

B. Lexis

Anticipated problems	Solutions
<ul style="list-style-type: none">The students may find PTV stage difficult for their level since the students are supposed to complete the sentences with correct words.	<ul style="list-style-type: none">The teacher will monitor the students during the stage and will help students when they have problems and also the teacher will encourage students to make them use dictionaries.

C. Language

Anticipated problems	Solutions
<ul style="list-style-type: none">The students may speak Turkish while giving answers to the teacher in the lead-in stage and in the follow on stage as well.	<ul style="list-style-type: none">The teacher will warn students using only English during the activities if the students speak in Turkish.

Stages	Procedure
Lead-in (4 mins)	The teacher will show seven pictures of different ethnic restaurants around the world one by one on the board and ask students those restaurants' nationalities. The teacher will elicit the answers from the students by showing the correct answers on the board.
Setting the Context (1 min)	The teacher will tell students that they are going to watch a video about restaurants and food around the world after the PTV stage.
PTV (10 mins)	The teacher will give the instructions first by saying that the students need to complete the sentences with eight words given. Later on, the teacher will distribute the worksheet and monitor the students during the activity, in case the students have problems or questions. When the students finish the worksheet, the teacher will make them pair-check before eliciting and showing the answers on the board. The teacher will give importance to the words' pronunciation as well and if necessary, the teacher will drill the words.
Listening for Gist (10 mins)	The teacher will give instructions and then distribute four gist questions; later on, the teacher will make students read the questions first before playing the video. The teacher will make students watch the video twice. In the end, the teacher will make students pair-check and elicit the answers from the students by showing the correct answers on the board as well.
Listening for Details (10 mins)	The teacher will distribute another worksheet after giving instructions, but this time there will be four detailed questions related to the following part of the video. The teacher will give instructions first and then distribute the worksheet. Afterwards, the teacher will make students read the sentences before playing the following part of the video. The teacher will play the video twice. When the following part of the video ends, the teacher will make students check in pairs and afterwards, the teacher will elicit the answers by showing the correct answers on the board as well.
Follow On Speaking (5 mins)	The teacher will show five questions on the board and the teacher will read the questions first by explaining them. After that, the teacher will ask students to talk about those questions with their partners. The teacher will elicit the answers from the students and create a discussion before ending the lesson.

PTV Stage:

Complete the sentences with words from the box

prepare	dish	ingredients	recipe	spices
	fry	mix	chop	

1. I don't have all the _____ for this dish! I forgot to buy eggs.
2. You have to _____ the fish in oil in the pan for five minutes.
3. This cake is delicious. Could you give me the _____, please?
4. I'm going to _____ a traditional dish from my country.
5. Could you _____ the pasta with the sauce, please?
6. Indian cooking often uses lots of _____.
7. Can you _____ these vegetables into small pieces?
8. Chicken Kiev is the restaurant's _____ of the day.

Gist Stage:

1) International food.

Are the sentences true (T) or false (F)?

1. Cowley Road is in London. _____
2. There is a lot of traffic on Cowley Road. _____
3. There aren't many restaurants on Cowley Road. _____
4. Indian restaurants are also known as Spices Houses. _____

Detailed Stage:

2) What's cooking?

Answer the questions

1. What ingredients are in all the dishes?
2. What kind of meat is used in Bangladeshi cooking?
3. What kind of curry does the chef prepare?
4. How does he prepare the curry?

Follow On Questions:

Speaking Questions

1. How often do you eat out?
2. Do you have a favorite restaurant? Where is it?
3. Is there any food that you don't like?
4. What food do you want to try?
5. What kind of food is popular in your country?



6th Lesson:**Lesson plan Front Page****Lesson no. 6****Name: Gökalp Güneş****Date: 04.03.2018****Level: Elementary (A1)****Week: 6****Room: 405****Day: Sunday****Time (mins): 40mins****Lesson type: Skills-based****Context: City Living****Main aim:**

- By the end of the lesson, the students will have learned new vocabulary related to the video that they are going to watch.
- By the end of the lesson, the students will have practiced their listening skills as gist and detailed.
- By the end of the lesson, the students will have produced the target language.

Subsidiary aim(s):

- To lead students into the context of the lesson with an effective lead-in in the beginning of the lesson.
- To make students produce the target language in the follow on stage with the grammar that they just learned.

Personal teaching aim(s):

- To give students clear instructions.
- To monitor students during activities and help them if necessary.

Materials

- Pictures of different cities, PTV worksheet, video from Soars, L., & Soars, J. (2000). *New Headway Elementary Fourth Edition*. Oxford: Oxford University Press, video worksheets (gist and detailed), follow on speaking questions.

Assumptions

- Some students may know the meanings of the words in the PTV stage; the teacher will make every student pronounce the words correctly.

Timetable Fit

- The subject of the week is comparatives and superlatives, therefore in this lesson; the students will have a chance to practice the subject by watching a video and producing the target language as well.

Lesson plan Anticipated Problems & Solutions

A. Skills (Reading, Writing, Listening, Speaking)

Anticipated problems	Solutions
<ul style="list-style-type: none">In the detailed stage, since the students are supposed to watch the video and complete the sentences according to the video, some students may find it difficult.	<ul style="list-style-type: none">If students have difficulties with completing the sentences according to the video in the detailed stage, the teacher will make students watch it twice.

B. Lexis

Anticipated problems	Solutions
<ul style="list-style-type: none">In the PTV stage, some of the students may have difficulties while matching the words with their definitions.	<ul style="list-style-type: none">The teacher will monitor the students during the PTV stage and will help students if necessary.

C. Language

Anticipated problems	Solutions
<ul style="list-style-type: none">The students may tell the city names in Turkish while giving answers in the lead-in stage.	<ul style="list-style-type: none">If the teacher hears Turkish in the lead-in stage during eliciting, the teacher will warn students to make them tell the city names in English.

Stages	Procedure
Lead-in (4 mins)	The teacher will show seventeen pictures of different cities around the world one by one on the board and ask students those cities' names and countries. The teacher will elicit the answers from the students by showing the correct answers on the board.
Setting the Context (1 min)	The teacher will tell students that they are going to watch a video about Reykjavik and Cape Town after the vocabulary activity of the PTV stage.
PTV (10 mins)	The teacher will give the instructions first by saying that the students need to match six words with their definitions before distributing the worksheet. During the activity, the teacher will monitor the students if they have problems or questions. When the students finish the worksheet, the teacher will make them check in pairs before eliciting and showing the answers on the board. The teacher will model the words and drill them if necessary as well.
Listening for Gist (10 mins)	The teacher will give instructions first and then will distribute five gist questions that the students need to mark the sentences as true or false according to the video; later on the teacher will make students read the questions before playing the video. The teacher will play the video twice. When the video ends, the teacher will make students check in pairs before eliciting the answers from the students by showing the correct answers on the board.
Listening for Details (10 mins)	The teacher will give instructions before distributing five detailed questions, the students are supposed to watch the video and complete the sentences. The teacher will make students read the sentences before playing the video. The teacher will play the video twice. When the video ends, the teacher will make students check in pairs and after that the teacher will elicit the answers by showing the correct answers on the board.
Follow On Speaking (5 mins)	The teacher will show three questions and their three sub-questions on the board and the teacher will read the questions first and explain them by giving examples. After that the teacher will ask students to talk about those questions in pairs before eliciting the answers from the students and creating a discussion. After that the teacher will end the lesson.

PTV Stage:

Match the words with their definitions:

- | | |
|--------------------|---|
| A. Polluted (Adj) | 1) Full of danger or risk. |
| B. Dangerous (Adj) | 2) Knowledge or practical wisdom gained from observed. |
| C. Experience (N) | 3) Made unclean, contaminated. |
| D. Resident (N) | 4) Having little or no money. |
| E. Poverty (N) | 5) A person who resides in a place. |
| F. Population (N) | 6) The total number of people inhabiting a country, city. |

Gist Stage:

[1) Reykjavík

Are the sentences true (T) or false (F)?

1. Reykjavík is one of the largest capital cities in Europe. _____
2. In winter it is dark for most of the day. _____
3. July is the coldest month in Reykjavík. _____
4. Reykjavík is one of the most polluted cities in the world. _____
5. The Hallgrímskirkja is the tallest building in Iceland. _____

Detailed Stage:

2) Cape Town

Complete the sentences

1. The most famous mountain in Cape Town is called _____.
2. Cape Town is _____ Johannesburg.
3. June is the _____ month in Cape Town.
4. People who live in Cape Town call it the _____.
5. Not everyone in Cape Town is rich. There is a lot of _____ in and around the city.

Follow On Questions:



Speaking Questions

1. What is your favorite city?
Why?
Where is it?
2. Where do you want to travel?
3. Do you like living in İstanbul?
What are the positive and negative sides of İstanbul?

C. CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name: Güneş, Gökalp

Nationality: Turkish (T.C.)

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EDUCATION

Degree	Institution	Year of Graduation
BA	İstanbul Bilgi University	2016
High School	Tekirdağ Aka Koleji	2012

WORK EXPERIENCE

Year	Place	Enrollment
2015-	British Time	English Teacher
2014-2015	Delta English Academy	English Teacher

FOREIGN LANGUAGES

Advanced English and Turkish, Elementary German

CERTIFICATES

St. Giles (Certificate in Teaching English to Speakers of Other Languages/CELTA)
New York City, New York/USA

HOBBIES

Swimming, Travelling, Reading