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**PLURILINGUAL AND INTERCULTURAL COMPETENCE FROM THE
PERSPECTIVES OF ENGLISH LANGUAGE TEACHERS**

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MASTER'S THESIS

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COMMITMENT

I declare that this thesis has been written by taking ethical rules into consideration and by giving all the references cited from the field by referring them in the thesis.

Emine PEHLİVAN ŞİŞMAN



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ABSTRACT

PLURILINGUAL AND INTERCULTURAL COMPETENCE FROM THE PERSPECTIVES OF ENGLISH LANGUAGE TEACHERS

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In a world where globalization is accelerating and many people from diverse languages and cultures are interacting, some skills need to be developed to live in harmony. One of the main objectives of the Council of Europe in education has been to make people ready for living in diversity, so the notion of plurilingual and intercultural competence emerged to fulfill communication needs in diverse contexts. Foreign language teachers have a leading role to improve it, but are they ready for it? Although intercultural competence has long been an area of interest in language education studies, research on plurilingualism or plurilingual education in Turkey is scarce. Therefore, this study focused on investigating knowledge level and attitudes of EFL teachers in respect to plurilingualism and interculturality. To accomplish this aim, two valid and reliable scales based on the descriptors of *Framework of Reference for Pluralistic Approaches to Languages and Cultures* were prepared. Afterwards, individual semi-structured interviews were conducted with volunteers to get in-depth information. The quantitative findings showed that EFL teachers were knowledgeable in plurilingualism and interculturality, and had positive attitudes towards integrating them into language teaching. Also, participants' years of seniority in the field had a medium effect size on their attitudes towards plurilingualism and interculturality. The qualitative results revealed that EFL teachers were aware of plurilingualism, culture, and intercultural competence to some extent, and wished to integrate them into their teaching practices. In addition, teachers' educational level was found to be an influencing factor in their

knowledge about plurilingualism and intercultural competence. Last, suggestions for further studies in this context were also provided.

Keywords: foreign language education, intercultural competence, plurilingualism, plurilingual and intercultural education



ÖZET

İNGİLİZCE ÖĞRETMENLERİNİN BAKIŞ AÇISINDAN ÇOK DİLLİLİK VE KÜLTÜRLERARASI YETİ

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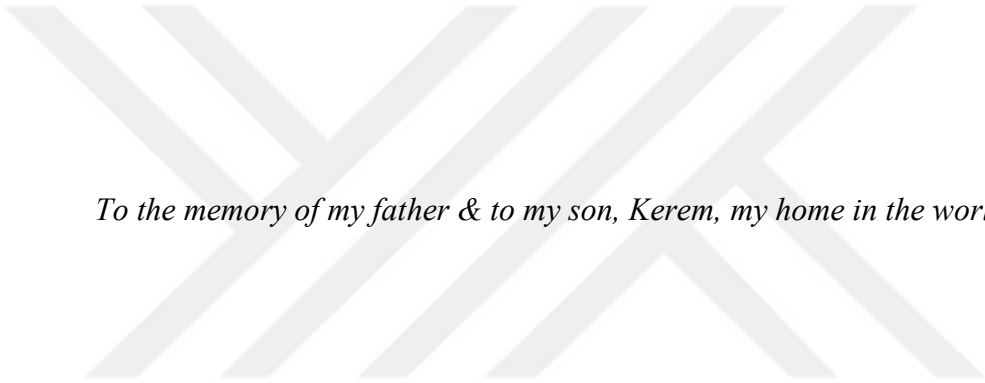
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Küreselleşmenin hız kazandığı, farklı dil ve kültürlerden birçok insanın etkileşim içinde olduğu bir dünyada, uyum içinde yaşamak için bazı beceriler geliştirilmelidir. Avrupa Konseyi'nin eğitimdeki ana hedeflerinden biri insanları çeşitlilik içinde yaşamaya hazırlamak olmuştur, bu nedenle farklı ortamlarda iletişim ihtiyaçlarını karşılamak için çokdillilik ve kültürlerarası yeti kavramı ortaya çıkmıştır. Yabancı dil öğretmenleri bunu geliştirmede öncü role sahiptir fakat bu kavrama ne kadar hakimlerdir? Kültürlerarası yeti, dil eğitimi araştırmalarında uzun süredir ilgi konusu olmasına rağmen, Türkiye'de çok dillilik veya çok dilli eğitim konusunda çok az araştırma bulunmaktadır. Bu nedenle, bu çalışmada İngilizce öğretmenlerinin çokdillilik ve kültürlerarasılık konularında bilgi düzeylerini ve tutumlarını incelemeye odaklanılmıştır. Bu amaçla *Dillere ve Kültürlere Çoğulcu Yaklaşım için Ölçütler Çerçevesi* (FREPA) maddeleri baz alınarak iki geçerli ve güvenilir ölçek hazırlanmıştır. Daha sonra derinlemesine bilgi edinmek için gönüllülerle bireysel yarı yapılandırılmış görüşmeler yapılmıştır. Nicel bulgular, İngilizce öğretmenlerinin çokdillilik ve kültürlerarasılık hususunda bilgili olduklarını ve onları dil öğretimine dahil etmeye yönelik olumlu tutumlara sahip olduklarını göstermiştir. Ayrıca, katılımcıların alandaki kıdem yılları, çokdillilik ve kültürlerarasılığa yönelik tutumları üzerinde orta derecede etkili olmuştur. Nitel sonuçlar, İngilizce öğretmenlerinin çok dillilik, kültür ve kültürlerarası yeti kavramlarının farkında olduklarını ve bunları öğretim uygulamalarına dahil etmek istediklerini ortaya koymuştur. Dahası, öğretmenlerin eğitim düzeylerinin çokdillilik ve kültürlerarası yeti konusundaki bilgilerinde etkili bir faktör

olduđu bulunmuştur. Son olarak, bu konu hakkında ileride yapılabilecek çalışmalar için öneriler de sunulmuştur.

Anahtar Kelimeler: çokdillilik, çokdillilik ve kültürlerarası yeti eğitimi, yabancı dil eğitimi, kültürlerarası yeti





To the memory of my father & to my son, Kerem, my home in the world...

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LIST OF ABBREVIATIONS

ACL	American Culture and Literature
ANOVA	Analysis of variance
Bst	Barlett's sphericity test
CEFR	Common European Framework of Reference for Languages
CLT	Communicative Language Teaching
CoE	Council of Europe
IC	Intercultural Competence
ICC	Intercultural Communicative Competence
ECML	European Centre for Modern Languages
EFL	English as a Foreign Language
ELF	English as a Lingua Franca
ELL	English Language and Literature
ELT	English Language Teaching
EIL	English as an International Language
FREPA	Framework of Reference for Pluralistic Approaches to Languages and Cultures
GE	Global Englishes
KMO	Kaiser-Meyer-Olkin
M	Mean score
MA	Master of Arts
N	Number of participants
PhD	Doctor of Philosophy
PI	Plurilingualism and Interculturality
PIC	Plurilingual and Intercultural Competence
PIE	Plurilingual and Intercultural Education
RQ	Research question
sd	Standard deviation
se	Standard error
SPSS	Statistical Package for the Social Sciences
TESOL	Teaching English to Speakers of Other Languages
WE	World Englishes
%	Percentage

OPERATIONAL DEFINITIONS

Various lexical items used by researchers to define a particular terminology can cause ambiguity for readers. To prevent confusion, the definitions of terms in the present study are as follows:

Competence: the ability to organize and use attitudes, skills and knowledge to respond appropriately and efficiently to the requirements, difficulties, and opportunities which are presented in a specific setting (CoE, 2018b).

FREPA: a framework of reference for pluralistic approaches to languages and cultures (FREPA) is a project supported by the ECML. It presents a list of descriptors regarding the notion of *plurilingual and intercultural competence* under three parts; knowledge, skills and attitude. The target groups of the project are teachers, teacher trainers and educational leaders (CoE, 2012).

Intercultural competence: a set of knowledge, skills, attitudes, and behaviors that enable a speaker to recognize, comprehend, interpret, and respect various ways of living and thinking outside of his or her own culture to varied degrees. This competence is the core of interpersonal understanding and is not limited to linguistic competence (Byram, Fleming & Pieper, 2013, p. 3).

Plurilingual competence: the ability to learn and utilize a diversity of skills in a variety of languages, at various degrees of proficiency and for a number of purposes (Byram, Fleming & Pieper, 2013, p. 3).

Plurilingual and intercultural competence: the capacity to employ a variety of linguistic and cultural resources to fulfill communication requirements or engage with others, while also expanding one's linguistic and cultural repertoire (Byram, Fleming & Pieper, 2013, p. 10).

Plurilingualism: an uneven and evolving competence in which an individual's resources in a language are distinctive from those in another. Plurilinguals have one, interconnected

repertoire which they integrate their general competences and a variety of ways to complete tasks (CEFR Section 6.1.3.2).



1. INTRODUCTION

Intercultural competence (IC) is seen as one of the core components of language education today, and language teachers are seen as stakeholders of it. However, there are various perspectives and a lack of research on the literacy of language teachers in IC. This research aims to identify and evaluate English language teachers' knowledge level and attitudes with respect to plurilingual and intercultural competence (PIC). Beginning with a discussion of the study's background and context, this chapter will define the research problem, the scope of the study, the research aims and questions, as well as the significance of the study, and its assumptions and limitations.

1.1. Background of the Study

Challenges of modern society are mostly triggered by accelerating globalization. In the past, people lived in small villages and seldom had they traveled outside of their communities. They grew up and died where they were born. They used to have face-to-face communication with people who most probably had similar linguistic and cultural background with them. Today, on the contrary, developments in transportation and technology, migration, growth in international commerce, and political relations make foreigners meet each other (Kuo, 2014; Liu et al., 2011). When people with diverse linguistic and cultural background come together, they use English to communicate. However, speaking the lingua franca does not necessarily help people understand each other. Each person comprehends the world through their unique lenses, and awareness and appreciation of "otherness" play a crucial role in effective communication. In a nutshell, globalization has led interdependence among nations which caused a need of effective communication. The path of effective communication passes through gaining PIC.

Education has an important role in preparing learners for life as active democratic citizens (CoE, 2016a). Particularly foreign language teaching (FLT) plays a remarkable role to fulfill this aim. According to Byram (1997), the experience of *otherness* is at the core of the foreign language teaching, since it needs learners to connect with both familiar and new experiences via the medium of another language. To be more precise, language teaching is related with not only training learners linguistically, but also raising awareness

of otherness and preparing them to communicate effectively with people from diverse linguistic and cultural backgrounds. In this regard, the intercultural approach aims to develop a wide range of skills, attitudes, and knowledge about linguistic and cultural diversity (Byram, 1997) which will enable people to succeed in intercultural communication, where they are expected to mediate between languages and cultures. IC is more vital than ever because it allows people to address the main causes of today's most severe problems, such as prejudice, racism, and hate speech, which derive from misconceptions across cultural, socio-cultural, ethnic, and other boundaries (Huber, 2012). In addition, there is a significant need for education that may help people live together in diverse communities (ibid).

Diversity and mobility of societies lit the spark of the concept of *plurilingual and intercultural education* (PIE) (CoE, 2016b). PIE fosters learners' linguistic and intercultural competences while motivating them to reach their highest potential. In PIE, all languages present in learning process are regarded as a whole. Also, students are encouraged to create their own linguistic repertoires of the various languages they know and use. The skills learned in one language can be applied to learning another, and the languages are complementary and interdependent. Being plurilingual and using plurilingual approaches to education has cognitive benefits as well (ibid). In short, plurilingual skills prepare students for real life.

Plurilingualism and interculturality (PI) are human characteristics that reveal in a communication setting (CoE, 2001). People use different linguistic registers in various settings, just as they use diverse cultural repertoires in various situations. In other words, PIC is the ability to employ a diverse set of linguistic and cultural sources to meet communication needs or connect with others, as well as expanding that repertoire (CoE, 2016b). Previous studies about the issue were mostly done under the term IC. In fact, plurilingualism aims to increase language awareness, promote intercultural competence, and encourage the use of all languages in a learner's repertoire as learning resources. Therefore, plurilingualism and interculturality are intertwined terms like language and culture.

IC has long been a popular research area in language education. Previous studies in the national sphere on foreign language teachers' views about IC showed that they perceived

it positively and wished to integrate it in their lessons (Atay, et al., 2009; Ay, 2018; Bayyurt, 2006; Demircioğlu & Çakır, 2015; İşcan, Karagöz & Konyar, 2017; Karabınar & Yunuslar-Güler, 2013; Özbakır-Kuzu, 2018). Prospective EFL teachers were also subjected, and they had positive attitudes towards IC, yet they were ambiguous about its meaning (Başol & İnözü, 2019; Bektaş-Çetinkaya, 2013; Güven, 2015; Şen, 2020; Yıldız, 2016). Furthermore, researchers shared ways they explored to improve IC (Altuğ, et al., 2019; Bektaş-Çetinkaya, 2014; Çandırılı, 2018; Gedik- Bal, 2019; Sarıçoban & Öz, 2014; Tomak & Karaman, 2019). Materials were also evaluated in terms of IC in some studies (Çandırılı, 2018; Harmandaoğlu, 2013; Çetin-Köroğlu, 2013; Şen, 2010; Yaprak, 2018).

In the international sphere, there are some studies in which EFL teachers stated their lack of knowledge in IC, yet they regarded it significant (Han & Song, 2011; Larzén-Östermark, 2008; Sercu, 2006). EFL teachers' needs in IC integration techniques into their classes were also mentioned (Göbel & Helmke, 2010). According to Young and Sachdev (2011), although teachers perceived IC as necessary in language education, most of them did not integrate it into their lessons. Moreover, some researchers revealed that EFL teachers had positive attitudes towards the role of IC in language teaching, but they were ambiguous about its true meaning and the methods they could use (Bastos & Araújo e Sá, 2014; Fungchomchoei & Kardkarnklai, 2016). IC assessment was also focused in a study (Gu, 2016), but the instructors' understanding of IC was found inadequate; thus, they were unable to measure students' IC. Estaji and Rahimi (2018) concluded that most instructors thought IC is important, and their culture teaching grew with their views of IC. Furthermore, significance of integrating IC into language teacher education programs was highlighted in some studies (Byram, 2015; Moloney, 2008; Peiser, 2015; Sercu, 2006; Tolosa et al., 2018; Young & Sachdev, 2011). With regard to material adaptation for IC into language teaching, there are some studies setting example for and highly emphasizing using literary texts in foreign language teaching to promote intercultural competence of learners (Burwitz-Melzer, 2001; Huber & Reynolds, 2014; Karimboyevna, 2020; Nemouchi & Byram, 2019; Samaranayake, 2010; Zacharias, 2005). There is also an exemplary transnational project for IC development (Porto et al., 2016) in which primary school students from Argentina and Denmark negotiate online and developed their “intercultural citizenship” (Byram, et al., 2017).

All things considered, most studies in national and international spheres focused on interculturality, but plurilingualism is seldom emphasized. For that reason, this study aimed to contribute to the literature by reflecting on the EFL teachers' knowledge base and attitudes towards PI. To accomplish this aim, *Framework of Reference for Pluralistic Approaches to Languages and Cultures* (FREPA) (CoE, 2012) descriptors were used to develop scales.

1.2. Statement of the Problem

In today's world, technology causes flowing of ideas, cultures, and languages. Thus, globalization of languages and cultures is inevitable, and people need to be conscious and tolerate of all these differences. At this point, foreign language teaching plays a key role to prepare learners to become a world citizen (Risager, 2007) because they are already experienced in learning a second or foreign language and culture to some extent. Since it is impossible to cover all languages and cultures in class, language teachers are expected to raise learners' awareness in pluralistic approaches to languages and cultures. As Byram (1997) stated, language teachers need to help students improve intercultural awareness and support them with the other's culture, values, and behaviors through activities. In this respect, gaining PIC attracts great attention. To achieve this aim, foreign language teachers' knowledge base and readiness level for it is an important issue to be unpacked. For this reason, this study focused on revealing knowledge levels and attitudes of foreign language teachers on PIC.

1.3. Scope of the Study

Previous studies have mostly been circumscribed to English teachers' attitudes, opinions, and beliefs in intercultural competence hitherto. On the other hand, research has been scarce in *plurilingual* and intercultural competence as a concept in Turkey (Çelik, 2013). To address this gap in the literature, this study focused on a broader framework by examining English as a foreign language (EFL) teachers' both knowledge level and attitudes in interculturality and plurilingualism as well. A mixed-method research design was applied. Teachers' awareness of and attitudes towards PIC were assessed through "Plurilingual and Intercultural Knowledge Scale (PIKS)" and "Plurilingual and Intercultural Attitude Scale (PIAS)". To develop these scales, the FREPA, a document

prepared by the European Centre for Modern Languages of the Council of Europe (ECML), was used. The FREPA descriptors labelled as *essential* and *important* in the *knowledge* and *attitudes* parts were used to develop the PIKS and PIAS. Meanwhile, *skills* part was excluded from this study, since it is not possible to measure skills purely via scales. It demands more time and various methods to observe and evaluate skills. Therefore, English language teachers' level of knowledge and attitudes towards PI were only focused in this study. The scales were piloted with 346 prospective English language teachers who had completed most of their ELT program courses and were undertaking their practicum. 291 candidate teachers were in their fourth year and 58 were in their third year of study. Ensuring the validity and reliability of the scales, actual data were collected from in-service EFL teachers. The scope of this study is limited to 156 volunteer teachers working at pre-primary, primary, secondary, and tertiary levels. Following the scales, individual semi-structured interviews were held. Both quantitative and qualitative data were collected online owing to COVID-19 pandemic restrictions.

1.4. Purpose of the Study and Research Questions

This research aims to shed light on English language teachers' knowledge and attitudes in respect to PIC. The impact of some demographic features is also investigated with regard to PI. For this purpose, this study attempts to answer the following research questions:

1. To what extent are English language teachers in Turkey knowledgeable about PIC?
2. What are the attitudes of English language teachers in Turkey towards PIC?
3. Do the demographic differences have an impact on teachers' perceptions about PIC?
 - 3.1. Does age have an impact on teachers' intercultural competence knowledge and attitudes?
 - 3.2. Does the number of foreign languages they can speak have an influence on English language teachers' perceptions about PIC?
 - 3.3. Does teachers' undergraduate major have any influence on their view of PIC?
 - 3.4. Does the degree of education teachers had have an effect on English language teachers' views about PIC?
 - 3.5. Is the level a teacher working at an important element in their understanding of PIC?

3.6. Does teaching experience affect English language teachers' perceptions about PIC?

In the last research question, the effect of demographic variables are questioned in terms of EFL teachers' perceptions in PI. There are some reasons behind selecting particularly these factors. Firstly, not all age groups experience diversity equally. Digitalization is one of the modern world's trends, and young people have more opportunities for intercultural encounters thanks to technology (Lifintsev & Wellbrock, 2019). They are more willing to contact foreigners and open to diversity. So, this study attempts to spot light on the effect of age on IC, which was also examined in previous studies (Çetin-Köroğlu, 2013; Yıldız, 2016).

Secondly, a well-known Turkish proverb states that “one who speaks only one language is one person, one who speaks two languages is two persons”. When individuals learn a foreign/second language, they also learn about the culture of that language. It is like being in someone else's shoes. This widens their horizon, making them more open to other cultures. It allows people to engage more effectively in cross-cultural contexts. For that reason, the impact of number of foreign languages spoken on EFL teachers' perceptions with regard to PI is also examined in this study.

Thirdly, undergraduate major might be an important factor in English language teaching. Since graduates of English language and literature, and American culture and literature departments study on cultural elements more than English language teaching graduates, impact of it on PI of EFL teachers is also investigated in this study. It was also formerly investigated by some researchers in Turkey (Ay, 2018; Yıldız, 2016).

Next, the number of English language teachers completing postgraduate degrees (MA/PhD) has increased from 184 in 2013 to 310 in 2021 (Council of Higher Education Information Management System, 2021). In other words, new EFL instructors become more educated than previous ones, which increases their tolerance owing to the strong connection between educational level and tolerance as found in many social scientific studies (e.g., Scheepers et al., 2002; Stouffer, 1955; Sullivan & Transue, 1999, as cited in Janmaat & Keating, 2019). There is a significant link between tolerance and PI because educated individuals see people from different cultures as less dangerous, making them

more friendly and inclusive in their views toward foreigners (Lipset, 1981; Stubager, 2008, as cited in Janmaat & Keating, 2019). Therefore, the effect of educational level of EFL teachers on their perceptions in PI is also focused. The efficacy of this factor was also explored in the past (Ay, 2018).

In addition, as mentioned above, age is an important factor in tolerance. Teachers encounter different age groups according to their teaching level, and design materials correspondingly. Due to the contexts they are mostly exposed to, they represent their students' perceptions to some extent. Therefore, effect of teaching level of EFL teachers on their PI is examined in this study, questioned before in another study (Ay, 2018).

Last, senior teachers meet numerous individuals from various backgrounds in years whereas novice ones have less contact with students from different cultures. Therefore, its' effect on EFL teachers' PIC is also questioned in this study. Teaching experience was examined in previous studies as well (Ay, 2018; Çetin-Köroğlu, 2013; Yıldız, 2016).

1.5. Significance of the Study

Today, language teaching is not only related with training learners linguistically. Students need to be prepared to negotiate with people from different linguistic and cultural backgrounds in real life. Most importantly, they need to understand and appreciate each other as they are. Since it is a complex issue, gaining PIC from an early age is crucial. Teachers, particularly foreign language teachers who already had some knowledge/experience about other languages and cultures play a significant role in raising awareness of learners about PI. Previous studies on foreign language teachers' views about IC showed that they had perceived it positively and wished to integrate in their lessons (Atay et al., 2009; Ay, 2018; Bayyurt, 2006; Estaji & Rahimi, 2018; Fungchomchoei & Kardkarnklai, 2016; Gu, 2016; Han & Song, 2011; Larzén-Östermark, 2008; Özbakır-Kuzu, 2018). Yet, either their lack of knowledge about interculturality or their inefficient source of materials or methods prevented them to promote IC in their classes. In fact, most studies are about intercultural competence, and plurilingualism is seldom emphasized. This research aims to contribute to the literature by revealing EFL teachers' knowledge levels and attitudes on plurilingualism and interculturality, as well as to comprehend their role in learners' becoming global citizens.

1.6. Assumptions

In the present study, it is perceived that participants who completed the scales had a general understanding of PI. Based on the demographic features, participants of the study are assumed to represent English as a foreign language teachers in Turkey. Also, the scales adapted from the FREPA descriptors are valid and reliable, and teachers' responses are honest and accurate.

1.7. Limitations

Despite the fact that it was well designed and implemented, this research has several drawbacks. Firstly, using a sample to draw conclusions about a population is never completely satisfactory since the sample is never exactly represents the population. If the sample is large enough and chosen randomly, discrepancies between the sample and the population would be minor and incidental. Yet, there is no proper answer for adequate sample size (Fraenkel, Wallen, & Hyun, 2012). The appropriate solution is that researchers should aim to get as large a sample as possible. So, 156 in-service English language teachers could be reached for this study despite the COVID-19 restrictions. The data had to be collected online on a voluntary basis. Hence, the results might be insufficient to generalize. Secondly, only English as a foreign language teachers attended the current study, but it can be furthered with the participation of other foreign language teachers (French, German, Russian etc.). Next, "skills" part descriptors of the FREPA were excluded from this study since it would be insufficient to measure through scales and interviews. Skills in any area need to be observed for a while and a variety of methods need to be adapted to evaluate. A longitudinal study may bridge this gap in the future.

2. CONCEPTUAL FRAMEWORK AND RELATED STUDIES

If you differ from me, my brother, rather than harm me you enrich me.

-Antoine de Saint- Exupéry

As mentioned in the title, this chapter is divided into two parts. The first part attempts to establish the context of the study and research problems via the use of related concepts and theories, and it demonstrates how the current study may contribute to the literature on PIC. The second part discusses studies in the national and international spheres, research results, arguments, and concepts in PI to contextualize the current study.

2.1. Conceptual Framework of the Study

2.1.1. Globalization and English language

Since the 18th century, advancements in technology and transportation have accelerated globalization which made countries more connected and interdependent. Globalization is defined as the interdependence of people and cultures throughout the globe (Wilkinson, 2021). Globalization is also described as the strengthening of international social relationships in which local and international events affect each other (Giddens, 1990). In addition, it is a continuous process of ever-changing interrelation of communication, events, activities and relationships in the national and international spheres (Held et al., 1999). With a deeper view, Steger (2003) described it as a multifaceted collection of social processes that develop, diversify, expand, and increase global social interdependence and exchanges while also fostering in individuals an increasing awareness of the local and the distant connections. In general terms, globalization is the interaction and integration of people throughout the world.

Regardless of linguistic and cultural differences, a decision taken in a country may have implications worldwide today (Süssmuth, 2007). 21st century technological advancements enable people with instant communication beyond space and time boundaries. Locally and internationally, modern communication technologies keep growing with more transmission of information sent with higher speed. Therefore, countries have become globally interdependent, and this necessitates a lingua franca for

communication. In addition, recognizing that the modern world order is shaped not only by social and cultural factors, but also by politics and economics necessitates consideration of the global language situation (Dewey, 2007). English, as a lingua franca, fulfills that need. According to Seidlhofer (2001), globalization is seen as the most important factor influencing social, economic, and political changes in the local environment, and English is seen as the common language of communication that connects the global and the local, resulting in a broad range of norms and approaches across the world. As a consequence, English has become “both a result and a reinforcement” of globalization, and it has evolved in a natural way through years (Seidlhofer, 2011, as cited in Alptekin, 2012, p. 248). In fact, beginning with the supremacy of two English-speaking empires, the British and American, English language maintains its position as a lingua franca with the empire of Internet today (Mydans, 2007, as cited in Selvi, 2007).

Moreover, the concepts English as a lingua franca (ELF) (House, 1999; Seidlhofer, 2001), “English as a medium of intercultural communication” (Meierkord, 1996, as cited in Galloway & Mariou, 2014), and “English as an international language” (EIL) (Jenkins, 2000) refer to the use of English as a means of interaction among people from different first languages beyond linguacultural boundaries. In addition, “Global Englishes” (GE) is another paradigm which incorporates notions of WE, ELF and EIL (Galloway & Rose, 2015). It explores the spread of English as a global language, and broadens the scope of WE, ELF, and EIL to include a wide range of issues related to the global use of English, including globalization, linguistic imperialism, education, language policy and planning.

In conjunction with globalization, English has spread throughout the globe. A well-known scholar on WE, Kachru (1992) asserted that functions of English language can be best framed in three concentric circles: inner circle, outer circle and expanding circle. Later, Crystal (1997) summarized Kachru's theory of WE. According to him, the inner circle includes nations where English is widely spoken and regarded the country's first language (e.g., the United Kingdom, the United States, Australia, and New Zealand), and where the majority of people are generally considered native English speakers. They use English in their everyday lives and adapt it to the needs of their local cultures. English speakers in the outer circle nations include countries that were formerly colonial and now speak English as a second language (e.g., India, Malaysia, Philippine, Singapore). English

is broadly used for academic, legal, and governmental purposes. The expanding circle includes countries that acknowledge the value of English as an international language but have not been colonized by members of the inner circle or granted English any particular governmental status. China, Japan, Greece, Korea, Thailand, and Turkey can be representative countries of this circle. English is taught as a foreign language in these countries. Compared to other languages in the world, English language has reached an unprecedented position as a result of its extraordinary global spread for many years. In the world, 370 million people are native speakers of English, whereas there are 978 million nonnative speakers of it today (“List of languages by total number of speakers”, 2022). Therefore, English is currently most often used in the expanding circle, and it is widely used as a contact language between speakers from various linguistic and cultural backgrounds. Also, these statistics show that nonnative speakers of English outnumber natives.

Globalization has primarily provided contraction of space, time, and borders, yet not the growth of communal harmony or shared values among people throughout the globe (Kumaravadivelu, 2008) because of cultural barriers. Although people have been using English as a lingua franca for years, there are still misinterpretations in communication. They must learn more than the syntax, lexis, and phonology features to communicate successfully in English (Baker, 2011). Intercultural communication, a prerequisite of a world citizen, requires the use of language and other communication resources to negotiate meaning, roles, and relationships in different sociocultural contexts. As Kramsch (2009) asserted that traditional language education objectives had been found lacking in a globalized world, its fundamental principles have all become problematic in an increasingly multilingual and multicultural world. This is particularly true when English language is taught as a lingua franca to nonnative speakers of it. In this regard, Kumaravadivelu (2008) highlighted that more than any other educators, language teachers encounter unique challenges and chances to help students develop their own individuality and self conception. Similarly, Alptekin (2002) stated the need for a new pedagogical model adjusting English as a way of international and intercultural communication. He emphasized that modelling successful bilinguals with intercultural competence rather than native speakers of English is significant through this aim. In addition, he suggested helping learners become interculturally competent to communicate effectively in English on a global and local level, and to feel comfortable in both

international and regional cultures (Kramsch & Sullivan 1996, as cited in Alptekin, 2002). Last, he stated the need for supporting learners with necessary materials and activities to communicate well in both native-nonnative and nonnative-nonnative interactions.

The usage of English as the global lingua franca emphasizes the need of cultural context and communicative skills in order to interact effectively beyond cultural boundaries. However, it causes the fallacy of associating the English language with a particular culture or a country. Traditional notions of communicative competence in ELT have been centered on the knowledge of certain cultures and nations, such as the United States or the United Kingdom, and the sociocultural norms of them. For example, Alptekin and Alptekin (1984) recommended that while teaching English, teachers had better integrate the sociocultural norms and values of the nation where the language is spoken. However, today, the concept of lingua franca challenges people to go beyond the idea of teaching a particular language and cultural context.

One approach to language education that blends utilitarian and humanistic educational approaches is intercultural citizenship (Byram, 2008; Byram et al., 2017). Intercultural citizenship refers to an educational philosophy (Byram, 2008) aimed at making language education related to students' lives by involving them in both language learning and the improvement and implementation of intercultural competence. Simply put, it necessitates a restructuring of teachers' perspectives of education with new responsibilities and a new professional identity beyond competence trainer and knowledge transmitter (Byram, 2020). In a similar vein, intercultural competence of the world citizen is based on an international paradigm in which language learners are viewed as members of a larger global community (Risager, 2007).

In sum, we are living in an ever-changing world in many aspects, which is mostly characterized by ELF phenomenon (Dewey, 2007). An individual must be equipped with essential competences (awareness of plurality of languages and cultures, respecting others, appreciating differences, negotiation, mediation etc.) to become a world citizen and effectively interact in diverse cultural settings. Majority of English language teaching classes are in the expanding circle; thus, foreign language teachers have a key role in equipping learners with these necessary competences. They must recognize the plurality of languages in order to avoid freezing the English language in terms of place and time

(Dewey, 2007). Although the impact of globalisation on English language and its implications for language education have been studied by scholars for ages (Bauer, 1994; Crystal, 1997, 2003; Galloway & Numajiri, 2019; Gimenez & Sheehan, 2008; Holliday, 2005; Jenkins, 2000, 2002, 2003; Kachru, 2005; Kirkpatrick, 2010; Saxena & Omoniyi, 2010; Schreier & Hundt, 2013), there is still a need for teacher education in terms of raising intercultural citizens. Thus, the present study aims to shed light on an approach supporting language teachers with a framework of reference to help learners become plurilingually and interculturally competent to catch up with the modern world necessities.

2.1.2. The marriage of language and culture

Language is described a plethora of times and its relation with culture is emphasized by some researchers. To be more precise, language is the images provided by a culture in the speakers' and listeners' mind (Dinneen, 1967), functions as the fundamental semiotic resource that executes and creates most of our cultural milieu (Geertz, 1973); reflects human understanding of cultural world (Lakoff & Johnson, 1980); is a game of verbal symbols which are based on imagery which stands for what we see through our mind's eye (Palmer, 1996). Alptekin (1993) thought that culture was more than simply civilisation and that our socially acquired information is structured in culturally-specific ways that usually shape our experience of reality so that we primarily define the universe through the lenses of our worldview. His perspective was shared by Kramsch's (1993, 1998) conception of culture; a shared set of norms for seeing, believing, judging, and acting. In addition, Brown (1986) recognized culture as essential component of the relationship between language and mind. As it can be inferred from these explanations, language and culture are inseparably intertwined (Baker, 2016).

Culture has been studied for almost a century by researchers in various fields and accepted as an integral part of language. It has been recognized as a core skill together with reading, writing, speaking and listening in language education. Since the 1990s, the marriage of language and culture (Risager, 2007) has engendered a number of significant approaches to language teaching which have tried to integrate culture into the classroom in a more obvious and structured way, thus taking a more intercultural approach to language education (Byram 1997, 2008, 2020; Kramsch, 1993, 1998, 2009). The denotations and

connotations of a language are among the factors that contribute to the formation and maintenance of a culture; hence, it is important to teach culture along with its language (Byram, 1989). In addition, Risager (2007) used the term *linguaculture* to highlight the connection between language and culture and called for a transnational paradigm that focuses on the complexity of language usage and the cross-national movement of linguacultures.

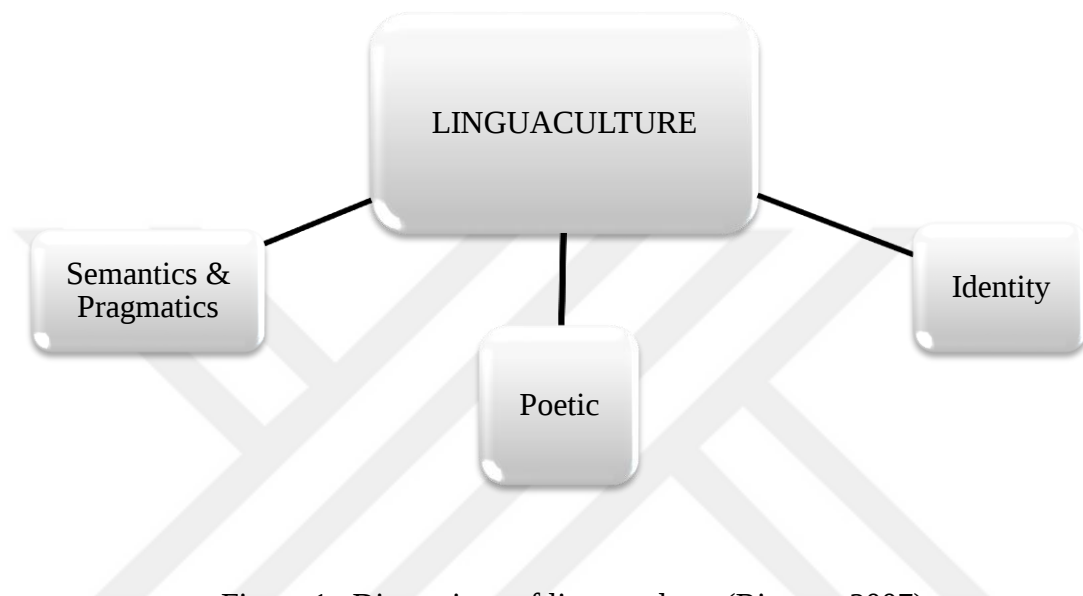


Figure 1. Dimensions of linguaculture (Risager, 2007)

Risager listed three dimensions of linguaculture as presented in Figure 1. The semantic and pragmatic dimension refers to a language's consistency and variability in terms of semantics and pragmatics. The poetic dimension is related with the meaning produced by the language's syllabic structure. On the other hand, identity dimension is about how a language is used, and how a language is used describes the language user in relation to his or her culture.

In a similar vein, stressing the dynamic character of speech, the notion of symbolic competence with three dimensions (symbolic representation, symbolic action, and symbolic power) was developed by Kramsch (2011). In order to understand the complexities of intercultural interactions, Kramsch highlighted the necessity for a symbolic mindset in which individual's experience and social norm are equally important in understanding different kinds of communication and interaction.

To sum up, it can be understood by the researchers' views that language and culture are inseparable. Intercultural competence and linguistic competence are inseparable in the field of language education. (Byram, 2020). Therefore, a language cannot be learned well without its culture.

2.1.3. Communicative competence

The notion of competence was first demonstrated as the innate knowledge of a language; an implicit understanding of all the structural elements which help people make all possible grammatical sentences (Chomsky, 1965). Moreover, Chomsky distinguished performance from competence as the use of language in real life situations. Hymes (1972) found Chomsky's definition narrow and reconceptualized the term as communicative competence which stands for the ability to use grammatical knowledge in a variety of communicative settings for numerous reasons. He generalized communicative competence with the following questions as a framework:

1. If something is formally probable (and to what extent),
2. If something is achievable (and to what extent),
3. If something is appropriate (and to what extent),
4. If something is done (and to what extent) (Hymes, 1972).

These questions are respectively related with an individual's linguistic knowledge, capacity to use language effectively in a limited time, readiness to use language properly according to the setting, and success of actual performance in communication. In a similar vein, Trenholm and Rose (1981) argued that in order to behave and communicate properly, individuals must know that various settings necessitate distinct sets of rules; compliance and noncompliance distinguish those who belong from those who differ. In addition, Paulston (1974) emphasized that there is a distinction between linguistic competence and communicative competence. Knowledge of a language and knowledge for effective communication are interrelated, yet different competencies.

In the 1980s, the phenomenon of communicative competence was deepened by other researchers (Canale, 1983; Canale & Swain, 1980; Van Ek, 1986). Canale and Swain (1980) regarded communicative competence as a basic system which contains necessary skills and knowledge to communicate effectively. They proposed a theoretical framework

via using communicative competence as an umbrella term for three competences: grammatical, sociolinguistic and strategic competence. Based on this theory, Canale (1983, pp. 6-10) promoted a four-dimensional model as shown in Figure 2.

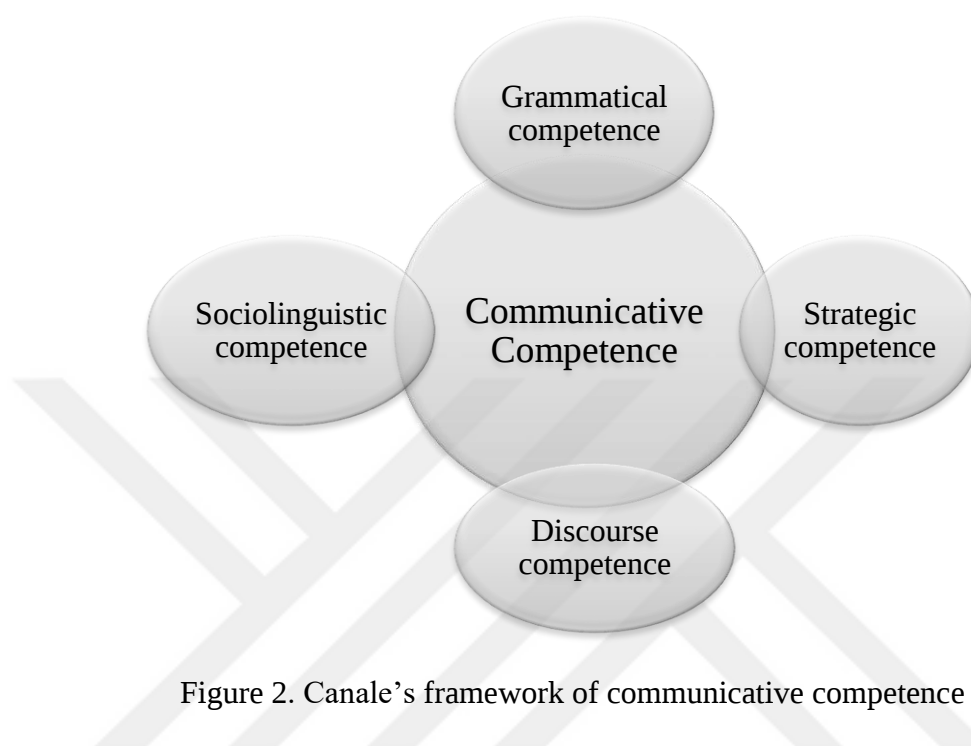


Figure 2. Canale's framework of communicative competence

Grammatical competence is defined as the mastery of the language code including lexical, syntactic, pronunciation, spelling and linguistic semantics. It refers to the Chomskyan notion of linguistic competence. Sociolinguistic competence is the ability to generate and understand utterances successfully in varied sociolinguistic circumstances, depending on participant status, interaction goals, and interaction norms or conventions. Discourse competence refers to the ability of combining grammatical forms and meanings to make a cohesive spoken or written text in various genres. Strategic competence is the ability to use a variety of verbal and nonverbal communication approaches that we use in the event of a communication failure or the absence of the required skills to communicate effectively. In other words, it is also used to improve effective communication.

Depending on Canale and Swain's theory, Bachman (1990) redescribed language competence with two components: language competence and strategic competence. Then, Bachman and Palmer (1996) developed a more comprehensive model known as

“language ability”. Figure 3 presents the components and sub-components of language ability.

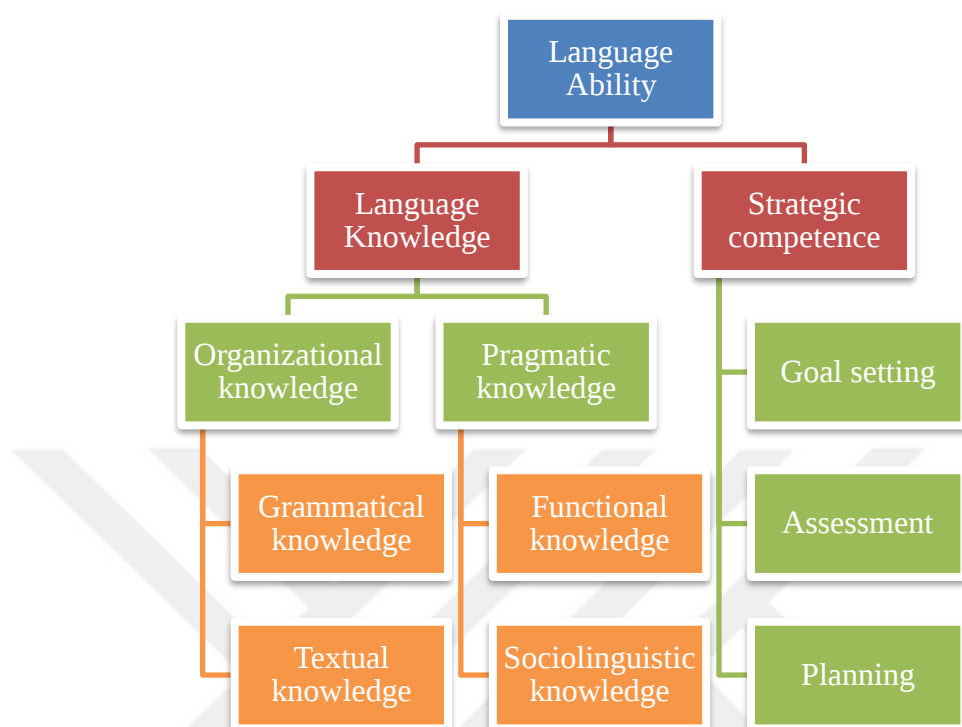


Figure 3. Theory of language ability by Bachman and Palmer

According to Bachman and Palmer (1996, pp. 66-71), language competence is comprised of language knowledge and strategic competence. The first, language knowledge, involves organizational knowledge and pragmatic knowledge. Organizational knowledge is related with the structure of utterances or sentences. Grammatical knowledge is about vocabulary, morphology, syntax, and phonology, which enable a learner to produce grammatically correct sentences, whereas textual knowledge is associated with cohesion and rhetoric. On the other hand, pragmatic knowledge is concerned with the relationship between utterances/sentences and texts, and the language user's communication aims (functional knowledge), along with the milieu (sociolinguistic knowledge). Briefly, organizational knowledge deals with the grammatical correctness of language utterances, whereas pragmatic knowledge is related with the appropriateness of them. The latter, strategic competence refers to a set of metacognitive components that work as higher order executive processes in language use and other cognitive activities. To be more precise, strategic competence is the ability to utilize language appropriately by controlling

cognitive processes (goal setting, assessment and planning) to achieve effective communication.

Above all these tentative definitions, the present study is based on a more encompassing one as “(competence is) the ability to mobilise and deploy relevant values, attitudes, skills, knowledge and/or understanding in order to respond appropriately and effectively to the demands, challenges and opportunities that are presented by a given type of context” (CoE, 2016a, p. 23). According to this definition, when an individual responds correctly and successfully to the demands, difficulties, and possibilities in intercultural settings, he/she is considered to be functioning properly. Similarly, Chen (1990) defines CC as the language user’s capacity to have effective and appropriate communication to reach a desired response in a particular setting.

Furthermore, the notion of CC inspired a methodology called communicative language teaching (CLT). Learners are expected to use language in socially and culturally appropriate way in CLT. However, this approach led learners to focus on target language users too much (Alptekin, 2002), namely native speakerism (Holliday, 2006), and taking native English speakers as role models caused pressure on language learners since it is not a feasible goal (Aguilar, 2007; Byram, 1997). In addition, scholars criticized perceiving English instruction on the native speaker basis because this approach neglects broad number of contextualized uses of English across the world (Rudolph et al., 2015). In reaction to native-speakerism in ELT, Byram coined the term intercultural communicative competence (1997).

2.1.4. Intercultural communicative competence

Explaining the term intercultural is a challenging task because of its reinvention in various fields for many times. To begin with, the books; *The Silent Language* (1959) and *The Hidden Dimension* (1966) made American Anthropologist Edward T. Hall known as the “father” of intercultural communication. Then, the term IC was first applied as a key concept of education by the Council of Europe in the 1970s. According to the CoE, the notion of intercultural is closely linked with migration management which is seen as a challenge of the modern society (Lavanchy et al., 2011). Perceived as the hidden reason for social problems, the occurrence of new definitions of “otherness” prompted

preventions to guide others and to neutralize potential dangers. As it can be inferred, the underlying reason for developing new curricula or adapting the existing one is to integrate migrant children together with their parents to the new society they live in (ibid, p. 4). They concluded that the intercultural field's dual political structure, its stakes in respect to power relations, othering processes, and representation of similarity constantly generate discourse about oneself and an ideal society (ibid, p. 19).

In fact, intercultural competence in language education in particular, first appeared in the 1980s as a derivation from the idea of *communicative competence*, which was by that time generally accepted as the goal of foreign language teaching and learning (Byram, 1997). It is a term broadening the scope of communicative competence by adding cultural knowledge in one's own and target culture, as well as critical cultural awareness (Hymes, 1972). In a similar vein, Piccardo (2013) highlighted that the term *intercultural approach* refers to any method in which culture plays a significant role in language learning. Although there has been variety of attempts to define IC, there is still no widely recognized definition of the term (Byram, 1997; Chen & Starosta, 1996; Deardorff, 2006; Fantini, 2000; Sercu, 2004). In this regard, Fantini (2018) listed alternative terms of IC in Table 1.

Table 1. A list of alternative terms for ICC

Alternative Terms of Intercultural Communicative Competence	
Biculturalism	Intercultural competence
Cultural competence	Intercultural cooperation
Cultural sensitivity	Intercultural effectiveness
Cross-cultural adaptation	Intercultural interaction
Cross-cultural awareness	Intercultural sensitivity
Cross-cultural communication	International communication
Effective intergroup communication	International competence
Ethnorelativity	Metaphoric Competence
Global competence	Multiculturalism
Global competitive intelligence	Plurilingualism
Global mindedness	Transcultural communication
Global mind-set	

All of the alternatives of ICC shown in Table 1 are related with intercultural interaction and can be used interchangeably (Fantini, 2018). In addition, the present study is based on the FREPA which uses the term *pluriculturalism* as an alternative to ICC.

In order to learn and use an international language effectively in cross-cultural settings, it is necessary to reconsider the nature of communicative competence and restructure language education approach accordingly (Alptekin, 2002; Leung, 2005). Thus, the notion of intercultural competence (IC) has emerged with the need of understanding the other beyond words and grammatically correct utterances. Regardless of being contextualized and linguistically appropriate, communication might be inadequate if it is not supported with multidimensional cultural knowledge in which self and other attempt to negotiate in a cultural context agreed by all interlocutors (Guilherme, 2000). Therefore, understanding self and other plays a critical role in interculturality (Liddicoat & Scarino, 2013). Emphasizing the need for developing intercultural competence to be an effective language user, Liddicoat (2004) presented some essential elements. According to him, an intercultural language user needs to:

- know that cultures are relative and people use language in various ways to fulfill similar aims,
- be aware of the target language's some basic cultural practices,
- have strategies for learning more about culture when they engage with others,
- be able to reflect on their own and their interlocutors' language behavior.

Despite the fact that there are many definitions of IC, an appropriate definition (Huber & Reynolds, 2014 as cited in Byram & Wagner, 2018) for educators can be: intercultural competence is a set of attitudes, knowledge, understanding, and skills that enable one to understand and respect people from different cultural backgrounds; interact and communicate with them effectively and respectfully; build positive and constructive relationships; understand oneself and others. It can be assumed from this definition that all educators can make a positive contribution to the development of intercultural competence.

The notions of IC and intercultural speaker have provided a fresh lens to the challenge of developing an acceptable framework for language instruction. According to Liddicoat and Scarino (2013), language learning from an intercultural perspective requires an awareness of culture as facts, artifacts, information, and social practices, along with culture as the filter through which individuals mutually perceive and convey meaning.

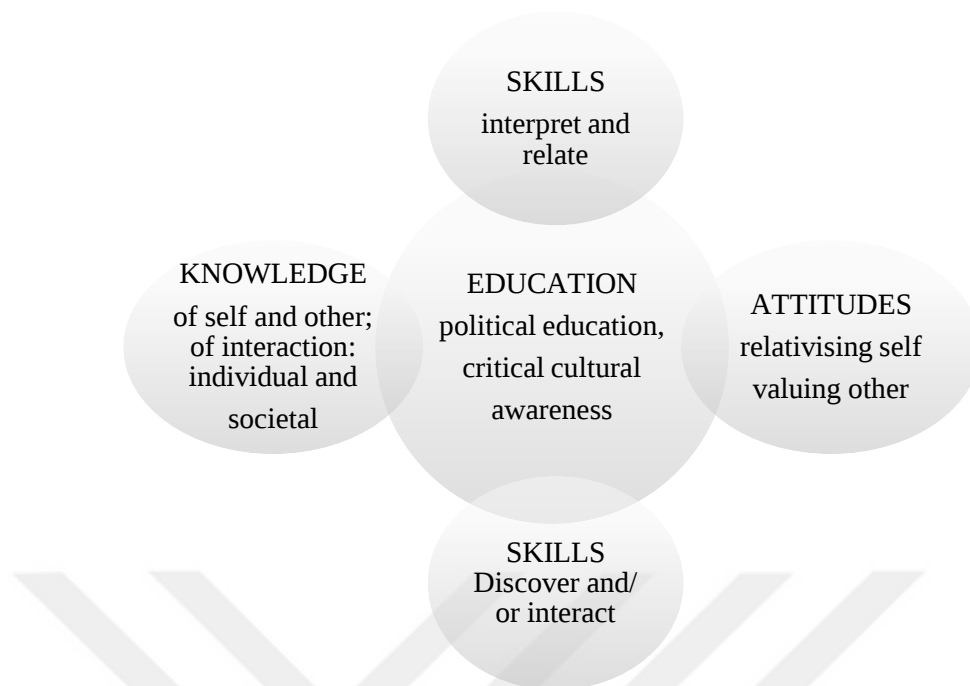


Figure 4. Dimensions of intercultural communicative competence by Byram

As shown in Figure 4, Byram (2020) discussed IC in education under three subcategories. Attitudes are considered in relation to individuals who are seen as culturally different in terms of the cultural meanings, beliefs, values, and behaviors they show; these attitudes are often implicit in their interactions with members of their own social groups. Interpreting and relating the other is probable to be value-laden and prejudiced without challenging one's own and respecting the other's experiences.

Knowledge is divided into two main categories: knowledge of one's own social groups and their cultures, and knowledge of the interlocutor's social groups and cultures. The first category consists of general, more or less refined information, whereas the second category includes knowledge about ideas and processes in interaction which is essential for effective communication. The elements of knowledge and attitude are prerequisites. They are influenced by intercultural communication processes and there is not dependency but a relation of mutual causality. The nature of the processes relies on a person's ability to interact.

Skills can be subdivided into two broad and linked categories: the ability to understand and make connections between many elements of the two cultures and the capacity to discover and interact. Skills of interpreting and relating entail the ability to analyze data from one's own nation and from another, as well as possible connections between them. It relies on the individual's existing knowledge. Skills of discovery refer to an individual's capacity to identify important phenomena in a foreign environment and to elicit their meanings and implications, as well as their connection to other phenomena. It is the ability to utilize specific knowledge while also understanding the underlying meanings, beliefs, values, and behaviors of certain phenomena, whether documents or interactions.

These three dimensions (Figure 4) of interaction may be learned via experience and reflection. Nonetheless, if they are acquired through guidance of a teacher, the teacher can embed the learning process into a larger educational philosophy. With this regard, Byram (2020) emphasizes the importance of integrating intercultural communication into education philosophy, as well as the development of learners' critical cultural awareness.

2.1.4.1. Cultural awareness

Thanks to 21st century technological advancements, instant communication enables people from different parts of the world to interact beyond time and space. They use English as a lingua franca to interact, yet communicating effectively is still challenging because of some language barriers. The concept of cultural awareness (CA) has emerged as a result of this difficulty. At its basic level, CA is defined as a conscious knowledge of the role culture plays in language acquisition and communication. Many cultural awareness approaches claim the need of a standardized framework for teaching culture and language together, with learners clearly exploring the connection between the two. CA approaches also emphasize the need of learners being aware of culturally based norms, beliefs, and behaviors in their own and other cultures. Furthermore, they all have the aim of gaining a better knowledge of culture and language in order to communicate effectively among different cultures. Understanding the relative nature of cultural norms is a key component of critical CA which is the capacity to critically and explicitly assess one's own and other cultures' viewpoints, activities, and products (Byram, 1997). Furthermore, Byram emphasizes the need in understanding the multidimensional nature of culture. Last, intercultural speaker is accepted as the ideal language user rather

than the monolingual native speaker. Most significantly, CA is a set of knowledge, skills, and attitudes that a language learner may learn and use to better understand specific cultures and communicate across cultures (Byram, 1997). Individuals with cultural awareness are able to explore other cultures, overcome stereotypes and biases, and see the world through a wider and deeper lens (İşisağ, 2010). In brief, knowledge of specific cultures must be connected with an understanding of cultural effects in intercultural communication.

2.1.4.2. Intercultural awareness

ELF challenges English language teachers to teach communicating outside a fixed linguistic and cultural context. *Intercultural awareness* includes comprehending culture, language, and communication as a whole and the dynamic relationships between English and its diverse sociocultural settings, which are crucial for evaluating culture in ELT (Baker, 2012). Any effort to teach communication should include an awareness of the multilingual and multicultural contexts in which English is used. Therefore, the ELT classroom is the best place for increasing intercultural awareness and educating English users to communicate in international settings (ibid). As a result, not only cultural awareness, but also intercultural awareness is required for effective communication in English as a lingua franca settings.

2.1.5. Plurilingualism and multilingualism

As defined by the Council of Europe (2016a), *plurilingualism* is the ability to use more than one language. It is the capacity to develop a plural repertoire of language and cultural resources to interact with people from different cultural and linguistic backgrounds. The plurilingual approach is centered on the learner and the improvement of their unique plurilingual repertoire, rather than on a particular language to be acquired. On the other hand, *multilingualism* is linked with the coexistence of several languages in a particular geographical region regardless of those who speak them. In other words, just because there are two or more languages used in a place does not necessarily mean that everyone speaks all of them. In short, plurilingualism refers to an individual's dynamic and expanding language repertoire, whereas multilingualism is the coexistence of several languages in a social or individual level (CEFR Section 1.3).

2.1.6. Pluricultural – intercultural dichotomy

Pluricultural and intercultural competences are the keystones of plurilingual approach. Pluriculturalism includes identifying with at least some values, beliefs, and practices of two or more cultures, along with gaining the skills and knowledge required to participate fully in those cultures. A pluricultural person is defined as someone who has the knowledge, disposition, and linguistic and behavioral abilities necessary to participate as a social actor in two or more cultures (Byram, 2009). On the other hand, IC facilitates learners to gain a profound understanding of otherness, to make a meaningful link between past and future experiences of that otherness, to negotiate between different social group members, and to critically evaluate their own cultural group's and environment's assumptions (CoE, 2016b). Pluriculturalism, interculturality, the ability to identify with two or more social groups and their cultures might complement one another. IC can be developed through the exploration of various cultures (ibid).

Both IC and pluricultural competence were mentioned in the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) (CoE, 2001), an internationally recognized benchmark for language education, but no scales or descriptors were provided for any of them. This gap was bridged when Companion Volume with New Descriptors (CoE, 2018a) was published, which distinguishes pluricultural competence from IC by stating the lack of development for both terms in the CEFR. It refers to pluricultural competence as skills rather than knowledge and attitudes (ibid). Moreover, it is frequently referred to as plurilingual/pluricultural repertoire which enable people to switch between languages; dialects or varieties, use their knowledge of several languages to understand a text; recognize words from a common international store in a new form; mediate between people who do not speak the same language with them, even use mime, gesture, facial expression for communication (ibid).

A recent interpretation regarding this dichotomy has been done as “...the distinction between pluricultural and intercultural becomes a fuzzy boundary” (Byram, 2020, p. 71). So, they are similar. Since there is no sharp distinction between pluricultural and intercultural, both are referred in the present study to emphasize the same meaning.

2.1.7. Plurilingualism, interculturality and language education

Plurilingualism is a dynamic and creative process of language use beyond the borders of different language types (Piccardo, 2019). From an epistemological point of view, linguists have created a range of terms like translanguaging (Li, 2018; Otheguy et al., 2019), translingualism (Canagarajah, 2018; Horner et al., 2011), code-switching (Green & Li, 2014; Hua, 2008; MacSwan, 1999), and pluriliteracies (García et al., 2007; Meyer et al., 2015) all of which have played a crucial role in shaping plurilingualism today.

The term repertoire is fundamental to plurilingualism, and it refers to a collection of resources that a person may draw on for social, educational, and professional interactions, as well as for making sense of the world (Gumperz, 1982; Gumperz & Hymes, 1972). To be more precise, a plurilingual repertoire defines an individual's (or group's) identity, and plays an important role for identification/categorization of others (Chen & Hélot, 2018). Furthermore, according to the CEFR, a plurilingual approach focuses on an individual's various language experiences and sociocultural connections throughout her daily life (home, school, work etc.). As these ways of interaction increase, so does the individual's repertoire of communication strategies.

According to the CoE, this point of view has significant implications for language teaching in terms of policy and practice. There is no longer a single approach for language education that is used to achieve a level of mastery in one or two languages studied in isolation, with the ideal native speaker as the ultimate model. Language teaching and learning are now seen as an integral part of a broader educational strategy that includes other subjects as well as language learning and teaching. Instead, the goal is to build a language repertoire that includes all of a person's linguistic skills (CoE, 2001). Also, plurilingualism is emphasized as a key for mobility and competitiveness, combining social and utilitarian goals. According to Beacco (2007), language education should focus on maintaining the European cultural heritage and promote respect for others' languages and linguistic diversity.

PIC was first conceptualized theoretically by the CEFR (CoE, 2001), as a critical dimension of plurilingual theory. It was presented as a single construct that connects language(s) and culture(s), rather than two distinct constructs, one for language and one

for culture (Coste et al., 2009). The link between plurilingualism and interculturality was summarized as follows:

Plurilingualism has itself to be seen in the context of pluriculturalism. Language is not only a major aspect of culture, but also a means of access to cultural manifestations...in a person's cultural competence, the various cultures (national, regional, social) to which that person has gained access do not simply coexist side by side; they are compared, contrasted and actively interact to produce an enriched, integrated pluricultural competence, of which plurilingual competence is one component, again interacting with other components (CoE, 2001, p. 6).

As it can be inferred, plurilingualism and pluriculturalism are human features put into action in a communicative context. People use various registers of a language in different circumstances, just as they adopt various cultural repertoires in different situations. Thus, PIC is not something new in our lives. The novel concept is the improvement of PIC through language learning (Bernaus et al., 2007). In other words, interculturality is a notion to define not only communication settings where people use their full capacity to interact, but also the variety of communication patterns they use in these interactions. It is currently one of the fundamental concepts in language teaching, thus it has gained increasing attention from several ECML projects such as the FREPA.

Pluralistic approaches to languages and cultures refer to didactic approaches that include the simultaneous use of several languages or cultures throughout the teaching process. A tentative description of PIC is:

... the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social actor has proficiency, of varying degrees, in several languages and experience of several cultures. This is not seen as the superposition or juxtaposition of distinct competences, but rather as the existence of a complex or even composite competence on which the social actor may draw (Coste et al., 2009, p. v).

With regard to this, it is suggested in the CEFR that education has a critical role in training people to live as active democratic citizens, and it is in a distinct position to advise and

encourage students in learning the skills they need to engage successfully in democratic processes and intercultural discourse (CoE, 2016a). In addition, the CoE (2016a, 2018a, 2018b, 2018c) provides a comprehensive conceptual model of twenty competences which are required to be targeted by educators to support learners through becoming competent and effective democratic citizens. These competences are divided into four subcategories as shown in Figure 5.

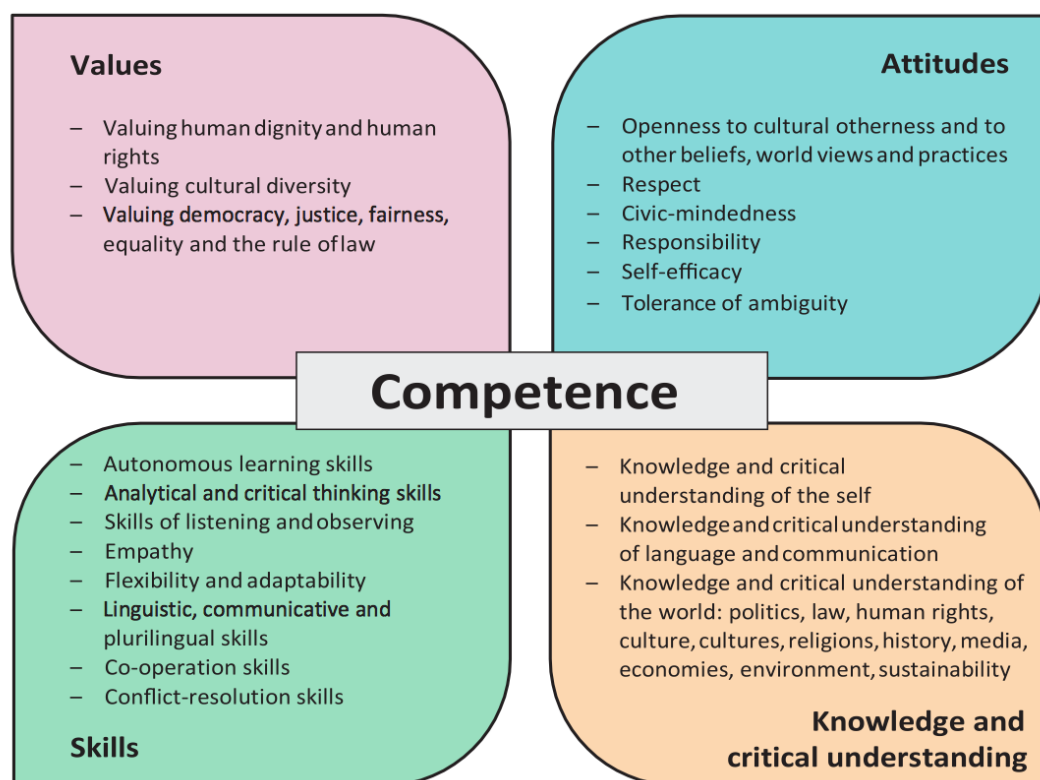


Figure 5. A model of democratic culture competences (CoE, 2018b)

According to the CoE (2018b), *values* are defined as general beliefs about the desirable goals in life. They might be used to evaluate one's own and others' actions, justify views, attitudes, and behaviors, choose between alternatives, plan behavior, and influence others. A person's *attitude* is his/her complete mental adjustment toward someone or something. Attitudes involve a belief or opinion regarding the object of the attitude, an emotion towards the object, an assessment of the object, and a willingness to act in a certain manner toward that object (ibid). When it comes to *skills*, they refer to the ability to carry out complicated, well-organized patterns of either thought or behavior in an adaptable way in order to accomplish a certain aim or goal (ibid). Last, *knowledge* is referred as the body of information a person has, whereas understanding is the ability to comprehend

and appreciate meanings. In the context of democratic processes and intercultural communication, knowledge is required for the understanding and appreciation of meanings, which includes active reflection on, along with critical assessment of, what is being grasped and interpreted, and the term critical understanding is used to emphasize this necessity in the context of democratic processes and intercultural exchange (ibid).

In brief, PI equally value languages and cultures, and they do not view one language or culture superior to another (Coste et al., 2009). They are strongly suggested competences in the CEFR, and they have been adopted by the member states within the Europe to understand and appreciate linguistic and cultural diversity (Çelik, 2013; Girard & Trim, 1998; Khalifa & French, 2008). Furthermore, plurilingualism is seen as a fundamental principle of language education policies in the world (CoE, 2016b; Coste, 2014). It demonstrates strong symbolic, social, and political stakes while also offering a more logical and contemporary view of change and empowerment. Plurilingual education supports all types of language learning, such as home language, educational language, foreign language, and minority languages. Besides, intercultural learning promotes learners' personal development and social unity, and helps them become democratic citizens.

2.1.8. The Council of Europe and the European Centre for Modern Languages

The Council of Europe (CoE) is an international organization established in the aftermath of World War II to achieve greater unity and cooperation in Europe on the basis of shared European values, norms, and institutions. It was founded on 5 May 1949 in London with the attendance of ten countries (Belgium, Denmark, France, Ireland, Italy, Luxembourg, the Netherlands, Norway, Sweden and the United Kingdom). Currently, the CoE has 47 member nations with a population of more than 830 million people (CoE, 2020). CoE aims to maintain democracy and human rights among its members while also promoting European unity via legal, cultural, and social cooperation. Turkey, as one of the CoE's oldest members, has consistently reaffirmed its commitment to the organization and its principles throughout the years.

Established in Graz, Austria in 1994, the ECML is a unique organization whose goal is to promote quality and innovation in language education and to assist Europeans in

learning languages more effectively. Based on the CoE's fundamental principles and pioneering work in language education, the ECML is perfectly equipped to serve as a catalyst for improvements in language teaching and learning. It acknowledges the significance of varied educational methods based on learner needs and particular language settings (home/first, second, foreign, regional, of migration, in disciplines, and so on). It treasures all individuals working in the area, from early childhood to adult education, and helps them advance in their career by providing them with cutting-edge resources and transformational learning experiences (ECML, 2019).

ECML work is based on developing an individual's language repertoire and emphasizing the societal benefits of linguistic and cultural diversity. The ECML materials and activities help teachers and teacher educators understand the philosophy of learning, teaching, and assessment that underpins these instruments, enabling them to be implemented successfully and efficiently in a variety of learning settings. Based on this philosophy, the FREPA was prepared by the ECML. It demonstrates how to incorporate pluralistic methods into classrooms in order to help students of all disciplines improve their plurilingual and intercultural competences.

2.1.9. Plurilingual and intercultural education

Due to the fact that societies become more diverse and mobile, the notion of PIE has been developed by the Council of Europe's Language Policy Unit since the late 1990s (CoE, 2016b). PIE is a response to the demands of high-quality education, which include the development of skills, knowledge, dispositions, and attitudes, as well as a wide range of learning experiences and the formation of individual and collective cultural identities (ibid). Two fundamental aims of PIE are fostering learners' linguistic and intercultural skills, and encouraging them to achieve their full potential. There are also a few key concepts in PIE (ibid). First, all languages present in learning process are treated as a whole. Second, students are encouraged to create their own linguistic repertoires of the various languages they know and use. The skills learned in one language can be applied to learning another, and the languages are complementary and interdependent. Third, plurilingualism is normal and attainable by everyone. More than half of the world's population are bi- or plurilingual; thus, modifying educational programs to promote it is a feasible objective. Next, there is strong research evidence that being plurilingual and

using plurilingual approaches to education has cognitive benefits (ECML, n.d.). Also, recognizing and appreciating migrants' native languages and cultures facilitate their integration into schools and society. Last, plurilingual skills prepare students for real life. They become better prepared for their jobs, further education, effective additional language learning, and civic participation.

Teaching that there are various forms of existence is a critical component of intercultural education. The purpose of intercultural education is for all students to understand and appreciate individual differences (Eriş, 2015). In fact, PIE is not a novel approach to language education. It is more of a change in viewpoint, shaped by the fact that it includes not just foreign languages but also languages in proximity, the languages of learners' repertoires, the language(s) of education, and the language(s) of all disciplines (Cavalli et al., 2009). Plurilingual and intercultural education is based on values derived from the Council of Europe's efforts: social cohesion and unity, participatory democracy, mutual understanding, and respect for and appreciation of different languages and cultures.

2.1.10. FREPA

2.1.10.1. Background to the FREPA

Since its establishment in 1994, the ECML has served as a subordinate organization under the guidance of the Council of Europe's Language Policy Unit (LPU). The ECML, with its 32 member states, aims to promote high-quality language learning. There have been many initiatives carried out by the ECML, and the FREPA is one of the most notable ones.

The FREPA was initially developed by a team consisting mainly of French-speaking experts. Although this reference text was quickly translated into English, its initial users were mostly comprised of French-speaking researchers, teacher educators, and teachers. This is why it is more often referred to by its French abbreviation CARAP (Cadre de Référence pour les Approches Plurielles des Langues et Cultures).

Pluralistic approaches to languages and cultures, according to the FREPA, relate to didactic approaches that include educational activities integrating a variety of languages

or cultures (CoE, 2012). It organizes various components of PIC in a hypertextual framework, regardless of language level, into three main categories: knowledge, attitudes, and skills. It can be useful in designing language curricula to promote development in the knowledge, attitudes, and skills related with pluralistic approaches, as well as linking these approaches with the learning of language competencies in a particular language and non-linguistic input. The FREPA's target groups are all individuals who are engaged in the education and training system (e.g. teachers, teacher trainers, decision-makers, curriculum designers, and textbook authors, anyone who wants to promote plurilingual and intercultural learning).

2.1.10.2. What is included in the FREPA?

Across Languages and Cultures project created the FREPA descriptors between 2004 and 2007. This project was part of the ECML's second medium-term program, which aimed to contribute to a significant paradigm shift by including the creation of a global vision of language education that included the teaching and learning of *all* languages in order to maximize their synergistic potential (CoE, 2012).

A comprehensive list of descriptors, which are required for plurilingual and intercultural education, are presented under three subcategories; knowledge, attitudes and skills. These descriptors are accessible online in graphical form. This allows the user to understand at what level of the educational process the authors would suggest developing each resource and its sub-categories.

The publication provides a systematic presentation of competences and resources (knowledge, attitudes, and skills) that may be gained through pluralistic approaches, and it is accessible in English, French, and in German, Spanish, and Hungarian partially. Online teaching materials can be reached on <http://carap.ecml.at>. In addition, the FREPA comprises tables of descriptors across the curriculum: an online hypertext graphical presentation, a training package for initial and in-service teacher training, an introduction for users and a leaflet describing the framework materials.

2.1.10.3. Aims and contents of the FREPA

The FREPA is a framework of reference which focuses on knowledge, attitudes, and skills that may be acquired primarily via pluralistic approaches. It can be used to design language curricula to develop learners' knowledge, attitudes, and skills associated with pluralistic approaches, and to relate them to the learning of language competences in a specific language.

Pluralistic approaches to languages and cultures are defined by the FREPA as didactic approaches that use teaching/learning activities that involve several varieties of languages or cultures (CoE, 2012). In order to shed light on the subject, they identified four pluralistic approaches as follows:

- a) Awakening to languages
- b) Intercomprehension between related languages
- c) Integrated didactic approaches to different languages studied
- d) Intercultural approach

Awakening to languages approach is defined by the fact that many of the learning activities include languages that are not usually taught in schools. It is closely linked with the Language Awareness movement pioneered by Hawkins (1984), and the two European research programs: Evlang and Ja-Ling- The gateway of languages coordinated by Michel Candelier (2003). This approach encouraged students to study foreign languages by encouraging them to utilize their native languages as well as other languages available in the classroom to emphasize connections between different languages (Hawkins, 1984). In other words, this approach standardizes linguistic diversity which encircles students at school, and beyond, society as a whole. Briefly, awakening to languages strategy attempts to raise students' curiosity and interest in languages and cultures, along with their observation and language analysis skills, by accelerating their education towards plurilingualism in the early stages. It is not about learning language(s), but learning about languages (Bernaus et al., 2007).

Intercomprehension between related languages refers to students' work on two or more languages within the same linguistic family such as Romance, Germanic, Slavic languages, simultaneously. One of these languages is familiar to the students, either as

their mother tongue, or as the language of education. In this approach, receptive skills are systematically focused on because improvement of understanding becomes the most concrete way to utilize knowledge of a related language to learn a new language. Additionally, this offers certain advantages for productive skills. During the 1990s, many countries, notably France, Belgium, and various Scandinavian and Slavic nations, were working on new projects about this approach with adult learners. Many of them were funded by the European Union in various programs. Certain resources developed for awakening to languages have been applied in this approach, yet there is a lack of intercomprehension in schools.

Integrated didactic approach aims to assist learners in making connections between a restricted number of languages that are taught as part of the school curriculum. This approach is based on the fundamental concept supported by pluralistic approaches of capitalizing on what is previously known in order to get access to what is unknown, while keeping in mind that mutual assistance across languages is reciprocal. The learners' native tongue is also taken into account especially when they are explicitly taught. Thus, two or more languages may be tackled concurrently. This approach was promoted in the work of E. Roulet in the early 1980s. It is also the way to explore the notion of German after English when learned as a foreign language. Additional research explored how school language may be linked in an integrated way to other languages taught. It is also evident in many approaches of bilingual training, which aim to make it clear that the languages used in the instruction, regardless of the topic, are comparable and different (ECML, 2020).

Impact of intercultural approach on language teaching methodology is well-recognized. There are several variations of the intercultural approach, all of which are founded on pedagogic concepts that suggest using phenomena from one or more cultural area(s) (which are seen as hybrid, open, and dynamic) as a foundation for understanding people from one or more other area(s). They also support the development of strategies to prompt reflection on interaction involving people from diverse cultural backgrounds.

While each of these four approaches has its own unique characteristics, they are all founded on the same fundamental concepts; they interact with one another and often overlap. These approaches reject a compartmentalized view of a person's linguistic and

cultural competence(s), a decision that follows logically from the CEFR's representation of plurilingual and pluricultural competence: this competence is not a collection of unique and independent competences, but rather a PIC that encompasses the whole spectrum of languages accessible to him/her (CoE, 2001).

Pluralistic approaches serve as a crucial link between all pedagogic efforts aimed at facilitating the continuous improvement and enrichment of individual learners' plurilingual and pluricultural competence. This approach takes into consideration all current skills, whether they were gained in or outside of the classroom. In terms of educational objectives, these methods constitute a critical component of what the Guide for the Development of Language Education Policies in Europe refers to as education for multilingualism (Beacco, 2007).

The FREPA was created as a tool to identify the similarities between languages and language variations that a person speaks or is learning. It closely mirrors the Council of Europe's overarching concept of languages in education and languages for education as shown in Figure 6.

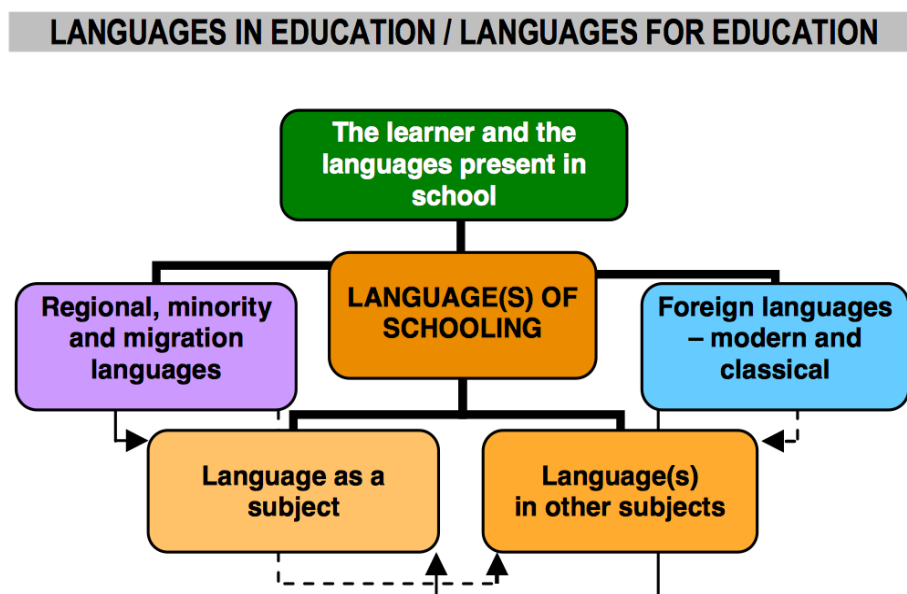


Figure 6. A platform of resources and references for plurilingual and intercultural education

Language competences are critical for access to education and achievement in school. The aim of such a platform is to assist CoE member countries in developing curricula

which take into account all of the languages present in schools in relation to the individual learner, including language(s) of schooling; regional, minority, and migrant languages, and foreign languages.

The FREPA complements existing instruments like the CEFR, the European Language Portfolio (ELP), and the Guide for the establishment of language education policy in Europe. The materials provided in the FREPA are reference document about competences and resources including tables of resources aimed at (knowledge, attitudes, skills), online teaching materials, and a teacher training kit, all of which are available online in German, English, Spanish and French and partly in Hungarian.

2.1.10.4. The FREPA descriptors

The FREPA is a document for teachers, teacher trainers, curriculum designers and decision makers in the field of education to use and incorporate different teaching/learning strategies, providing a set of descriptors to guide the learning process. A list of descriptors presented in this document is divided into three categories: knowledge, attitude, and skills. The FREPA descriptors consist of

- a table of competences (Figure 7)
- three sets of resource descriptors relating to knowledge, attitudes, and skills.

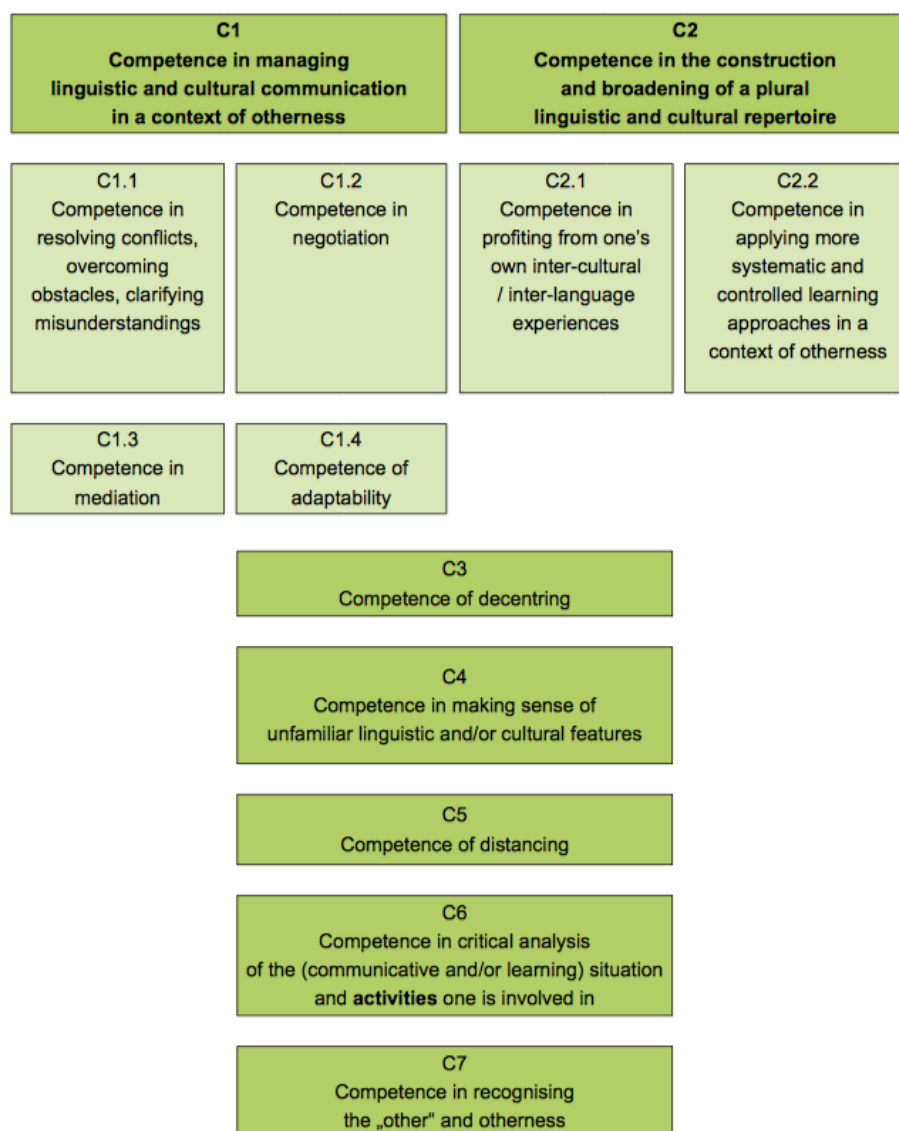


Figure 7. Global competences

Figure 7 shows a sort of map of competences that are relevant to pluralistic approaches and that must be engaged in the many circumstances and activities that we encounter in our daily lives (CoE, 2012, p. 20). These competences are not entirely limited to circumstances involving linguistic and cultural diversity; nevertheless, when confronted with activities that require the use of many languages and cultures, we activate these competencies by mobilizing particular resources. The table is not necessarily complete due to issues of element hierarchy and difficulty distinguishing between competences and resources. In fact, the authors of the FREPA discovered more features like communicating, exchanging ideas, challenging linguistic culture and communication that may have potentially made a claim to the position of competence. However, these are not

included as competences, but rather as *resources* concerning knowledge, attitudes and skills (CoE, 2012). Example descriptors from this resources part are provided below in Figure 8.

KNOWLEDGE

K 4	Knows that languages are continuously evolving
K 4.1	Knows that languages are linked between themselves by so-called “kinship” relationships / knows that languages belong to families
K 4.1.1	Knows about some families of languages and of some languages which make up these families

ATTITUDES

A 2.2	Sensitivity to linguistic or cultural differences
A 2.2.1	Being aware of different aspects of language or culture which may vary from language to language or from culture to culture

SKILLS

S 3.4	Can perceive lexical proximity
S 3.4.1	Can perceive direct lexical proximity

Figure 8. FREPA descriptors under knowledge, attitudes and skills subcategories

Knowledge part relates to the phenomena of language as a whole, including its many different linguistic and semiological systems, as well as a medium of communication, a source of culture and identity, and also as a connection to other languages. Attitude part involves elements like focus, sensitivity, interest, positive acceptance, respect, and, cultural and linguistic diversity endorsement. Skills part involves observation, analysis, identification, comparison, learning, and utilization of existing knowledge in a language to comprehend and interact in another.

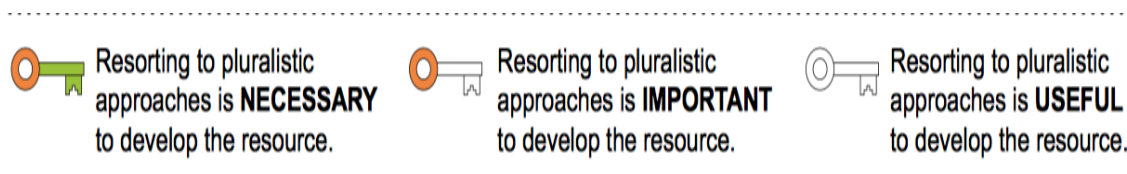


Figure 9. Level of significance division of the FREPA descriptors (CoE, 2012)

Lastly, there are loads of descriptors listed in the FREPA. These descriptors are divided into three groups in each part (knowledge, attitudes and skills) to emphasize their significance level. As shown in Figure 9, they are classified as *useful*, *important*, and *necessary*. In the present study, only necessary and important descriptors were selected and adapted to develop plurilingual and intercultural knowledge and attitude scales.

2.1.10.5. Advantages of the FREPA

For years, language and culture have been assumed as inseparable. Despite the fact that there have been numerous studies putting emphasis on the significance of intercultural competence in language teaching (Baker, 2016; Byram 1997, 2008, 2020; Kramsch, 1993, 1998, 2009; Risager, 2007), there is still a need for a framework with a set of descriptors to enable it through curricula. In this respect, the FREPA descriptors fill the gap between theory and practice.

When it comes to teaching and learning languages and cultures, a set of descriptors is an important element of any pedagogic method that takes into consideration the most current perspectives of each individual's linguistic and cultural competence while trying to meet the Council of Europe's aims and objectives. Besides, the FREPA can help to gain recognition for the value of pluralistic approaches. It is a crucial component of current CoE documents, particularly the CEFR and ELP, which have a tendency to handle language-related problems by emphasizing language itself. Furthermore, the FREPA offers teaching materials to promote the implementation of resources (knowledge, skills, attitudes). Teachers may find a task in a database which is based on the knowledge, skills, and attitudes they have selected from the framework.

2.2. Related Studies

2.2.1. National IC studies

In the national sphere, previous research on foreign language teachers' perspectives on intercultural competence found that they viewed it favourably and desired to include it into their classes (Ay, 2018; Özbakır-Kuzu, 2018). In a study, Bayyurt (2006) examined the perspectives of non-native English language teachers on culture in an EFL context.

The results revealed that teachers integrated features of local, foreign, and/or target language culture into their teaching. Further, they felt that being a non-native teacher benefited them when linguistic and cultural issues in English courses were considered. Likewise, Atay et al. (2009) investigated teachers' attitudes and beliefs on teaching IC in the classroom, attempting to determine if their actual classroom implementations matched their views and beliefs. Despite having high awareness about the importance of culture, they discovered that teachers did not use culture-related activities in their classes to enhance learners' IC.

There are also studies including international participants done by Turkish researchers. To illustrate, Karabınar and Yunuslar-Güler (2013) interviewed six language teachers from different nationalities (Turkish, British, and American) with varying experience to see how they perceive improving students' IC. Findings indicated that teachers believe culture and language are strongly connected, and incorporating culturally-specific elements in teaching materials is essential. In addition to fostering IC, most teachers focused on promoting students' global and cultural awareness. Besides encouraging students to speak about their own culture, the teachers also wanted them to realize that there are various traditions and customs all around the world. Likewise, Demircioğlu and Çakır (2015) examined the perspectives and attitudes of English teachers about IC in the International Baccalaureate Diploma Program with the participation of sixty English language teachers from New Zealand, Turkey, Spain, the United Kingdom, and the United States of America. The findings indicated that only 15% of participants had received training in intercultural communication; nevertheless, their interactions with individuals from other backgrounds influenced their teaching. The research also revealed that participants perceived intercultural language teaching as critical in today's globalising world and believed that more emphasis should be placed on IC in language teaching. Studying with 19 foreign students, İşcan et al. (2017) found that they have a positive attitude towards learning culture. They suggested that class materials should support students' cultural learning, address their learning styles, and positively impact cultural views.

There are also IC studies conducted with prospective EFL teachers. For instance, Bektaş-Çetinkaya (2013) examined pre-service English teachers' perceptions of their own and target cultures, as well as the English language. They regarded English as a global and

international language, whereas they perceived the target culture as a unified entity. They seemed to have a more favorable view of their own culture, and they lacked the sociocultural knowledge required to provide students with information regarding intercultural communication. Güven (2015) attempted to determine the opinions of Turkish university preparatory class students regarding IC learning in EFL classes. She found that they generally have positive perceptions about IC learning. She emphasized that teachers, material providers and publishers need to focus on identifying students' interests and integrate IC into these topics while designing materials for language education. Moreover, Aslım-Yetiş and Kurt (2016) encountered that the integration of an intercultural approach into foreign language teaching programs provided prospective foreign language teachers with high levels of intercultural sensitivity.

In addition, Yıldız (2016) investigated the opinions of 81 tertiary level EFL instructors about IC and their classroom teaching strategies. She revealed that participants' undergraduate departments had an effect on their views of IC, with instructors graduating from English language teaching (ELT) departments having a more favorable perception of IC than instructors graduating from other departments. When it comes to the integration of cultural activities, novice teachers had more positive attitudes towards IC. However, their views and classroom observations were inconsistent. Then, Başol and İnözü (2019) conducted a study on how pre-service English teachers conceptualize IC. They found that pre-service teachers' definition of IC was ambiguous, and their conceptualization of IC was insufficient. Last, Şen (2020) investigated pre-service English teachers' IC levels and views in an EFL setting. Even though they did not have a clear understanding of IC, they were aware of the significance of it and were in favor of developing students' IC levels by utilizing various events, activities and materials.

Studies on IC in Turkey proved that there are ways to improve learners' intercultural competence. Firstly, Bektaş-Çetinkaya (2014) investigated the impact of a cultural content program on the IC of prospective foreign language teachers via written reflections, open-ended questions, and intercultural activities. The findings revealed that participants' cultural knowledge and intercultural awareness increased, but there was no change in their attitudes. She also acknowledged the teachers' lack of international experience. In addition, Sarıçoban and Öz (2014) revealed significant positive connections between pre-service English teachers' IC levels and their studying abroad

experiences, indicating a need to encourage them to participate in such programs or apply for optional intercultural courses. Moreover, Çandırılı (2018) discovered a connection between learners' intercultural sensitivity levels and their travel experiences overseas in a positive way. In a recent study, Altuğ et al. (2019) compared graduate and undergraduate students from two universities who had participated in Erasmus+ projects with those who had not. They found that Erasmus+ program had a favorable impact on students' views of IC.

In another study with 90 foreign language instructors at a state university, Tomak and Karaman (2019) concluded that those who had been introduced the target culture or had been to another cultural environment were more eager to teach different cultures in their classes, whereas those with lack of experience abroad or with no exposure to a different culture were more reluctant to teach different cultures. These results showed that there were significant differences among teachers in the ways they perceived and taught culture within an institutional setting. They emphasized that cultural diversity has to be included into professional development efforts for language instructors. In her qualitative study, Gedik-Bal (2019) concluded that English teachers' IC definitions were consistent with the literature. Also, teachers shared how they improved their students' IC through sharing of experiences of intercultural contact, coursebooks, and raising critical cultural awareness. In addition, participants of the study emphasized that exchange programs, web-based exchanges, bringing foreigners from other countries, introducing different cultures, using critical cases, role plays, authentic materials, audiovisual materials, literary texts, and sharing experiences might help learners improve IC. Furthermore, Atay (2005) emphasized the urgent need of increasing opportunities for teacher candidates to go abroad for educational purposes via exchange programs in order to help their future students become knowledgeable in IC. As it can be understood from these studies, experiencing other cultures in their original milieu, exposure to different languages are fundamental for increasing intercultural competence.

Materials were evaluated in terms of IC development in some studies. For example, Şen (2010) examined the profile of EFL teachers' target culture knowledge from epistemological origins to classroom applications. The instructors who took part in the study agreed that teaching material culture, such as food, clothes, and transportation, should be prioritized. The research also showed that books, magazines, journals, and

newspapers are the most popular sources of cultural information for instructors, followed by movies and tv shows. Teachers prefer to raise cultural knowledge mostly via reading, vocabulary, and speaking. Next, Harmandaoğlu (2013) examined the effect of social media on promoting IC of prospective English language teachers. She concluded that Twitter is useful in increasing students' intercultural communication competence in terms of knowledge and attitudes. Additionally, Çetin-Köroğlu (2013) investigated language teachers' views on the “English for Life” textbook series in relation to IC. The findings showed that participants found the texts insufficient for fostering students' IC. Furthermore, Çandırlı (2018), in her triangulated research study, used short stories to improve learners' intercultural competence. She concluded that short stories played an important role for bridging the cultural gap, intercultural competence, critical cultural awareness, describing IC in their own terms, duties of an English teacher, and benefits of her study as a complete procedural experience (Çandırlı, 2018). In a similar fashion, previous studies emphasized the effectiveness of literary texts in developing IC (Atun-Ermağan, 2016; Ünal, 2005). In a mixed method research study, Yaprak (2018) investigated the role of critical thinking skills, both cognitive and dispositional, on the development of intercultural competence in language classrooms. According to the findings, critical thinking skills played a complementary and remarkable role in developing student teachers' intercultural knowledge, awareness, and sensitivity.

Above all, there is one research conducted in Turkey related with the same topic of the current study. In his qualitative study, Çelik (2013) investigated the perspectives of EFL teachers on plurilingual and pluricultural competence via open-ended survey questions to determine their comprehension of its implications and whether they think the standardized curriculum allows for the development of these skills. His findings indicated that the respondents were unfamiliar with plurilingualism and interculturality. Although they considered that IC was essential, they did not think the English language curriculum sufficiently supported this approach.

2.2.2. International IC studies

In the international sphere, there are many studies with regard to teachers' perceptions of IC. Firstly, applying a multinational research design, Sercu (2006) examined teachers' opinions and their existing professional profiles on teaching IC in FLE. There were

instructors from Belgium, Bulgaria, Greece, Mexico, Mexico, Poland, Spain and Sweden. The research results indicate that profiles of instructors did not fulfill the requirements of a foreign language and intercultural competent teacher. Then, Larzén-Östermark (2008) studied Finnish-Swedish English teachers' views on interculturality in FLE, and most of the participants thought IC is important with an emphasis on the cultures associated with the target language. Few participants believed they had the necessary knowledge and skills to successfully teach culture from an intercultural viewpoint. Similarly, Göbel and Helmke (2010) examined how teachers integrate intercultural topics in EFL by examining instructors' intercultural experiences and classroom teaching. The researchers revealed that teachers with greater intercultural experience were more likely to encourage students to generate ideas and describe their own experiences, which allows students to express their own views on intercultural issues. Teaching IC seemed to be a challenging task, and the subjects and materials selected for it play a key role. The findings indicated that teachers needed greater support in integrating intercultural themes into their curriculum. Also, Young and Sachdev (2011) investigated the behaviors and views of English language instructors in the United Kingdom, the United States, and France on the use of the IC in language education. The findings revealed that there was a discrepancy between the majority of teachers' classroom activities and their views regarding the IC.

In another study investigating teachers' views on IC, Han and Song (2011) focused on teaching methods, content, resources, teachers' beliefs, and teachers' perceptions about the relationship between IC and foreign language. Participants in the research were 30 college English teachers with an average of 15 years' experience. The findings showed that teachers wanted to improve students' IC, but their conception of IC and its relationship to language instruction was unclear. Likewise, Bastos and Araújo e Sá (2014) examined secondary school English teachers' views of IC in Portugal, with a particular emphasis on the meaning and evolution of IC. They developed a model of IC and identified routes for its improvement via teacher education based on these views.

Furthermore, Fungchomchoei and Kardkarnklai (2016) studied teachers' views of IC in four Thai secondary schools, as well as how IC was integrated into classes. The research found that Thai teachers considered teaching culture was important and wanted to expand their students' cultural horizons. Besides, Gu (2016) investigated English teachers' attitudes and views regarding IC assessment and if their classroom actions matched their

beliefs. A questionnaire was utilized to gather data from 1170 university professors in China. The results revealed that the instructors' understanding of IC was inadequate. Despite the instructors' willingness to evaluate IC, this insufficient conceptualization created misunderstanding leading to a lack of action to measure students' IC.

Moreover, despite teachers' belief that IC should be an integral component of the curriculum, the results indicated that instructors prioritized linguistic competence above IC in language acquisition. In addition, Czura (2016) conducted a research with pre-service English teachers on their opinions about IC. Participants who took an English as a Foreign Language course were 162 pre-service teachers from three distinct departments: German, History, and English. Results showed that their views of culture in language courses were based on knowledge-oriented, conventional methods. It also seemed that participants' methods for fostering IC in courses were affected by their main area of study. Last, Estaji and Rahimi (2018) investigated whether teachers' education, experience, and level of instruction influenced their views of IC. The study also looked at how instructors' views of IC influenced their classroom activities. It is concluded that most instructors thought IC is important regardless of their degree, training, or experience. Their cultural teaching methods grew with their views of IC. To sum, the inseparable relationship between language and culture is well recognized.

On the other hand, IC integration into language teacher education programs is crucially emphasized in some studies. Many language teachers have difficulty in developing their students' IC since they do not have adequate support. If teachers are regarded as important bridges between theoretical comprehension of interculturality and its implementation in language classrooms (Young & Sachdev, 2011), they must be provided with the essential knowledge, skills, and attitudes (Sercu, 2006). Developing intercultural attitudes is a cognitive and emotional process that has an effect on teachers' own teaching philosophy along with their professional identities (Byram, 2015). According to Peiser (2015), re-conceptualizing language education to include both linguistic and intercultural aspects is considered difficult to implement in reality. Furthermore, teachers may not have addressed their own perceptions and understandings of interculturality, and they may not completely understand their impact on their students' development of intercultural attitudes (Moloney, 2008). Similarly, the integration of an intercultural dimension

in language teacher education programs was emphasized as a solution to dealing with the issue of developing intercultural competence (Tolosa et al., 2018).

In terms of material adaptation to integrate IC into language learning process, there are some studies setting example for and highly emphasizing using literary texts in foreign language teaching to promote intercultural competence of learners (Burtwitz-Melzer, 2001; Huber & Reynolds, 2014; Zacharias, 2005). Literary texts are found very useful in English teaching to encourage learners to improve a variety of skills in the target language based on their answers to various classroom activities (Samaranayake, 2010). Similarly, Nemouchi and Byram (2019) proved the efficacy of literary texts on encouraging learners to reflect on and to improve intercultural competence by applying action research in two universities in Algeria. On the other hand, using authentic materials such as web sites, blogs, TED Talks, TV broadcasts, movies, posters, essentially anything published in the target language may be extremely useful to improve students' intercultural competences (Karimboyevna, 2020). Also, tolerance for various behavior patterns can be developed through watching the target culture's inhabitants (Tomalin & Stempleski, 1993, p. 82).

Furthermore, an exemplary study of intercultural competence (Porto et al., 2016) is the adaptation of 'Green Kidz' project (Randersgades Skole, 2012, as cited in Porto et al., 2016) into language classroom. It is a transnational project that aims at developing 'intercultural citizenship' (Byram et al., 2017) of primary school students aged between 10- 12 in Argentina and Denmark. First, students were asked to detect green crimes (e.g. wasteful use of energy) in their environment. Next, they met on Skype and tried to get acquainted with each other. Later, they collaborated to design an awareness-raising poster about protecting environment. While doing so, they used English as a lingua franca. And last, they shared their project with others in their communities and informed Greenpeace international as well. According to the findings, students developed international identities, and improved their intercultural citizenship skills such as observing, interpreting, relating, de-centering, and critical thinking. Further, when the Argentinian and Danish children interacted, a close friendship developed between them despite initial prejudice and stereotyping. Participant teachers of the project emphasized that language education not only encourages learners to develop themselves, but also is a vital step in building democratic and peaceful societies.

Finally, there are two studies focusing on PIC. First, Galante (2020) developed a scale on plurilingual and pluricultural competence, and implemented it with 379 plurilingual adults from Canada. She concluded that participants scored high in plurilingual and pluricultural competence. Also, results supported the interdependence of language and culture. Next, Lujčić and Pivčević (2021) explored the legal presumptions for implementing PIE in FLT in Croatia. They also investigated language instructors', methodologists', and in-service and prospective foreign language teachers' self-perceptions of teaching techniques that promote the concept of PIE, as well as their capacity to execute such approaches in FLT. They used an analytical matrix created in accordance with the FREPA. The findings revealed that there were legal presumptions in language education for PIE in the Republic of Croatia. According to the curriculum analysis, intercultural education was given more attention than plurilingual education. The study also revealed that foreign language teachers working in the area of PIE had had the chance to upgrade their skills via programs authorized by the Ministry of Science and Education of Croatia.

2.2.3. Foreign Language teaching and IC

Language learning is regarded as a socially situated activity and complicated mental process (Lantolf & Thorne, 2006; Vygotsky, 1978, 1986). It demands learning a variety of competences. Intercultural competence, which promotes learners' comprehension and interaction in a communication context, is one of the key concepts in language teaching. Moving from a purely linguistic perspective to one that emphasizes meaning-making and interpretation is a far more expansive approach than just focusing on language itself, and it is claimed to offer students with a more interesting educational experience (Scarino & Liddicoat, 2009). Hence, acquiring IC has a pivotal role to maintain effective communication in today's world and language teachers are stakeholders of it.

Foreign Language Teaching (FLT) is closely linked with IC, in which communication is more than the transfer of information and message delivery, a perspective that influenced communicative language teaching (Byram, 1988). According to Huber (2012), the presence of various languages and cultures must be demonstrated by teachers in order to prepare students for communication with people from other cultures and to enable them to appreciate and understand them as individuals with distinct viewpoints, beliefs, and behaviors. Similarly, Alptekin (2002) stated that foreign language learners are expected

to develop target language-based communicative competence in order to fully engage in the target language culture. Learners are required to not only acquire correct forms of the target language, but also learn how to use these forms in specific social contexts in the target language milieu to express acceptable, coherent, and strategically effective meanings to the native speakers. According to Byram and Wagner (2018), language education for intercultural communication is at the core of the educational purpose of assisting students' engagement in intercultural citizenship, which is a prerequisite for today's world. Therefore, learning a foreign language becomes a form of enculturation, in which one learns new cultural frames of reference and a new perspective that reflects the culture and speakers of the target language. Accordingly, foreign language instructors function as gatekeepers supporting their students with the four communicative competences (as shown in Figure 1).

FLT has a pivotal role in preparing students for encounter with otherness, and this role complements other subjects in the general education curriculum (Byram, 2020). As it can be understood, language teaching entails more than just grammatical structures and lexical knowledge. Language teachers, as the key agents of classroom interaction, must design materials promoting the integration of IC into learners' language development (Üzümlü et al., 2017). They should develop a variety of exercises to improve learners' knowledge of various languages and cultures, as well as to make them more tolerant about diverse views, attitudes, and behaviors. Supportively, previous research on foreign language instructors' perspectives on IC found that they valued it and wanted to include it into their classes (Ay, 2018; Özbakır-Kuzu, 2018).

In terms of integrating IC in the classroom, Byram et al. (2002) indicated that the topic of sport might be addressed from a variety of viewpoints, including age, gender, religion, racism, and so on. Food, houses, schools, tourism, and leisure time are all topics that may be investigated in the same way. Furthermore, grammar exercises may be used to perpetuate bias and preconceptions. As this explanation shows, there are methods to expose learners to components of IC as long as teachers are prepared for it. Furthermore, earlier research in Turkey showed that Twitter, critical thinking, and literary texts in class might promote IC (Çandırılı, 2018; Harmandaoğlu, 2013; Yaprak, 2018). Hence, we can say that integrating different languages/cultures into a curriculum is possible, yet it is still challenging. Curriculum designers and language teachers need to have background

knowledge about the issue and a framework of reference. The ECML has provided a document with sample teaching materials and descriptors split into knowledge, attitude, and skills categories known as the FREPA (CoE, 2012) to bridge this gap. It is presented in the following sections with details.

2.2.4. Studies on plurilingualism

Only international studies on plurilingualism are presented in this part as there has been no research especially focusing on plurilingualism in Turkey yet. However, it had better to be mentioned that Çelik's (2013) study on plurilingual and pluricultural competence was an exception and it was mentioned above. First, in the context of doctoral supervision, Andrews and Fay (2020) examined implications of plurilingualism and translingual practices of six supervisors and seven doctoral researchers. They focused on how participants reported their use of various language resources for various research aims. They concluded that researcher education should place a greater emphasis on language, and particularly plurilingualism and translingualism should be taken into account to accomplish such aim.

In another study, Odeniyi and Lazar (2020) conducted in-depth interviews with undergraduate students in applied social sciences on their linguistic repertoires. The respondents who were speakers of English, Swahili, Kikuyu and French Maisha were African migrant groups in London. They indicated that teacher training courses might play a significant role in raising students' awareness about their hidden repertoires and their contribution to learning process.

Moreover, Prasad (2020) surveyed 100 students from five French and Canadian schools as part of a study on children's representations of plurilingualism in connection to teaching and learning. She proposed that plurilingual repertoires may be represented by a multi-layered collage of language(s) and linguistic practices. She remarked that collaging had allowed children's mental pictures and social representations to be seen.

In addition, Preece and Marshall (2020) researched the issue of plurilingualism in Canadian higher education, focusing on five instructors' perceptions of their students' plurilingual skills and how it influenced their pedagogical reactions to teaching in linguistically varied courses. Because of the increased tension between the plurilingual

process and the monolingual outcome, the findings of their research demonstrated that students' plurilingualism was perceived as a deficiency rather than an advantage.

Further, Van Viegen and Zappa-Hollman (2020) examined how multilingual practices and plurilingual pedagogies had been implemented at two Western Canadian institutions in their research. They focused on the characteristics of plurilingual education in various disciplinary settings, as well as students' use of their language repertoires in disciplinary and learning activities. They concluded that developing multilingual classroom settings across disciplines in tertiary institutions was difficult, and universities seldom acknowledged these efforts in tenure and promotion criteria or teacher evaluations.



3. METHODOLOGY

It is important to note that we see no chasm between qualitative and quantitative techniques. It is our experience that many qualitative projects involve counting at some stage, and many questions are best answered by quantification (Morse & Richards, 2002). The current study aims to shed light on English as a foreign language teachers' knowledge and attitudes with respect to plurilingualism and interculturality. For the purpose of answering the research questions, explanatory sequential mixed methods design was employed in this study (Creswell & Plano Clark, 2011). In this chapter, research design of the current study, participants, data collection instruments, data collection process, and data analysis are outlined.

3.1. Research Design

In the present study, a mixed method research design is adapted. Simply, mixed methods research is a technique for gathering, analyzing, and combining quantitative and qualitative data to obtain a better understanding of the research problem (Creswell, 2005; Tashakkori & Teddlie, 2003). The reason for mixing quantitative and qualitative data is that neither approach is adequate to capture the patterns and intricacies of a situation solely. Quantitative and qualitative methods complement each other and provide for more meaningful analysis when used together (Caracelli & Greene, 1997; Miles & Huberman, 1994; Tashakkori & Teddlie, 1998). In other words, the aim of mixed methods research is to combine the strengths and minimize the limitations of both quantitative and qualitative techniques (Johnson & Onwuegbuzie, 2004).

There are six popular methods among approximately forty mixed methods research designs (Creswell et al., 2003). Researchers most often prefer the mixed-methods sequential explanatory design (Ivankova et al., 2006) which involves gathering first quantitative and then qualitative data as shown in Figure 10.

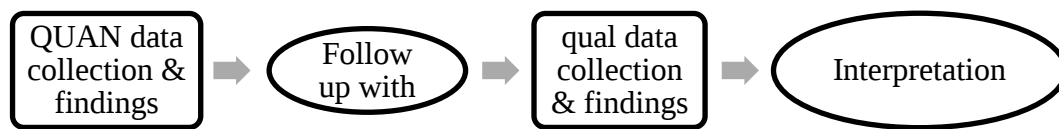


Figure 10. Explanatory sequential design

It is indicated by the abbreviation "QUAN" and "qual" that the quantitative research precedes and is more important in addressing the objectives of the study, while the qualitative research comes after to explain quantitative findings. In other words, a researcher gathers and analyzes quantitative data first. The qualitative data are gathered and evaluated second in the sequence to clarify or expand on the quantitative findings acquired in the first phase. So, the qualitative phase reinforces the quantitative phase, and the two are linked in the study's intermediate stage. This method is based on the fact that quantitative data and their subsequent analysis offer a broad understanding of the research problem. The qualitative data and analysis improve and explain the statistical findings by looking deeper into the perspectives of the participants (Creswell, 2003; Rossman & Wilson, 1985; Tashakkori & Teddlie, 1998). One of the benefits of this research design is its simplicity, as well as the possibilities it provides for further investigation of the quantitative findings. On the other hand, this design's limitations include the amount of time required to gather and evaluate both kinds of data, as well as the practicality of obtaining the necessary resources.

The present study focused on EFL teachers' knowledge and attitudes regarding PI. In this respect, firstly, two valid and reliable scales (PIKS & PIAS) were developed through conducting descriptive survey model of quantitative research, and they were implemented to in-service English language teachers in the quantitative phase. Afterwards, quantitative findings were followed up with individual semi-structured interviews in the qualitative phase.

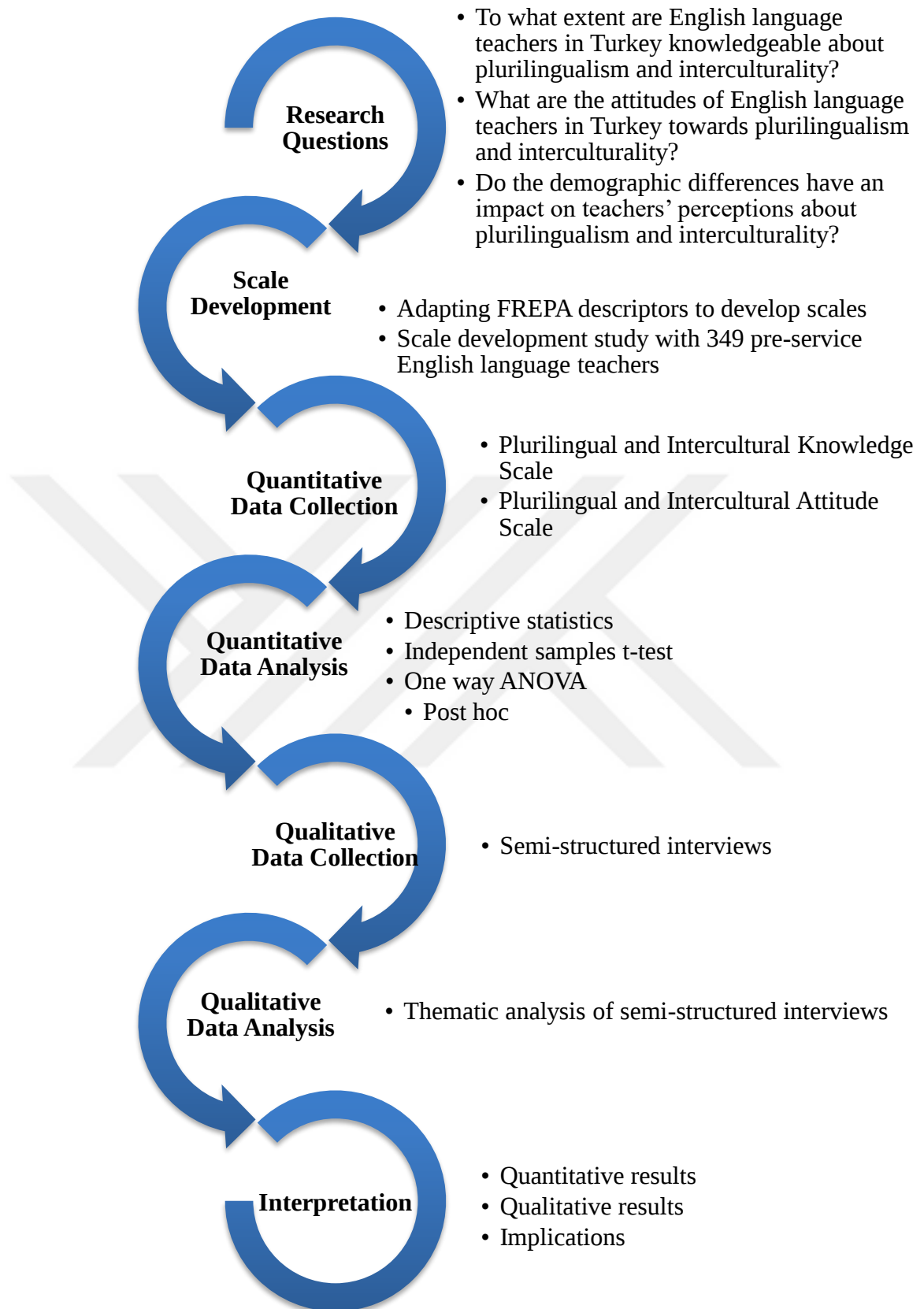


Figure 11. Research design of the study

3.2. Participants

As for the quantitative phase of the study, participants of the study consisted of 156 English language teachers working at primary, secondary, and tertiary levels in Turkey. Due to the limitations arising from the 21st century's worst crisis, COVID-19 pandemic, the expected number of participants could not be reached. In fact, the study aimed to get responses of around 1000 English language teachers by applying scales on-site. However, lockdowns compelled the researcher to contact participants online.

Both on-site and online data collection have their pros and cons. Even though the number of participants can be controlled in on-site data collection, attendants can be reluctant to answer truly (Lefever et al., 2007). On the other hand, online research enables participants to feel more comfortable and autonomous, and they are more likely to give honest answers because their contributions are kept confidential and they have the opportunity to complete the survey privately (McDermott & Roen, 2012; Willis, 2011). Further, potential disadvantages like personal bias triggered by researchers' presence may also be reduced (Denissen et al., 2010; Gunter et al., 2002). In the light of this, although it is triggered by the unexpected restrictions of COVID-19, online data collection for this study is assumed to bring more reliable results.

When it comes to qualitative phase, the data were collected through semi-structured interviews in a written form through GoogleDocs on the basis of voluntary participation. Although 37 teachers who were willing to contribute to the second phase of the study were contacted, only 12 of them responded back.

3.2.1. Background of the participants

Demographic findings revealed that the study consists of 133 female and 23 male EFL teachers. It is not so much surprising in Turkey since mostly women prefer to work in this field. With regard to their ages, there are 60 teachers between 20-29, 63 teachers between 30-39, and 33 teachers 40 and older. In addition, when the number of foreign languages participants' can speak was investigated, there were 93 teachers speaking at least 1 foreign language, and 63 of them were found to speak more than 2 foreign languages. Next, there were 128 teachers graduated from English Language Teaching, and 28 were

graduated from English Language and Literature or American Language and Literature or TESOL. 118 participant EFL teachers held bachelor's degree, while 38 of them held postgraduate degree (master's degree and/or doctorate). Furthermore, 31 teachers were working at pre-primary or primary level, 76 in secondary level, and 49 of them were teaching at tertiary level. In terms of seniority in the field, 43 of the participants have 0-5 years of work experience, 48 of them have 6-10 years of teaching experience, 32 of them have 11-15 years of experience, and 33 teachers have more than 16 years of experience. In Table 2 are given the participants' demographic information which is used to evaluate and compare them.



Table 2. Background of the participants

Demographic information	Subgroups	Number of participants
Age	20-29	60
	30-39	63
	40 and more	33
Number of foreign languages	1	93
	2 and more	63
Undergraduate major	English Language Teaching	128
	English Language and Literature,	28
	American Culture and Literature,	
	TESOL	
Highest level of formal education	Bachelor's degree	118
	Master's degree and/or	38
	doctorate	
Current level they teach	Pre-primary or primary	31
	Secondary	76
	Tertiary	49
Years of seniority	0-5	43
	6-10	48
	11-15	32
	15 and more	33

Participant EFL teachers' knowledge levels and attitudes in regard to PI according to the demographic information above is provided in the following chapter in detail.

3.3. Data Collection Instruments

3.3.1. PIKS & PIAS

The purpose of the present study was to unearth EFL teachers' knowledge level and attitudes in respect to PIC. Two scales, PIKS and PIAS, each with three dimensions, were created to accomplish this objective. The scale development phases are presented in Figure 12.

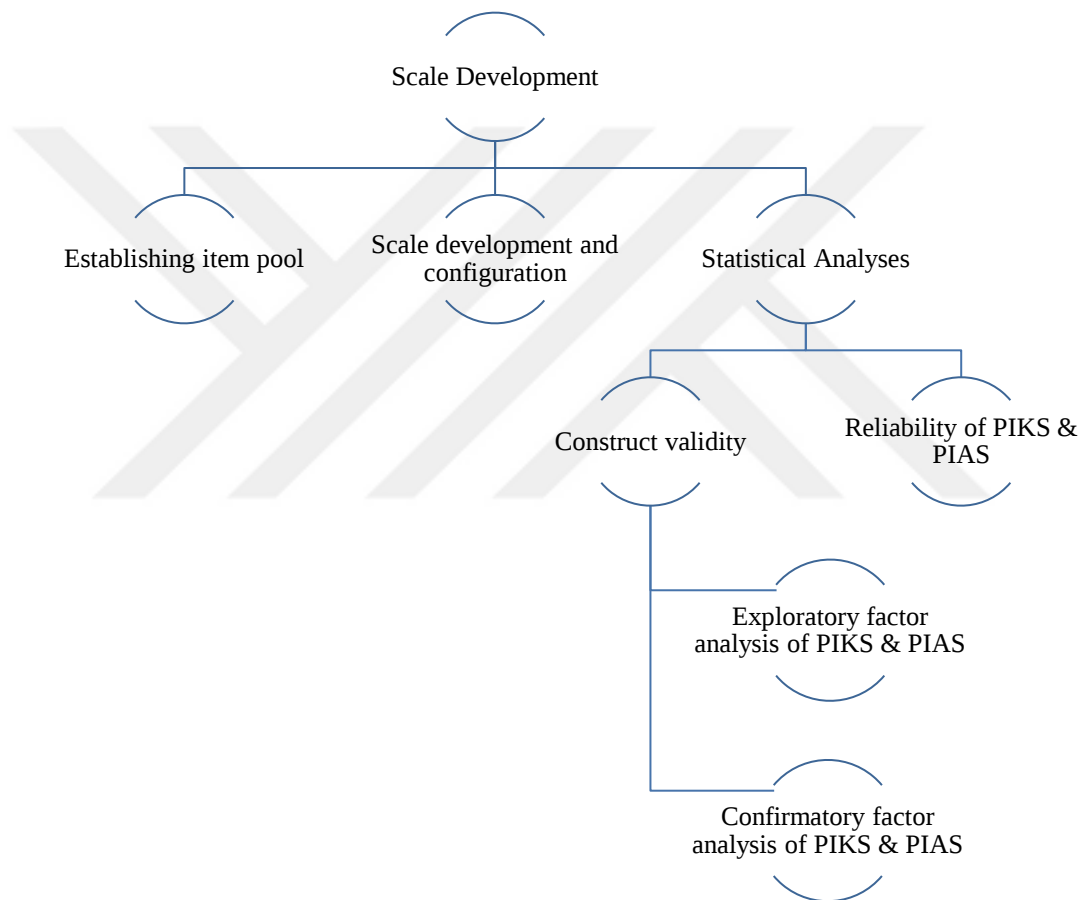


Figure 12. Scale Development Phases

A deep literature review was conducted before beginning the development of PIKS and PIAS in order to provide the theoretical basis for the study. The scales were then developed in three stages as indicated in Figure 12 above; establishing item pool, scale development and configuration, and statistical analyses.

First, reviewing the literature on the research topic for establishing item pool, the FREPA was chosen as the reference for scales. As mentioned in the previous chapter, it is composed of three major parts: knowledge, attitude, and skills. However, only knowledge and attitude parts were used in the current study, the skills section was omitted due to the difficulty of quantifying plurilingual and intercultural skills by using a scale. 64 items were selected from the FREPA descriptors labeled as essential and important in the knowledge section for PIKS, and 17 items in the attitude section for PIAS.

Second, at the scale development and configuration stage, consulting the expert opinions on selected descriptors of the FREPA, necessary adjustments were done on scales' items. Then, 349 prospective English language teachers who were in their third or fourth year of study were asked to answer on a 5-point Likert scales indicating their degree of agreement: SA=Strongly agree, A=Agree, N=Neither agree nor disagree, D=Disagree, SD=Strongly disagree. Next, exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) were used to ascertain construct validation.

Factor analysis is a strong analysis technique that has widespread applicability in the social sciences (Kline, 1994). It is made up of a variety of statistical techniques whose aim is to simplify complicated sets of data. The primary purpose of factor analysis is to obtain a small number of significant variables from a large number of variables that are expected to assess the same structure (Comrey & Lee, 2013). Exploratory and confirmatory methods are included in modern methods of factor analysis. A strong theory is needed to utilize CFA, on the other hand, EFA is employed when the structure of the data is unknown and the number of factors and which factors are influenced by which items are not known.

EFA is used to determine latent variables, particularly in scale development studies (Orçan, 2018). It is used to determine how many factors exist between the items and which factors are influenced by which items. EFA helps in explaining the structure that exists (Hayton et al., 2004; Hurley et al., 1997). Employing EFA necessitates certain crucial choices like which estimation technique will be utilized, whether rotation will be performed, and how the number of factors will be calculated (Orçan, 2018). On the other hand, CFA is utilized to evaluate theory when there is a good explanation for what factors should be included in the data and how each component should be defined (Henson &

Roberts, 2006). So, CFA is utilized when the model assumption is strong. The findings of an EFA are solely determined by the "mechanics and mathematics of the procedure" (Kieffer, 1999) which is a major and crucial distinction between EFA and CFA. In a nutshell, CFA should be employed in scale development studies to ensure the validity of the structure provided by EFA (Worthington & Whittaker, 2006). As Gorsuch (1983) also put it, while EFA simply selects factors that best replicate the variables under maximum likelihood circumstances, CFA examines particular hypothesis about the nature of the factors. It is critical to first conduct an EFA to identify any potential errors (Orçan, 2018). With this regard, following EFA, CFA was used to evaluate the data.

As a result of exploratory and confirmatory factor analyses, number of items were reduced to 34. The scree plot was used to calculate the number of factors extracted based on the findings of the EFA. The reliability of the scales and each of their 3 sub-dimensions were calculated with Cronbach alpha. In line with the opinions of the experts, some items were corrected and others were excluded from the scale.

Last, in the finalizing the scales phase, the results of analyses were reported. Before performing EFA, the potential of missing data and normality assumptions were verified to ensure that the data was suitable. Also, there was no evidence of an extreme value problem in the data (Özdemir et al., 2021). To evaluate the appropriateness and sufficiency of 349 gathered data for EFA, Kaiser-Meyer-Olkin (KMO) coefficient and Bartlett's test of sphericity (Bst) were calculated. The scales' KMO value was determined to be .81. When this value exceeds .50, the dataset is suitable for factor analysis. If this number is large, it is assumed that each variable is completely anticipated by the others (Çokluk et al., 2016). Bst for PIKS was determined to be $\chi^2=1392.98$, $sd=190$, $p=.00$. Moreover, Bst of findings produced a chi-square statistic. PIAS, on the other hand, passed Bst with a value of $\chi^2=1562.53$, $sd=91$, $p=.00$. Again, Bst of results produced a chi-square statistic. When this value is $p < .05$, the dataset is acceptable for factor analysis (Yurdagül, 2005). Additionally, when item correlations were analyzed, it was discovered that there was no low correlation between the items and that the matrix lacks a unit matrix characteristic. As a result, the dataset collected was found sufficient for exploratory factor analysis. Validity was ensured for PIKS and PIAS, and both of them were found highly reliable. Since it is not sufficient to perform only EFA while developing a new scale (Brown, 2015; Hinkin, 1995), CFA was used to evaluate the three-dimensional design of

the PIKS and PIAS. As a result of the CFA, all the items which received load values in the relevant dimensions of PIKS were found to be varied between .43 and .69 while it varied between .51 and .87 for PIAS. When the values for both scales CFA were evaluated, it was discovered that they were all in perfect or acceptable fit. As a result of this produced model, it was discovered that factors were verified by data (Hooper et al., 2008; Tabachnick & Fidell, 2001). Cronbach alpha was calculated $\alpha = .82$ for PIKS, and $\alpha = .87$ for PIAS.

All in all, validity and reliability of PIKS (Appendix 1) and PIAS (Appendix 2) were ensured as a consequence of the data analyses. As a result of statistical analyses, three subcategories obtained for each scale. The finalized version of PIKS and PIAS with their subcategories are presented in Table 3.

Table 3. Subcategories of the scales

Scales	Subcategories	Number of items
PIKS	Plurilingualism, similarities and differences of languages	7
	Cultural diversity, intercultural relations, and culture learning/acquisition	7
	General characteristics, similarities and differences of cultures	6
PIAS	Respect and curiosity to languages and cultures	5
	Readiness to adapt languages and cultures	5
	Stance towards languages and cultures	4

By adapting the necessary descriptors of the FREPA, 20 items were obtained for PIKS, and 14 items were developed for PIAS. Both scales have three subcategories as shown in Table 15 above. As a result of the scale development study, PIKS and PIAS were confirmed to be valid and highly reliable. Findings of the scale development study are presented in Appendix 3 with details.

3.3.2 Individual semi-structured interviews

In the social sciences, qualitative semi-structured interviews are one of the most common data collecting techniques (Bradford & Cullen, 2012). They are useful since they enable researchers to investigate subjective perspectives of participants (Flick, 2009). Moreover, they provide flexibility while simultaneously allowing sufficient answers to the developed study questions (Creswell, 2013). Semi-structured interviews are directed by a planned set of questions, which allows the researcher to investigate a certain subject while enabling the participant to respond in their own words and explore concerns and themes that are important to them (Borg, 2006; Choak, 2012; Dörnyei, 2007; Mackey & Gass, 2005). With an interview guide provided, semi-structured interviews enable researchers to compare responses among participants (Patton, 2002), and allow them to digress and scrutinize for further information (Mackey & Gass, 2005).

Based on the reviewed literature on plurilingualism and intercultural competence, the researcher developed semi-structured interview questions for the purpose of this study. Then, experts in the field were consulted to ensure validity of the interview questions. In the light of experts' feedback, necessary adjustments were done. Accordingly, a total of seven main questions were asked to the participants, all of which dealt with their perspectives on the variety of languages and cultures, how intercultural competence was implemented in their classes, and the importance of intercultural competence in teacher education. The finalized interview questions are provided in Appendix 4.

3.4. Data Collection

The current study is based on explanatory sequential design of mixed method research. It is basically connecting two stages in which a qualitative follow-up study is held depending on the quantitative findings in the first stage (Creswell et al., 2003). Therefore, first, quantitative data were collected from 156 English language teachers through online scales (PIKS & PIAS). Aftermath, individual semi-structured interviews were held with the participants.

In the first phase, two valid and reliable scales were developed to conduct this study. Due to Covid-19 pandemic restrictions, PIKS and PIAS were employed online to 156 EFL

teachers on voluntary basis. In the second phase, semi-structured interviews were used to collect qualitative data in order to better explore and explain the quantitative data. Interview questions were prepared by the researcher, and employed after the revision and approval of experts in the field. Because of the Covid-19 pandemic restrictions, individual semi-structured interviews were performed online in a written form using GoogleDocs to grasp EFL teachers' perceptions in PI better. While gathering quantitative data, the researcher obtained some of the participants' personal information to contact for the second phase of the study by ensuring anonymity and confidentiality. In order to get more in-depth information and a more comprehensive analysis of both scales used, the researcher reached all volunteer participants through WhatsApp messages, and shared the link to reach interview questions on GoogleDocs via their e-mails. Although 37 instructors notified their willingness to participate in the study's second phase, only 12 teachers sent the researcher their responses to the individual semi-structured interview questions.

3.5. Data Analysis

Considering the research methodology adopted for the current study, quantitative and qualitative data were separately analyzed. Quantitative data were analyzed via SPSS 21. On the other hand, qualitative data were analyzed by conducting thematic analysis.

3.5.1. Quantitative data analysis

The data gathered through PIKS and PIAS to explore EFL teachers' knowledge and attitudes in PI were computed in SPSS 21. Descriptive statistics and other statistical measures like mean, median, standard deviation were used to interpret the data. To answer the first and the second research questions of the current study, the mean scores for PIKS and PIAS were analyzed.

In order to examine the effect of age, number of foreign languages, undergraduate major, highest level of formal education, current level they teach, and years of seniority on EFL teachers' knowledge level in and attitudes towards PI, parametric tests, one way ANOVA and independent samples t-tests, were utilized. All quantitative data findings were demonstrated in the next chapter.

3.5.2. Qualitative data analysis

Qualitative research aims to develop information based on human experience (Sandelowski, 2004), and data analysis is the most difficult phase of qualitative research (Thorne, 2000). Many scholars have stated that researchers should be transparent about what they are doing and why they are doing it, as well as providing a detailed explanation of the analytic approach adopted (Braun & Clarke, 2006; Malterud, 2001; Thorne, 2000). As one of the most popular qualitative data collection methods, individual semi-structured interviews were conducted aftermath of PIKS and PIAS in the current study. Oftentimes, researchers prefer using semi-structured interviews due to its independence from any certain theoretical approach or philosophical persuasion (Braun & Clarke, 2006).

In qualitative research, data analysis includes preparing and arranging data for analysis, then reducing the data into themes by a process of coding and condensing the codes, and lastly expressing the data in figures, tables, or a discussion (Creswell, 2013). Qualitative data are interpreted iteratively based on methods and assumptions that are developed both during and after data collection. It is necessary to highlight that when doing qualitative data analysis, the researcher becomes the analysis' instrument and makes decisions about things like coding, theming, re-contextualizing the data (Starks & Trinidad, 2007).

Although qualitative data may be analyzed in a variety of ways, Braun and Clarke (2013) highlight that some sort of 'thematic' coding is common across many qualitative methods within the social sciences. In mixed-method studies, thematic analysis is often utilized. Due to its theoretical flexibility, thematic analysis is a highly adaptable technique that can be adjusted to meet the objectives of research studies, offering a rich and thorough, but complicated description of data (Braun & Clarke, 2006; King, 2004). It is a valuable method to investigate different participants' viewpoints, showing similarities and differences, and uncovering unexpected findings. In a nutshell, thematic analysis is a methodology for identifying, analyzing, categorizing, explaining, and reporting themes in gathered data (Braun & Clarke, 2006).

Furthermore, thematic analysis is often familiarized with phenomenology since it may concentrate on participants' subjective experiences and sense-making (Guest et al., 2012). Phenomenological research has a long history of using thematic analysis (Dapkus, 1985).

The primary focus of a phenomenological method is on the participants' perceptions, emotions, and experiences. Phenomenology emphasizes the importance of giving voice to the other in qualitative research. This method frees respondents from the limitations of quantitative research's structured questions, allowing them to explain the topic in their own terms.

Like other research methods, data analysis may be inductive or deductive (Braun & Clarke, 2006). Inductive themes are data-driven (Boyatzis, 1998); not trying to fit the evidence into a theory or framework. Nonetheless, coding always reflects the researcher's perspective and research values (Braun & Clarke, 2006). On the other hand, deductive methods are theory-driven (Crabtree & Miller, 1999). This kind of research is more interpretative due to pre-existing theory and conceptions. The use of deductive strategies may organize, code, and interpret data by searching for existing themes. Moreover, inductive and deductive methodologies can be used together in thematic analysis (for example Fereday & Muir-Cochrane, 2006).

Though there are other approaches to theme analysis (Javadi & Zarea, 2016), the data acquired via semi-structured interviews in this research were analyzed using thematic analysis owing to its flexibility and popularity among qualitative analytic approaches. Thematic analysis consists of a few basic steps as shown in Table 4.

Table 4. Braun and Clarke's six phases of thematic analysis

Phases	Process
Familiarizing the data	• Transcribing data (if necessary) • Reading and re-reading the data • Noting down initial ideas
Generating codes	• Data reduction • Data complication • Sorting the different codes into potential themes,
Generating initial themes	• Collating all the relevant coded data extracts within the identified themes
Reviewing themes	• Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), • Generating a thematic 'map' of the analysis
Defining and naming themes	• Generating clear definitions and names for each theme
Producing the report	• Final analysis and write-up of the report

In the first phase, familiarization of the data, the researcher re-reads the data several times to identify points of interest. Next, to generate initial codes, he/she makes an initial list of items from the data set that have a reoccurring pattern. Aftermath, he/she searches for themes which includes combining initial codes to over-reaching themes, looking for broader patterns in data, trying to identify relationships between codes and themes as well as between different levels of themes. Then, he/she reviews and revises themes, and defines these finally revised themes. Lastly, the researcher finalizes the analysis with a report.

4. FINDINGS

This research seeks to unearth English language teachers' knowledge base and attitudes with regard to PIC. In the first phase, English teachers' levels of knowledge in PI were investigated using PIKS. Then, their views regarding the diversity of languages and cultures were explored through PIAS. Following the quantitative findings, individual semi-structured interviews which were conducted through e-mail with volunteer participants were analyzed as qualitative data based on the aspects of the aforementioned scales and the aims of this research. As a result, the quantitative and qualitative results were presented consecutively in this chapter.

4.1. Quantitative Findings

After the scale development study, both PIKS and PIAS were administered successively to in-service EFL teachers as part of the present study's initial phase to determine their knowledge levels and attitudes toward PIC. The means, standard deviations, and range of scores for all independent and dependent variables in a research should be presented to provide a descriptive analysis of data (Creswell & Creswell, 2018). So, descriptive analysis of the current study's data for each research question were described through means, standard deviations, and range of scores.

4.1.1. Quantitative findings of PIKS

In order to reveal their knowledge base in plurilingualism and interculturality (the first research question), the PIKS was employed to EFL teachers ($n=156$). As it can also be seen in methodology part, the reliability of PIKS was $\alpha=.82$, which means the scale is highly reliable. In addition, the PIKS was employed in the form of a '5 point Likert-type scale' (1; strongly disagree, 2; disagree, 3; neutral, 4; agree, 5; strongly agree). Descriptive statistics for PIKS is presented in Table 5.

Table 5. Descriptive statistics for the PIKS

Subcategories of the PIKS	N	Min.	Max.	Mean	Sd
Plurilingualism, similarities and differences of languages	7	1	5	4.56	.61
Cultural diversity, intercultural relations, and culture learning/ acquisition	7	2	5	3.95	.63
General characteristics, similarities and differences of cultures	6	1.5	5	4.44	.56
Total PIKS	20	1.9	5	4.31	.51

Information pursuant to Table 5, total mean score of the EFL teachers' knowledge level is 4.31 out of 5. In line with the first subcategory of the PIKS, the mean score for their knowledge in "plurilingualism, similarities and differences of languages" is $M = 4.56$, which stands for "Strongly Agree", and this part ranked the highest among the PIKS subcategories. Regarding "cultural diversity, intercultural relations, and culture learning/ acquisition", the EFL teachers' mean score is $M = 3.95$, which is close to "Agree". And last, the mean score for "general characteristics, similarities and differences of cultures" is $M = 4.44$, which is between "Agree" and "Strongly Agree". Overall, it can be inferred from the statistics that EFL teachers in Turkey are knowledgeable in PI.

4.1.2. Quantitative findings of PIAS

To unearth the attitudes of EFL teachers towards diversity of languages and cultures (the second research question), the PIAS was performed to the participants ($n=156$). Abovementioned in methodology part, the PIAS is a highly reliable scale as well ($\alpha = .87$). To get teachers' views about the topic, a format of '5 point Likert-type scale' (1; strongly disagree, 2; disagree, 3; neutral, 4; agree, 5; strongly agree) was also employed in the PIAS. Table 6 shows the descriptive statistics for the PIAS.

Table 6. Descriptive statistics for the PIAS

Subcategories of the PIAS	N	Min.	Max.	Mean	Sd
Respect and curiosity to languages and cultures	5	1	5	4.58	.62
Readiness to adapt languages and cultures	5	2	5	4.23	.57
Stance towards languages and cultures	4	1.75	5	3.71	.79
Total PIAS	14	1.79	5	4.20	.51

According to the findings, the first subcategory ranked the highest ($M=4.58$) and it is between Agree and Strongly Agree, which means EFL teachers in Turkey have ‘respect and curiosity to languages and cultures’. With regard to their ‘readiness to adapt languages and cultures’, the mean score is calculated as $M=4.23$, and it is namely Agree. The final subcategory’s score is the lowest with $M=3.71$, which is between Neutral and Agree. So, it can be said that EFL teachers are a little bit apathetic to languages and cultures. Nonetheless, the overall mean score for the PIAS ($M=4.20$) indicates that EFL teachers have positive attitudes towards PI in general.

4.1.3. Quantitative findings of participants’ demographic differences

In this section, the effect of demographic differences on the participants’ knowledge base and attitudes in regard to plurilingual and pluricultural competence were investigated. Demographic background of the participants is presented in general in Table 2 in the methodology part, and comparisons are provided below in detail with the research questions. When the features of the participant EFL teachers had been compared, some parametric results were obtained. According to the central limit theorem, regardless of the population distribution, if the sample sizes are big enough ($n \geq 30$), the distribution of sample means approximates a normal distribution (Arsham, 2009). In line with this reference, the results below are all parametric. In addition, independent samples t-test (for 1st, 5th and 6th RQs) and one-way analysis of variance (ANOVA) (for 2nd, 3rd and 4th RQs) were applied as parametric test techniques. The independent samples t-test is used to compare the means of two independent groups in order to check whether there is statistical difference among the associated population. It is a parametric test which requires minimum 30 participants for each group. On the other hand, in one-way

ANOVA, a single factor (independent) variable creates a one-way analysis of variance for a quantitative dependent variable, and the effect size is estimated. The hypothesis that numerous means are equal is tested using ANOVA. In addition, to find differences among the means, post hoc tests can be used to find which means differ after the research has been completed (IBM SPSS, 2021).

Consequently, there is almost no statistically significant difference among participants in factors mentioned below. Nevertheless, it has been revealed that their seniority in the field has an impact on their attitudes towards PIC. In this regard, a post hoc test was applied for the last research question.

4.1.3.1. Age

According to the demographic results, participants' ages were divided into 3 groups. There were 60 teachers between 20 and 29, 63 teachers between 30 and 39, and 33 teachers 40 years old and above. The descriptive statistics are demonstrated in Table 7.

Table 7. Descriptive statistics of PIKS and PIAS according to age factor

Age groups	N	Mean		sd		se	
		PIKS	PIAS	PIKS	PIAS	PIKS	PIAS
20-29	60	4.31	4.24	.52	.49	.06	.06
30-39	63	4.33	4.17	.57	.58	.07	.07
40+	33	4.26	4.20	.33	.41	.05	.07

One-way ANOVA was performed to see whether age has an effect on EFL teachers' knowledge and attitudes in PIC. To interpret the data, "Sig." (p) is taken into account. A $p > .05$ means that the variances are equal, and a $p < .05$ means that the variances are not equal (Cevahir, 2020). ANOVA test results are shown in Table 8.

Table 8. One-way ANOVA results of RQ 3.1

		Sum of squares	df	Mean square	F	Sig.
PIKS	Between groups	.09	2	.04	.17	.84
	Within groups	40.70	153	.26		
	Total	40.79	155			
PIAS	Between groups	.15	2	.07	.29	.74
	Within groups	40.55	153	.26		
	Total	40.71	155			

As a result, there is no statistically significant difference ($p = .84$ for PIKS, $p = .74$ for PIAS) among these three groups' knowledge base and attitudes in terms of PI. In other words, age is not an influencing factor in developing PIC.

4.1.3.2. Number of foreign languages

The following research question was about the number of foreign languages participants can speak. As shown in Table 9, there were 93 teachers speaking minimum 1 foreign language and the rest ($n = 63$) can speak 2 or more foreign languages.

Table 9. Descriptive statistics of PIKS & PIAS according to number of foreign languages factor

Number of foreign languages	N	Mean		sd		se	
		PIKS	PIAS	PIKS	PIAS	PIKS	PIAS
1	93	4.29	4.19	.52	.52	.05	.05
2 and more	63	4.33	4.22	.49	.49	.06	.06

Since there are two groups in this analysis, a parametric test called the independent samples t-test is used to see whether there is a significant difference between the means of two independent groups' dependent quantitative variables. The assumptions of this test are that the sample will be drawn at random from the population, that the data of the variables whose averages are at least in the interval scale to be compared will show

normal distribution in both groups, that the two groups will be independent from one another, and that the variances of the groups will be similar (Büyüköztürk, 2010; Can, 2019; Field, 2009, as cited in Cevahir, 2020). The assumption that the variable data in question showing normal distribution in both groups may be extended on condition that the sample is taken randomly from the population and each group has at least ten samples. In this respect, it is sufficient for the dependent quantitative variable data to provide a normal distribution in the whole sample, not in each group (Cevahir, 2020).

Also, the variances of the quantitative data in the two groups are not expected to be identical. This test evaluates variance equality using "Levene's Test for Variance Equality" and generates two test results (t and p) based on whether the variances are equal or not. "Sig." is the p value of the test, and is used to evaluate the difference between groups. If $p > .05$, the variances of the two groups are equal. If $p < .05$, the variances of the two groups are not equal. The results for the research question 3.2 are shown in Table 10.

Table 10. Independent samples t-test results of RQ 3.2

		Levene's test for equality of variances		T-test for equality of means		
		F	Sig.	t	df	Sig. (2- tailed)
PIKS	Equal variances assumed	.00	.99	-.42	154	.67
	Equal variances not assumed			-.42	137.60	.67
PIAS	Equal variances assumed	.10	.75	-.37	154	.71
	Equal variances not assumed			-.37	139.53	.70

While interpreting the data in independent samples t test, firstly 'Sig.' in the Levene's test for equality of variances calculated showed whether the variances of the groups are identical. According to the results, $p > .05$ for both PIKS and PIAS, so "equal variances

assumed” line is focused for further analysis. Afterwards, “Sig. (2-tailed)” value in “t-test for Equality of Means” is used to compare the means of one quantitative (at least on the interval scale) variable of two independent groups (Cevahir, 2020). Accordingly, $p = .67$ for PIKS, and $p = .71$ for PIAS. So, there is no significant difference between EFL teachers speaking one foreign language and two or more foreign languages in terms of PIC.

4.1.3.3. Undergraduate major

In quest of investigating the impact of demographic variables on PI, the researcher compared teachers who had graduated from different departments. There were 128 ELT graduates and 28 ELL/ ACL/ TESOL graduates. Descriptive statistics of them are shown in the Table 11.

Table 11. Descriptive statistics of PIKS and PIAS according to undergraduate major factor

Undergraduate major	N	Mean		sd		se	
		PIKS	PIAS	PIKS	PIAS	PIKS	PIAS
ELT	128	4.31	4.21	.51	.52	.04	.04
ELL/ ACL/ TESOL	28	4.31	4.19	.51	.44	.09	.08

To evaluate the impact of EFL teachers’ undergraduate major on PIC, independent samples t-test was conducted. Statistical findings are demonstrated in Table 12.

Table 12. Independent samples t-test result of RQ 3.3

		Levene's test for equality of variances		T-test for equality of means		
		F	Sig.	t	df	Sig. (2- tailed)
PIKS	Equal variances assumed	.15	.69	-.06	154	.94
	Equal variances not assumed			-.06	39.51	.94
PIAS	Equal variances assumed	.30	.58	.20	154	.83
	Equal variances not assumed			.22	45.07	.82

The findings in Table 12 show that $p > .05$ in Levene's test for equality of variances, so equal variances assumed line can be evaluated for PIKS and PIAS. No statistically significant difference was obtained since $p = .94$ for PIKS and $p = .83$ for PIAS. So, it can be inferred that EFL teachers graduated from ELT department and from ELL or ACL or TESOL have similar knowledge base and attitudes towards PIC.

4.1.3.4. Educational level

The researcher aimed to investigate whether the level of education participants have had is an important factor in their plurilingual and pluricultural competence. With this regard, participants were divided into two groups as shown in Table 13.

Table 13. Descriptive statistics of PIKS & PIAS according to educational level factor

Educational level	N	Mean		sd		se	
		PIKS	PIAS	PIKS	PIAS	PIKS	PIAS
Bachelor's degree	118	4.31	4.22	.42	.46	.03	.04
Master's degree/ Doctorate	38	4.30	4.16	.73	.63	.11	.10

There were 118 teachers with BA and 38 teachers had master's or doctorate degree. Independent samples t-test was conducted for this research question as well. Statistical results are presented in Table 14.

Table 14. Independent samples t-test result of RQ 3.4

		Levene's test for equality of variances		T-test for equality of means		
		F	Sig.	t	df	Sig. (2- tailed)
PIKS	Equal variances assumed	4.45	.03	.05	154	.95
	Equal variances not assumed			.04	45.22	.96
PIAS	Equal variances assumed	.99	.32	.63	154	.52
	Equal variances not assumed			.53	50.42	.59

According to the results in Table 14, $p < .05$ for PIKS in Levene's test for equality of variances, so "equal variances not assumed" part was based. Nevertheless, $p = .96$ shows that there is no statistically significant difference between groups. For PIAS, $p > .05$ in Levene's test for equality of variances, so equal variances assumed line was checked, and no statistically significant difference has been detected ($p = .52$). As a conclusion, educational level of EFL teachers did not affect their PIC.

4.1.3.5. Teaching level

The impact of EFL teachers' teaching level is also studied as a factor in PIC. According to Table 15, there were 31 pre-primary/primary school teachers, 76 secondary school teachers, and 49 were teaching at tertiary level.

Table 15. Descriptive statistics of PIKS &PIAS according to teaching level factor

Teaching level	N	Mean		sd		se	
		PIKS	PIAS	PIKS	PIAS	PIKS	PIAS
Pre-primary/ Primary	31	4.31	4.15	.44	.32	.07	.05
Secondary	76	4.28	4.16	.50	.53	.05	.06
Tertiary	49	4.36	4.31	.57	.56	.08	.08

To evaluate the effect of EFL teachers' current teaching level in PIC, one-way ANOVA was conducted. Test results are demonstrated in Table 16.

Table 16. One-way ANOVA results of RQ 3.5

		Sum of squares	df	Mean square	F	Sig.
PIKS	Between groups	.187	2	.09	.35	.70
	Within groups	40.60	153	.26		
	Total	40.79	155			
PIAS	Between groups	.77	2	.38	1.48	.23
	Within groups	39.94	153	.26		
	Total	40.71	155			

The statistics in Table 16 shows no significant difference among groups because $p = .70$ for PIKS, $p = .23$ for PIAS. In brief, teaching level had no impact on teachers' PIC.

4.1.3.6. Seniority

For the last research question, participants were divided into four groups according to their work experiences. Table 17 shows that there were teachers working for 0-5 years ($n=43$), 6-10 years ($n=48$), 11-15 years ($n=32$), and 16 years and more ($n=33$).

Table 17. Descriptive statistics of PIKS &PIAS according to seniority factor

Group number	Years of seniority	N	Mean		sd		se	
			PIKS	PIAS	PIKS	PIAS	PIKS	PIAS
1	0-5	43	4.46	4.39	.45	.34	.06	.05
2	6-10	48	4.32	4.17	.39	.42	.05	.06
3	11-15	32	4.17	4.06	.71	.68	.12	.12
4	16 and more	33	4.22	4.15	.45	.56	.07	.09

Again, one way ANOVA is used to determine if there is a significant difference among the mean scores of the dependent variable for the four independent groups. The statistics are given in Table 18.

Table 18. One-way ANOVA results of RQ 3.6

		Sum of squares	df	Mean square	F	Sig.
PIKS	Between groups	1.93	3	.64	2.52	.06
	Within groups	38.85	152	.25		
	Total	40.79	155			
PIAS	Between groups	2.33	3	.77	3.08	.02
	Within groups	38.37	152	.25		
	Total	40.71	155			

In the light of the results, on one hand, there was no significant difference among groups in the PIKS ($p = .06$). On the other hand, there was a statistically significant difference in the PIAS ($p = .02$). Since ANOVA was not sufficient to identify the differing groups, post-hoc testing was applied to discover which groups were different (Pallant, 2017, as cited in Cevahir, 2020). Before conducting post hoc tests, test of homogeneity among seniority groups was done. As seen in Table 19, the p value (.13) is greater than α (.05) which means there are equal variances. So, homogeneity is provided in 'seniority' groups.

Table 19. Homogeneity and effect size of seniority groups

PIAS results	Test of homogeneity	Partial eta squared
Seniority groups	.13	.06

In order to reveal effect size of ‘seniority’, eta squared (η^2) correlation coefficient was calculated. Eta square shows how effective the independent variable is on the dependent variable. It also shows how much of the total variance (change) in the dependent variable is explained by the independent variable (or factor) and takes a value between 0 and 1 (Büyüköztürk, 2010; Pallant, 2013). Eta square at the level of .01 is small, .06 is medium and .14 is interpreted as a large effect (Cohen, 1992). The eta square value itself expresses how much (%) of the variance in the dependent variable is explained by the independent variable (Rosenthal & Rosnow, 2008). According to the statistics in Table 19, it can be seen that Eta square (η^2) = .06 for seniority in attitudes towards PIC. In other words, the difference has a medium effect with 6% of the total variance.

Based on the findings of ANOVA, post-hoc Tukey and Bonferroni tests were implemented to detect differencing groups. Bonferroni and Tukey tests are the most commonly used multiple comparison tests in post-hoc analysis (IBM SPSS, 2021). The Bonferroni test highlights the fact that multiple comparisons are done while calculating the observed significance level, whereas Tukey tests all pairwise comparisons across groups using the studentized range statistic and sets the experimentwise error rate to the collection error rate for all pairwise comparisons (IBM SPSS, 2021). It can be said that there is a significant difference between the groups whose significance level (Sig=p) is below .05 (Kalaycı, 2018). Both of them were utilized in this study to increase reliability. The results of the post-hoc tests are given in Table 20 with details.

Table 20. Post-hoc tests for PIAS

Post hoc Test	Seniority group	Seniority groups	Sig.
Tukey	1 (0-5 years)	2	.15
		3	.02
		4	.16
	2 (6-10 years)	1	.15
		3	.77
		4	.99
	3 (11-15 years)	1	.02
		2	.77
		4	.88
	4 (16 and more)	1	.16
		2	.99
		3	.88
Bonferroni	1 (0-5 years)	2	.21
		3	.03
		4	.23
	2 (6-10 years)	1	.21
		3	1.00
		4	1.00
	3 (11-15 years)	1	.03
		2	1.00
		4	1.00
	4 (16 and more)	1	.23
		2	1.00
		3	1.00

In sum, after conducting ANOVA, both Tukey and Bonferroni post-hoc tests were implemented to seniority groups, and the statistically significant difference in PIAS was

explored between groups 1 and 3. The p in Tukey test was obtained .02, and in Bonferroni test $p = .03$, which are lower than the necessary significance level ($p .05$). Simply put, teachers with maximum 5 years of work experience had more positive attitudes towards PIC than teachers with maximum 15 years of teaching experience. Yet, the seniority had a medium effect (6%) on EFL teachers' attitudes towards PI.

4.2. Qualitative Findings

As mentioned in the previous chapter, individual semi-structured interviews were held to gather qualitative data. After the implementation of PIKS and PIAS, 12 volunteer participants' opinions on PIC were elicited via 7 semi-structured interview questions. To analyze interviewees' responses, thematic analysis was utilized. The questions were categorized into themes and then sorted into code-based divisions. The parentheses adjacent to the codes represent the number of similar utterances given by different respondents. Interviewees' responses were interpreted under seven themes; "plurilingualism", "raising students' awareness about plurilingualism", "culture", "intercultural competence", "trained about IC", "IC implementation methods" respectively. All themes, categories, codes and 12 participants' responses were presented in Appendix 5 with details. The interpretation for the first interview question "What do you understand by plurilingualism?" can be found in Table 21.

Table 21. Theme, categories and codes of 1st interview question

Theme 1	Categories	Codes
Plurilingualism	Aware	Using more than one language (8)
	Partly aware	Using more than two languages (2)
		Multiculturalism (1)
		Knowing more than two cultures (1)

According to the results, 8 of the participants had necessary awareness about plurilingualism while 4 of them were partly aware of its meaning. Most of them ($n=8$) showed their knowledge by stating that plurilingualism is "using more than one language", and the rest ($n=4$) used terms like "multiculturalism", "using more than two

languages”, and “knowing more than two cultures”. In sum, they were all knowledgeable about plurilingualism with different levels.

The second interview question was: “Do you think raising learners’ awareness of language diversity is important?”. Regarding the theme “raising students’ awareness about plurilingualism”, respondents’ answers were categorized as in Table 22.

Table 22. Theme, categories and codes of 2nd interview question

Theme 2	Categories	Codes
Raising students’ awareness about plurilingualism	Agree	Important (11)
	Disagree	Not important (1)

Results in Table 22 demonstrated that almost all participants agreed that students’ literacy need to be improved about plurilingualism while there was one who disagreed about its significance. It can be inferred that EFL teachers regarded plurilingualism as an important part of education. Following the second question, EFL teachers were asked that “What do you understand from culture?”, and their responses were analyzed as in Table 23.

Table 23. Theme, categories and codes of 3rd interview question

Theme 3	Categories	Codes
Culture	Aware	Shared set of norms of a particular society (3)
		Phenomenon affecting people in all aspects and differing societies (1)
		The way of life (4)
	Partly aware	Behaviors of a society (3) Language, traditions, and history (1)

In regard to interviewees’ responses in Table 23, culture was defined as “shared set of norms of a particular society”, “phenomenon affecting people in all aspects and differing societies”, and “the way of life” by knowledgeable interviewees (n=8). On the other hand, four participants had limited knowledge about culture, and described it as

“behaviors of a society”, and “language, traditions, and history”. In general, participant EFL teachers were found to be aware about culture.

When it comes to the 4th question, there occurred three categories according to interviewees’ responses. The question was “What do you understand from intercultural competence in general?”. The researcher interpreted the theme as shown in Table 24.

Table 24. Theme, categories and codes of 4th interview question

Theme 4	Categories	Codes
Intercultural competence	Aware	Effective integration into multicultural contexts (2)
		Appropriate interaction with people from different cultural backgrounds (6)
	Partly aware	Speaking a foreign language is not enough for effective communication (1)
		Constructive process independent of cultural judgements (1)
		Combining skills to communicate a foreigner (1)
	Unaware	Sharing different attitudes in your own society (1)

In accordance with responses of attendants, six codes emerged about their IC knowledge. Most of the participants (n=8) were well aware of the term IC, whereas three of them had partial knowledge about it. Also, there was one EFL teacher unaware about IC. Yet, it can be said that EFL teachers were knowledgeable about intercultural competence in general.

In the 5th interview question, the researcher aimed to get participants’ ideas about “integrating IC in education”. With this regard, the question “What do you think about the integration of intercultural competence in language education?” was asked, and their statements were interpreted under two categories as shown in Table 25.

Table 25. Theme, categories and codes of 5th interview question

Theme 5		Categories	Codes
Integrating IC in education		Strongly	Integral part, necessary, first aim, quite important, vital (6)
		Agree	
		Agree	Important, supportive (6)

Pursuant to Table 25, the interviewees' attitudes towards integrating IC into language education were positive. Six of them highlighted their strong agreement by utterances like "integral part, necessary, first aim, quite important, vital". Also, six attendants stated their agreement by labeling it as "important, supportive".

In the next question, the researcher focused on interviewees' training on IC. Teachers were asked: "Do you think you have got sufficient training on integrating intercultural competence in your lessons during your teacher education program? If not, what could be useful to learn (in terms of intercultural competence) before you graduate as a teacher?", and results were divided into two categories as shown in Table 26.

Table 26. Theme, categories and codes of 6th interview question

Theme 6		Categories	Codes
Trained about IC		Agree	Learned during MA (2)
		Disagree	Not educated (10)

According to Table 26, it can be inferred that IC was only integrated into postgraduate education. While two interviewees emphasized being educated during their MA courses, ten EFL teachers notified they had no training on it. Therefore, it can be said that IC has not been given due consideration in language education curriculum in Turkey yet.

With the last interview question, the researcher focused on exploring "IC implementation methods" of teachers into English language teaching. "How do you integrate intercultural competence in your lessons? Can you give examples of techniques and materials you mostly apply?". In fact, the question was focusing on in-class techniques, but the flexible nature of semi-structured interviews enabled attendants with expressing their views in general. So, the theme was analyzed under three categories as demonstrated in Table 27.

Table 27. Theme, categories and codes of 7th interview question

Theme 7	Categories	Codes
IC implementation methods	Authentic materials	Youtube videos, newspaper, news bulletin, article (4)
	International projects	Erasmus+, eTwining (3)
		focusing on content, group discussions, role plays
	Others	(3) Special days in the target culture (2)

In accordance with the answers under “authentic materials” category, four teachers told that they found Youtube videos, newspaper, news bulletin, articles in the target language useful for IC development. Three of them strongly recommended attending international projects like Erasmus+ and eTwining. Three teachers stated that they integrate IC into their lessons by focusing on content, conducting group discussions and role plays. In fact, the researcher interpreted an interesting code which shows that two interviewees limit IC into target language culture. They stated that teaching special days in the target culture was a good way to integrate IC into language education.

Moreover, further recommendations and comments were done by three participants regarding intercultural competence. The second interviewee (P2) commented on culture integration into language education as follows:

Learning the first foreign language or the second, one has a lot of connections with cultural integration to all lessons and we have to find different ideas and add them to our lessons and we also need to use course books which have themes about culture in it so it becomes very enjoyable for the kids during our classes.

Learning a foreign language encourages cultural integration in all subjects. Teachers must develop innovative ways to language teaching that include a variety of cultural patterns including the use of course books with cultural themes in order for students' taking full advantage of language learning. Following P2, P3 emphasized that IC was not given due

attention in language education in Turkish context especially in tertiary level. In addition, the last recommendation was done by P5:

Language and culture cannot be separated. Teaching materials should include as many cultural elements as possible, which is not hard in today's technologically advanced schools. Inviting guest speakers to talk about the culture of the target language or even to involve students in activities reflecting the culture of the country may be useful to provide interculturalism to some extent. For example, depending on the level, wearing traditional clothes on some important occasions for the country in question, eating their food, even singing their songs may help students get acquainted with the new culture.

P5 put emphasis on the inseparable relationship of language and culture. The advantages of modern technology provide teachers with countless options to include diverse cultural components into language teaching. Furthermore, asking foreigners to talk about the target language's culture, or even engaging students in activities that symbolize the target culture, may assist IC development. For example, depending on their competence level, students may dress up in accordance with the dress code of a special occasion in the nation in question, taste its traditional food, and sing its songs. All of these approaches assist learners in becoming familiar with a different culture.

5. DISCUSSION

This chapter encapsulates the present study by summarizing the key results in connection with the research aims and questions as well as discussing their significance. Quantitative and qualitative findings are compared with previous studies' results on PI. Further recommendations/comments of the interviewees are also discussed at the end of this chapter.

5.1. Discussion

The significance of IC in teacher education stems from the belief that education must fulfill the needs of a society undergoing fast change (Cushner & Mahon, 2009). Today, people are exposed to changes at an unprecedented pace due to globalization. Adaptation to these changes is difficult, yet possible. A genuine way to catch up with these changes depends on developing PIC since people mostly have difficulty in handling language and culture barriers. In my opinion, the greatest duty of teachers today is opening doors for learners to become world citizens. Particularly foreign language teachers have an important role in this issue (Byram, 1997). Hence, the significance of teachers' readiness level for raising young people with PIC is of very high concern. With this regard, this study aimed to reveal EFL teachers' knowledge level and attitudes with regard to PIC. In this context, their knowledge levels and attitudes were investigated first. Then, the impact of age, number of foreign languages, undergraduate major, level of education, level they teach, and work experience were examined successively. To get in-depth information, volunteer participants' responses were collected via individual semi-structured interviews.

5.1.1. Discussion of the quantitative findings

In regard to the first research question, the researcher aimed to uncover EFL teachers' knowledge level in PIC, and implemented PIKS for it. The results showed that in-service EFL teachers are quite knowledgeable in PIC. In fact, this result is not surprising since PI are human characteristics shown in communication. People use different registers of a language in various settings, just as they employ different cultural repertoires in diverse contexts. So, PIC is not something new in our lives, but developing it through education

is a new concept (Bernaus et al., 2007). In the light of the reviewed literature, EFL teachers' awareness in plurilingualism was found lacking in a qualitative study in Turkey (Çelik, 2013). This study concluded the opposite with its quantitative and qualitative results. However, IC perception of EFL teachers was found high (Atay et al., 2009) before. So, results of the first research question are compatible with a previous study in Turkey.

The second research question was about attitudes of EFL teachers towards PI, and PIAS was applied to collect data. Findings show that EFL teachers perceive PIC positively in general, which is also found in previous studies' results (Ay, 2018; Bastos & Araújo e Sá, 2014; Estaji & Rahimi, 2018; Gu, 2016; Güven, 2015; Han & Song, 2011; İşcan et al., 2017; Larzén-Östermark, 2008; Özbakır-Kuzu, 2018; Yıldız, 2016; Young & Sachdev, 2011). So, this finding is compatible with the results of national and international studies in this context. When PIKS and PIAS were analyzed, EFL teachers were found knowledgeable in PI, and have favorable attitudes towards them. When total mean scores of two scales were compared, it can be said that EFL teachers scored a little bit higher in terms of knowledge base than attitudes in respect to PIC.

The third research question was about participants' demographic backgrounds and it was composed of six sub-research question. The first sub-research question was the effect of age on EFL teachers' PIC. The researcher presumed that age might affect EFL teachers' understanding and attitude in regard to PIC. However, collected data showed that age was not an influencing factor in developing PIC. This finding is in line with the previous studies (Çetin-Köroğlu, 2013; Yıldız, 2016).

The second sub-research question was about the impact of number of foreign languages EFL teachers speak on their PIC level. In the present study, there were EFL teachers who can speak 1 to 3 foreign languages. The researcher compared the results, and no significant difference was found between them in terms of PIC level. In fact, the researcher assumed that learning a new language widens an individual's perspectives especially in terms of culture. However, in this study, this factor showed no impact on developing PIC.

The third sub-research question was asked to explore the effect of undergraduate major on PIC. The researcher compared EFL teachers who graduated from the departments of English language teaching, English language and literature, American culture and literature, and teaching English to speakers of other languages. Findings revealed that they all have similar knowledge base and attitudes towards PI. The department they have graduated from has no impact on their understanding of linguistic and cultural diversity. This finding is in line with Yıldız's (2016) which concluded that ELT graduates had more favorable perception about IC compared to other departments' graduates. However, it is in contrast with the other previous studies (Ay, 2018; Kuru-Gönen & Sağlam, 2012) which had found non-ELT graduates attached more importance on culture teaching.

Another curiosity of the researcher was about the relationship between EFL teachers' degree of education and PIC level. According to the findings of the fourth sub-research question, educational level of EFL teachers does not affect their PIC. However, qualitative findings showed the opposite. Two EFL teachers with postgraduate degrees emphasized that they were educated about IC during their MA, PhD studies. Yet, this conclusion cannot be generalizable since teachers with BA degree outnumbered the teachers who had postgraduate studies. Similarly, a previous study in quest of the effect of earned degree concluded that it had not influenced EFL teachers' IC levels (Yıldız, 2016).

With the fifth sub-research question, effect of EFL teachers' instructional level on their PIC was examined. There were teachers working at pre-primary/primary, secondary, and tertiary levels. Findings demonstrated that teaching level does not affect teachers' understanding and attitudes with regard to PIC. Furthermore, this result was consistent with Estaji and Rahimi's (2018) study on PI. On the other hand, tertiary level teachers had been found having more positive attitudes towards teaching culture in education in a previous study in Turkey (Ay, 2018).

Depending on the demographic results, almost no effect had been detected on EFL teachers' PIC level except teaching experience. The last sub-research question results showed that work experience did not affect EFL teachers' knowledge levels in PIC. However, it influenced their attitudes towards it. The groups' homogeneity was checked and the effect size of this difference was calculated. Then, post-hoc test results revealed

that teachers with maximum five years of work experience are more favorable in terms of PIC than teachers with fifteen years of teaching experience. Yet, this factor has a medium effect size. In other words, seniority affects teachers' attitudes towards PIC but not as a determining factor. In contrast, Çetin-Köroğlu (2013) claimed that teaching experience had no significant effect on EFL teachers' perspectives in IC.

5.1.2. Discussion of the qualitative findings

Individual semi-structured interviews with volunteer EFL teachers were elicited through seven questions. To analyze interviewees' responses, thematic analysis was applied. Generated themes, categories, and codes with participants' responses are provided in Appendix 5.

5.1.2.1. Theme 1: Plurilingualism

The first interview question was about plurilingualism. It is defined as the ability to use more than one language (CoE, 2016b). In accordance with interviewees' responses, it can be said that most of them knew what plurilingualism was. On the other hand, few teachers were partly aware of its meaning since they associated it with multiculturalism, and defined it as using more than two languages, or knowing more than two cultures. In general, it can be inferred that most EFL teachers in this study were knowledgeable about plurilingualism, and few of them were aware of it to some extent. In sum, this finding consolidated the PIKS results. However, findings of a previous in Turkey (Çelik, 2013) indicated opposite results on plurilingualism. So, it can be inferred that EFL teachers in Turkey improved their plurilingual competence to some extent in years.

5.1.2.2. Theme 2: Raising students' awareness about plurilingualism

The second interview question was asked to unearth how much EFL teachers attached importance to plurilingualism in their teaching philosophy. Eleven of the interviewees had quite favorable attitudes towards raising learners' awareness about plurilingualism, while there was one who did not see it as a crucial element in language education. However, he did not disagree as well. Ultimately, EFL teachers perceived plurilingualism as a significant part of language teaching, which also coincides with the PIAS results.

5.1.2.3. Theme 3: Culture

There are plethora definitions of culture, but no consensus has been achieved yet. Culture is a collection of signs that individuals of a certain society use to identify one another while differentiating them from persons who do not belong to that culture (UNESCO 1992, as cited in Huber, 2012); a shared set of norms for seeing, believing, judging, and acting (Kramsch, 1993, 1998); “an integral part of the interaction between language and thought” (Brown, 1986). It is the way of life in general terms. According to the results, participants who were aware of culture defined it as “shared set of norms of a particular society”, “phenomenon affecting people in all aspects and differing societies”, and “the way of life”. Besides, interviewees who were partly aware described culture as “behaviors of a society”, and “language, traditions, and history”. By and large, participant EFL teachers were considered to be culturally conscious on the whole. This result is also in a similar vein with another study in Turkey (Önalán, 2005). The purpose of this question was to understand participants views on culture. It is important for developing intercultural competence because culture itself is an indicative of diversity.

5.1.2.4. Theme 4: Intercultural competence

Intercultural competence is a set of knowledge, skills, attitudes, and behaviors that enable a speaker to recognize, comprehend, interpret, and accept different ways of living and thinking outside of his or her own culture to varied degrees. This ability provides interpersonal understanding and is not limited to linguistic ability (Cavalli et al., 2009). EFL teachers’ responses to the fourth question can be evaluated as the core of the semi-structured interviews. They were asked to define IC, and most of them seemed to be conscious about it. They defined intercultural competence as effective integration into multicultural environments, acceptable engagement with persons from diverse cultural backgrounds, constructive process independent of cultural judgments, integrating skills to communicate a foreigner. However, there was only one answer not very related with IC. In a word, EFL teachers are well-versed in intercultural competence, which is in line with the PIKS results. In other words, getting in-depth information through interviews consolidated IC perception of EFL teachers and supported the findings of previous studies (Atay et al., 2009; Ay, 2018; Bastos & Araújo e Sá, 2014; Bayyurt, 2006; Estaji &

Rahimi, 2018; Fungchomchoei & Kardkarnklai, 2016; Gu, 2016; Han & Song, 2011; Larzén-Östermark, 2008; Özbakır-Kuzu, 2018).

5.1.2.5. Theme 5: Integrating IC in education

In respect to the fifth interview question, the respondents expressed a favorable attitude about implementing IC into language teaching. Six of them expressed their strong agreement with using phrases like integral part, essential, first goal, very significant, critical etc. In addition, six attendees agreed by describing it as essential, encouraging. Responses to this question along with PIAS results make it clear that EFL teachers were willing to integrate IC into their language teaching process, which coincides with previous research (Demircioğlu & Çakır, 2015; Han & Song, 2011; Karabınar & Yunuslar-Güler, 2013; Larzén-Östermark, 2008; Yıldız, 2016).

5.1.2.6. Theme 6: Trained about IC

With the sixth interview question, the researcher aimed to investigate whether EFL teachers had had any training on IC. Although they showed positive attitudes towards IC, ten EFL teachers acknowledged that they had not been informed adequately about it. In contrast to scale results, two interviewees stated that they developed IC during their postgraduate studies. So, it can be inferred that educational level has an impact on teachers' PIC level. The big picture showed that IC practices in Turkey were insufficient, yet promising. Nonetheless, it is given due attention in higher education. These results were consistent with those of Gedik-Bal (2019). She discovered that only a few English language teachers completed courses in IC or cultural dimensions of language education as part of their BA, MA, or PhD degrees. Furthermore, they had limited opportunities for professional development activities like workshops, seminars, and conferences.

5.1.2.7. Theme 7: IC implementation methods

In the last interview question, the researcher focused on revealing EFL teachers' in-class techniques for IC development. Most of them suggested using authentic materials like Youtube videos, newspaper, news bulletin, an article in the target language etc. Also, international projects like Erasmus+ and eTwining were highly recommended for IC

improvement. So, the connection between IC and experiences abroad were emphasized, which is already stated in previous studies on IC (Altuğ et al., 2019; Atay, 2005; Çandırılı, 2018; Sarıçoban & Öz, 2014; Tomak & Karaman, 2019). Group discussions (Gedik-Bal, 2019) and roleplays were also found useful. Teaching special days was also emphasized by three EFL teachers as well. One interviewee suggested inviting foreigners in class, which was also recommended in previous studies (Demircioğlu & Çakır, 2015; Gedik-Bal, 2019). Interestingly, four interviewees (P3, P5, P9, P11) particularly emphasized “target language culture/language” while giving examples. This is a good way to get acquainted with other cultures, but circumscribing it to the target language collides with the idea behind IC.

Besides, further recommendations of three participants regarding IC made valuable contributions to the current study. First, P2 stated that learning a foreign language fosters cultural integration to all lessons. Teachers had better come up with new approaches to language teaching including diverse cultural patterns as well as utilizing course books with cultural themes so that the students get the most out of language learning. The significance of using a true course book for IC integration was also mentioned before (Gedik-Bal, 2019). Next, P3 mentioned that IC is a new concept that has not yet been a focal point of language education in Turkey, especially in tertiary level. Last, P5 concluded that language and culture are intertwined terms. The benefits of today’s high technology enable teachers with numerous opportunities to include various cultural elements in language education. Furthermore, inviting foreigners to speak about the culture of the target language, or even involving students in activities that represent the target culture may help improve IC. For instance, students may dress up according to the dress code of a major event of the country in question, try its traditional cuisine, sing their songs depending on the proficiency level. All these practices help learners get familiar with a new culture.

6. CONCLUSION AND IMPLICATIONS

Due to globalization, where individuals' geographical and online mobility and the increasing opportunities for social networking have become both a challenge and an opportunity for school and society, new questions in language and culture teaching have arisen (Melo-Pfeifer, 2015). As a result, the concept of PIC has emerged as a major reference for rethinking pedagogical interaction, aims, topics, and language teaching methods (CoE, 2016b). PIC is the ability to utilize a diverse set of linguistic and cultural resources to fulfill communication needs or interact with others, while also expanding that repertoire (ibid).

To date, research in language education has heavily depended on intercultural competence and plurilingualism is neglected. Accordingly, the present study focuses on revealing English as a foreign language (EFL) teachers' knowledge and attitudes in respect to PIC. This research draws on data through scales and semi-structured interviews. The scales, plurilingual and intercultural knowledge scale (PIKS) and plurilingual and intercultural attitude scale (PIAS), are developed based on the necessary and important descriptors of the FREPA. It is a complementary document for the Common European Framework of Reference. Semi-structured interview questions are developed under the guidance of two experts in the field.

At the macro level, analysis of PIKS revealed that EFL teachers are knowledgeable in PI. In fact, they are human features that exist in communication. PIC is not new in our lives, but developing it through education is a new concept (Bernaus et al., 2007). Also, results of PIAS showed that EFL teachers had positive attitudes towards PIC. Furthermore, having analyzed the effect of demographic backgrounds of teachers on their PIC, no impact was detected in terms of age, number of foreign languages, undergraduate major, and the instructional level. However, seniority influenced their attitudes towards PI with medium effect size. Participants teaching for maximum five years had more positive attitudes toward PI than teachers working for maximum fifteen years. Descriptive statistics would not be justified to make assumptions, yet *burnout syndrome* might have affected EFL teachers' attitudes towards PI. Burnout syndrome is widely used to explain physical and psychological issues among human service professionals, and teaching is one of the most contentious professions when it comes to burnout (Ghanizadeh &

Jahedizadeh, 2015). At the micro level, findings of individual semi-structured interviews indicated that EFL teachers were aware of plurilingualism, culture, and intercultural competence to some extent. Their views regarding PIC were favorable, and they did their best to integrate it into language teaching. In addition, contrary to the demographic results about the impact of educational level, interview responses clarified that EFL teachers with master's or doctoral degree were more knowledgeable about PIC than teachers with bachelor's degree. In general, results of macro and micro analyses are compatible. Briefly, EFL teachers were found knowledgeable in PI, and had positive attitudes towards integrating them into language teaching.

Based on the analyses, some recommendations for further studies can be done. First, participants of the current study consist of only English language teachers. The sample can be broadened by including foreign language teachers from various departments. Second, with respect to undergraduate major, Yıldız (2016) reached conflicting results from this study. Since ELT graduates were predominant in both studies, effect of undergraduate major on IC needs to be furthered with studies having larger samples from other departments as well. Third, the study is limited to scales and interviews, yet it can be furthered by using more descriptors from the FREPA. Particularly skills part of the FREPA was excluded in this study because skills are difficult to evaluate in a short time. Subsequently, a longitudinal study may bridge this gap. Also, in-class materials offered by the FREPA can be utilized and their efficacy can be evaluated as well. Moreover, course books and/or language education programs can be evaluated in terms of PI depending on the FREPA descriptors. Next, PIKS and PIAS can be applied to prospective English language teachers to assess their readiness and willingness in respect for integrating PI into their teaching practices. In addition, a study with participants speaking more than three foreign languages may reach more generalizable results in terms of the relationship of PI and number of foreign languages spoken. Furthermore, the reason behind the effect of teaching experience on PI in this study might be burnout syndrome. However, it is not probable to decide depending on the descriptive data. So, future research about the issue may shed light on this factor. In the light of the semi-structured interview analysis, intercultural competence was related with only target language culture by some participants. This can be another issue to be unpacked in further studies. Last, some interviewees highlighted the effect of international projects on IC development. Whether experiences abroad and international projects impact EFL teachers' perceptions

in PI can be another issue to be unearthed. Moreover, language education policy in Turkey may include international projects like Green Kidz (Porto et al., 2016).

This study focused on communication and diversity in broad terms. Communication is intrinsically intercultural. An individual not only speaks a language but also speaks of his/her family, hometown, social class, political view, ethnic origin, religious belief, gender; all of which form culture. Consequently, language is the instrument of culture, and playing this instrument well is vital in communication. This can be achieved through raising awareness of otherness and respecting differences, namely plurilingual and intercultural competence. On the other hand, diversity is everywhere. The significant role of teachers in building peace in society should be well recognized. Since English is the international language, English language teachers have a great role in preparing learners to become world citizens. Above all, teachers need to be prepared for diverse teaching settings and supported with continuing professional development activities like international projects. Also, they should be provided with essential materials integrating PIC into language education. Peace in the globe does not occur per se, it needs collective responsibility. To become a democratic world citizen, both learners and teachers need to encounter people from diverse linguistic and cultural backgrounds. Real communication with foreigners for the purpose of learning a foreign/second language is far more effective than any artificial atmosphere created in the classroom, because students are encouraged to use what they have learned when they are required to interact in the foreign language. This can be achieved through international projects like Green Kidz, eTwinning and exchange programs. In sum, the better we communicate, the better we connect.

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APPENDICES

Appendix 1. Ethics Committee Approval

T.C.
SÜLEYMAN DEMİREL ÜNİVERSİTESİ
Sosyal ve Beşeri Bilimler
Etik Kurul Kararları

TOPLANTI TARİHİ	TOPLANTI SAYISI	KARAR SAYISI
10.03.2021	104	12

12- Üniversitemiz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi yüksek lisans öğrencisi Emine PEHLİVAN ŞİŞMAN tarafından yürütülen "Türkiye'de Çokdillilik ve Çokkültürlülük/Kültürlerarası Yetileri Üzerine Bir Çalışma" başlıklı bilimsel çalışma hk.

Üniversitemiz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi yüksek lisans öğrencisi Emine PEHLİVAN ŞİŞMAN tarafından yürütülen "Türkiye'de Çokdillilik ve Çokkültürlülük/Kültürlerarası Yetileri Üzerine Bir Çalışma" başlıklı bilimsel çalışmanın kapsam ve uygulama açısından etik ilkelere ve insan haklarına uygun olduğuna,

Mevcudun oybirliği ile karar verildi.

Appendix 2. Plurilingual and intercultural knowledge scale

Plurilingual and Intercultural Knowledge Scale

Please read the following statements carefully, and mark (✓) in the appropriate box.

SA= Strongly agree, A= Agree, N= Neither agree nor disagree, D=Disagree, SD= Strongly disagree

	SA	A	N	D	SD
Plurilingualism, similarities and differences of languages					
1. There are very many languages in the world.					
2. There are many different kinds of sounds used in languages {phonemes, rhythmic patterns...}.					
3. There are similarities and differences between languages/ linguistic variations.					
4. Languages may use different ways to indicate categories/ relations {agreement/ plural/ possession...}.					
5. The relationships between the elements of an utterance (groups of words/ words) may be expressed differently from one language to another {through the word order, through endings, through prepositions/ postpositions ...}.					
6. Systems of script may function in different ways.					
7. One can build on the (structural/ discursive/ pragmatic) similarities between languages in order to learn languages.					
Cultural diversity, intercultural relations, and culture learning/ acquisition					
8. I know some examples of the variation of cultural practices according to social/ regional/ generational groupings.					
9. I know which culture(s) one participates in.					
10. I am aware of my reactions to linguistic/ language/ cultural difference.					
11. I have knowledge about cultures which are the object of formal learning/ which belong to other learners in the class/ which one finds in the immediate environment.					
12. I know strategies which one can use to resolve intercultural conflicts.					
13. I know several phenomena relative to the diversity of cultures.					
14. I know how one acquires / learns a culture.					
General characteristics, similarities and differences of cultures					
15. Some norms may constitute taboos.					
16. Facts/ behaviours/ speech may be perceived/ understood differently by members of different cultures.					
17. Within a same culture there exist cultural subgroups corresponding to social/ regional/ generational sub-populations.					
18. Culture and identity influence communicative interactions.					
19. I know how cultures structure roles in social interactions.					
20. The same act may have a different meaning/ value/ function according to different cultures.					

Appendix 3. Plurilingual and intercultural attitude scale

Plurilingual and Intercultural Attitude Scale

Please read the following statements carefully, and mark (✓) in the appropriate box.

SA= Strongly agree, A= Agree, N= Neither agree nor disagree, D=Disagree, SD= Strongly disagree

	SA	A	N	D	SD
Respect and curiosity to languages and cultures					
1. I am curious about discovering how (my own / other) language(s)/ culture(s) work(s)					
2. I am curious about (and wishing) to understand the similarities and differences between my own language/ culture and the target language/ culture					
3. I positively accept linguistic/ cultural diversity/ of others/ of what is different					
4. I accept the spread and the complexity of linguistic/ cultural differences (and the fact that one cannot know everything)					
5. I have a positive attitude towards the learning of languages (and the speakers who speak them)					
Readiness to adapt languages and cultures					
6. I am likely to adapt / to be flexible in my own behaviour when interacting with persons who are linguistically/ culturally different from oneself					
7. I am confident in my capacities of observation/ of analysis of little known or unknown languages					
8. I consider every language/ culture as "something" accessible (some aspects of which are already known)					
9. I accept a social identity in which the language(s) I speak / the culture(s) I affiliate to occupy an important position					
10. I consider my own historical identity with confidence/ pride while respecting other identities					
Approach to languages and cultures					
11. I have an attitude of critical questioning/ a critical position towards language/ culture in general					
12. I can distance myself from my own language/ culture // look at one's own language from the outside					
13. I am likely to dispose myself to start a process of linguistic/ cultural decentring/ relativizing					
14. I am likely to dispose myself to modify my own knowledge/ representations of the learning of languages when these appear to be unfavourable to learning (negative prejudice)					

THANK YOU very much for your time and kind cooperation!



Appendix 4. Development of PIKS & PIAS

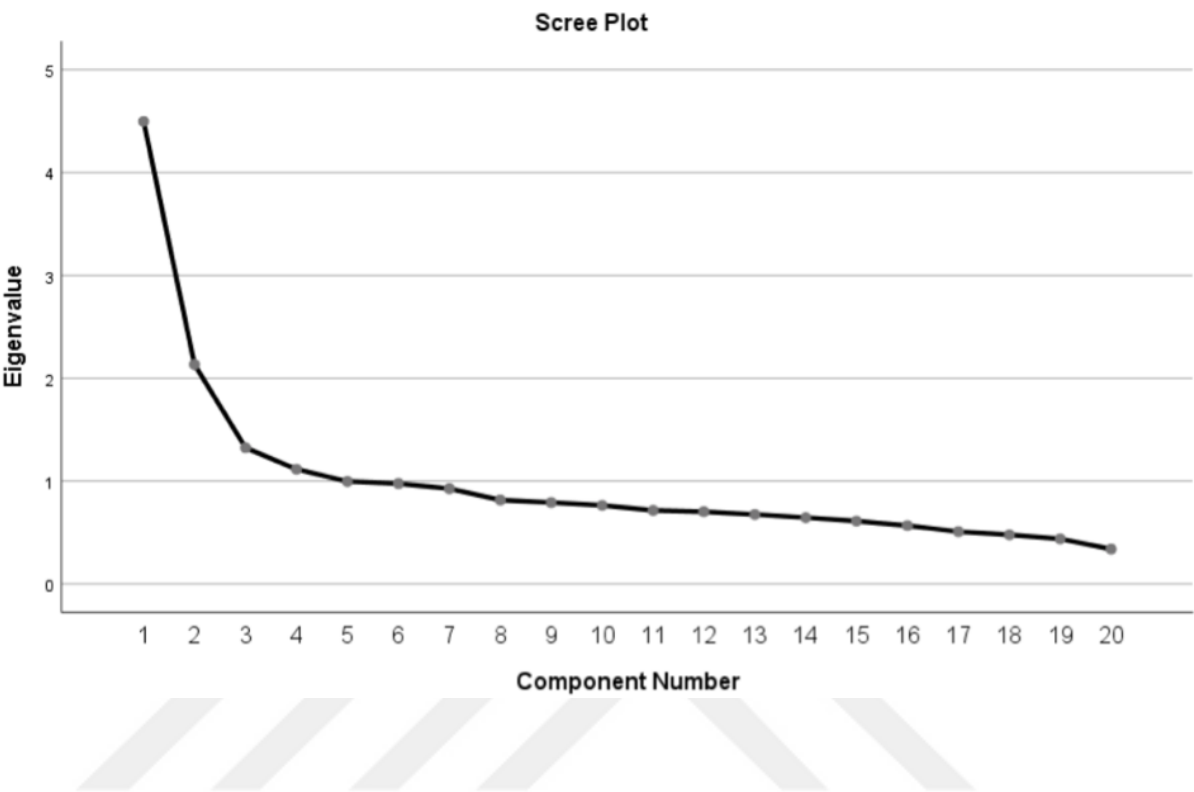
Appropriateness rates of items in PIKS under development

Items	Appropriate %	Inappropriate%	Items	Appropriate%	Inappropriate %
K1	20	80	K33	10	90
K2	40	60	K34	20	80
K3	30	70	K35	10	90
K4	0	100	K36	100	0
K5	10	90	K37	70	30
K6	20	80	K38	0	100
K7	10	90	K39	100	0
K8	30	70	K40	0	100
K9	100	0	K41	30	70
K10	100	0	K42	100	0
K11	0	100	K43	100	0
K12	10	90	K44	0	100
K13	20	80	K45	0	100
K14	0	100	K46	0	100
K15	0	100	K47	0	100
K16	100	0	K48	100	0
K17	10	90	K49	100	0
K18	10	90	K50	100	0
K19	20	80	K51	10	90
K20	10	90	K52	100	0
K21	20	80	K53	30	70
K22	100	0	K54	0	100
K23	80	20	K55	0	100
K24	100	0	K56	0	100
K25	100	0	K57	0	100
K26	10	90	K58	20	80
K27	10	90	K59	100	0
K28	0	100	K60	0	100
K29	100	0	K61	10	90
K30	10	90	K62	0	100
K31	100	0	K63	100	0
K32	0	100	K64	0	90

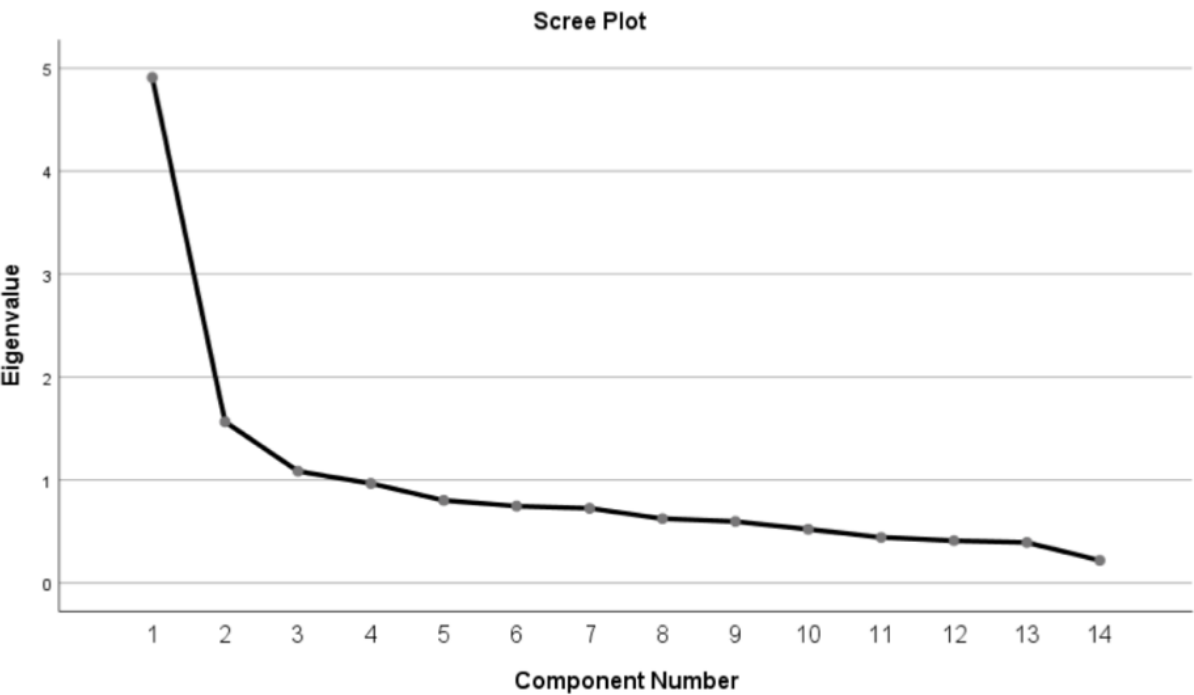
Appropriateness rates of items in PIAS under development

Items	Appropriate %	Inappropriate%
A1	100	0
A2	100	0
A3	100	0
A4	90	10
A5	0	100
A6	10	90
A7	10	90
A8	100	0
A9	90	10
A10	100	0
A11	90	10
A12	100	0
A13	100	0
A14	70	30
A15	100	0
A16	80	20
A17	100	0

Aggregation plot of the items according to “scree plot” in PIKS



Aggregation plot of the items according to “scree plot” in PIAS



Rotated factor load for PIKS

Items	Factor 1	Factor 2	Factor 3
K1	.73		
K2	.64		
K3	.60		
K4	.59		
K5	.56		
K6	.52		
K7	.51		
K8		.68	
K9		.66	
K10		.62	
K11		.61	
K12		.56	
K13		.43	
K14		.42	
K15			.69
K16			.58
K17			.57
K18			.57
K19			.55
K20			.47

Rotated factor load for PIAS

Items	Factor 1	Factor 2	Factor 3
A1	.84		
A2	.68		
A3	.85		
A4	.67		
A5	.50		
A6		.70	
A7		.67	
A8		.65	
A9		.60	
A10		.54	
A11			.78
A12			.77
A13			.66
A14			.57

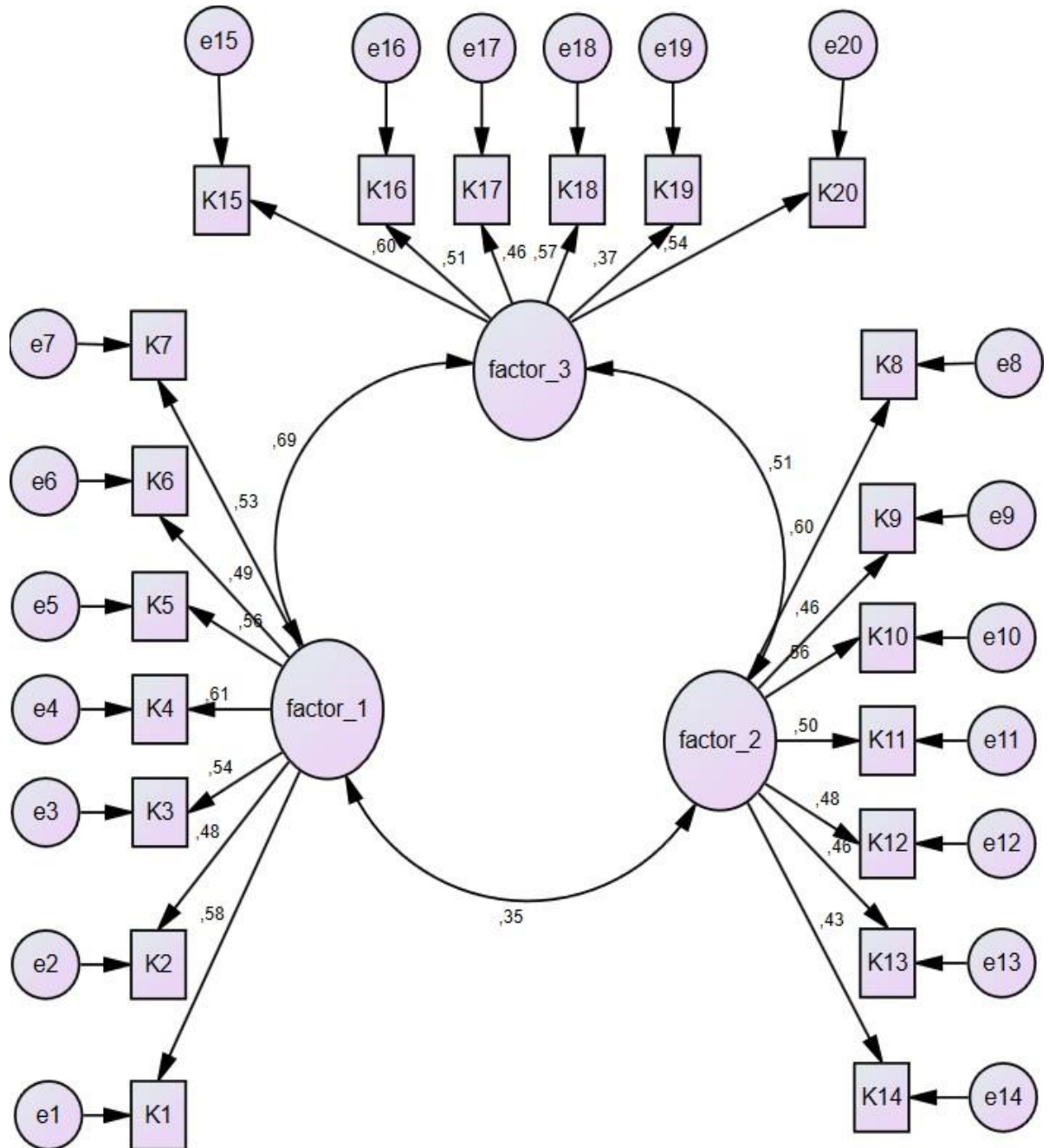
Naming of factors and items related to these factors for PIKS

Factor	Factor Names	Item Numbers	Variance	Reliability (alpha)	Correlation		
					1	2	3
1	Plurilingualism, similarities and differences of languages	1,2,3,4,5,6,7	10.02	.74		.27	.48
2	Cultural diversity, intercultural relations, and culture learning/ acquisition	8,9,10,11, 12,13,14	13.19	.70			.37
3	General characteristics, similarities and differences of cultures	15,16,17,18, 19,20	8.03	.70			
All Items			53.81	.82			

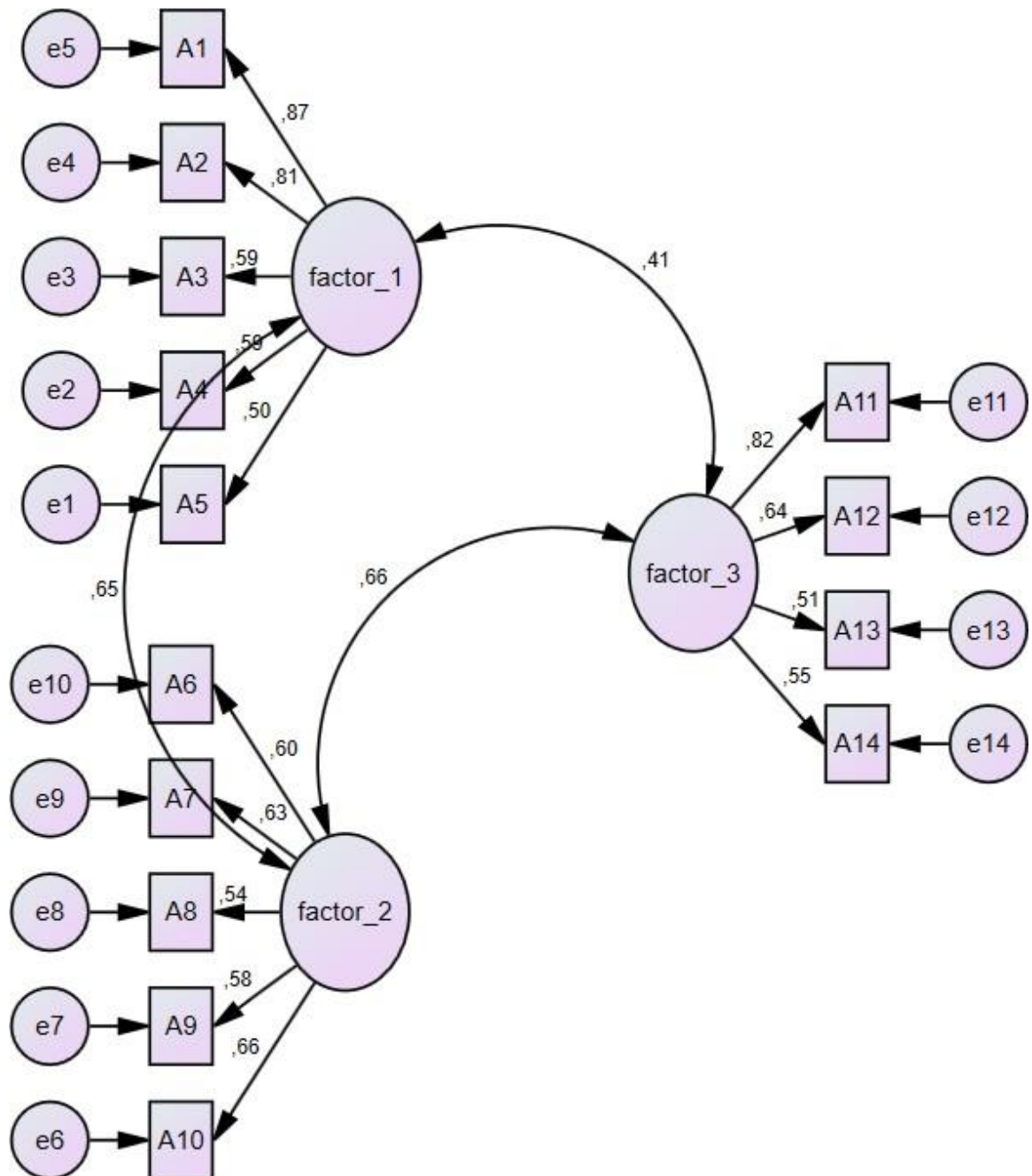
Naming of factors and items related to these factors for PIAS

Factor	Factor Names	Item Numbers	Variance	Reliability (alpha)	Correlation		
					1	2	3
1	Respect and curiosity to languages and cultures	1,2,3,4,5	9.82	.80		.56	.36
2	Readiness to adapt languages and cultures	6,7,8,9,10	9.52	.73			.49
3	Approach to languages and cultures	11,12,13,14	8.30	.71			
All Items			52.03	.87			

Confirmatory factor analysis of PIKS



Confirmatory factor analysis of PIAS



CFA fit indices of PIKS

Indice	Perfect Fit	Acceptable Fit	Research Findings	Result
χ^2 / df	$\chi^2 / df < 3$	$\chi^2 / df < 4-5$	2.147	Perfect Fit
RMSEA	$0 \leq RMSEA \leq .05$	$.05 \leq RMSEA \leq .08$	0.057	Acceptable Fit
SRMR	$0 \leq SRMR \leq .05$	$.05 \leq SRMR \leq .10$	0.075	Acceptable Fit
NFI	$.95 \leq NFI \leq 1$	$.90 \leq NFI < .95$	0.948	Acceptable Perfect Fit
CFI	$.97 \leq CFI \leq 1$	$.95 \leq NFI < .97$	0.942	Acceptable Fit
NNFI	$.95 \leq NNFI \leq 1$	$.90 \leq NNFI < .95$	0.947	Acceptable Fit

CFA fit indices of PIAS

Indice	Perfect Fit	Acceptable Fit	Research Findings	Result
χ^2 / df	$\chi^2 / df < 3$	$\chi^2 / df < 4-5$	2.91	Perfect Fit
RMSEA	$0 \leq RMSEA \leq .05$	$.05 \leq RMSEA \leq .08$	.07	Acceptable Fit
SRMR	$0 \leq SRMR \leq .05$	$.05 \leq SRMR \leq .10$	.04	Perfect Fit
NFI	$.95 \leq NFI \leq 1$	$.90 \leq NFI < .95$	.96	Perfect Fit
CFI	$.97 \leq CFI \leq 1$	$.95 \leq NFI < .97$	.95	Acceptable Fit
NNFI	$.95 \leq NNFI \leq 1$	$.90 \leq NNFI < .95$	.90	Acceptable Fit

Reliability of PIKS

	Cronbach Alpha	Number of items (N)
All Scale (Stratified Alfa)	0.82	20
1. Dimension	0.74	7
2. Dimension	0.70	7
3. Dimension	0.70	6

Reliability of PIAS

	Cronbach Alpha	Number of items (N)
All Scale (Stratified Alfa)	0.87	14
1. Dimension	0.80	5
2. Dimension	0.73	5
3. Dimension	0.71	4

Explained variance table for PIKS & PIAS

	Dimension	Eigenvalue	Explained Variance
PIKS	1	4.49	22.48
	2	2.13	10.66
	3	1.32	6.62
			39.77
PIAS	1	4.91	35.07
	2	1.56	11.17
	3	1.08	7.74
			54.00

Appendix 5. Semi-structured Interview Questions

1. What do you understand from plurilingualism?
2. Do you think raising learners' awareness of language diversity is important? Please explain shortly.
3. What do you understand from culture?
4. What do you understand from intercultural competence in general?
5. What do you think about the integration of intercultural competence in language education?
6. Do you think you have got sufficient training on integrating intercultural competence in your lessons during your teacher education program? If not, what could be useful to learn (in terms of intercultural competence) before you graduate as a teacher?
7. How do you integrate intercultural competence in your lessons? Can you give examples of techniques and materials you mostly apply?
8. Is there anything you would like to add?

Appendix 6. Thematic Analysis of Semi-structured Interviews

Theme	Category	Codes	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
1. Plurilingualism	Aware	Using more than one language		X		X	X	X	X	X	X		X	
	Partly aware	Using more than two languages			X							X		
		Multiculturalism	X											
2. Raising students' awareness of plurilingualism	Agree	Knowing more than two cultures												X
	Disagree	Important	X	X		X	X	X	X	X	X	X	X	X
3. Culture		Not important			X									
		Shared set of norms of a particular society							X			X		X
	Aware	Phenomenon affects people in all aspects and differs societies					X							
		The way of life	X	X		X							X	
	Partly aware	Behaviors of a society			X			X		X				
4. Intercultural competence		Language, traditions, and history									X			
		Effective integration into multicultural contexts	X										X	
	Aware	Appropriate interaction with people from different cultural backgrounds				X	X	X	X	X	X			X
		Speaking a foreign language is not enough for effective communication			X									
	Partly aware	Constructive process independent of cultural judgements						X						
5. Integrating IC in education		Combination of skills to communicate a foreigner										X		
	Unaware	Sharing different attitudes in your own society		X										
	Strongly agree	Integral part, necessary, first aim, quite important, vital					X		X		X	X	X	X
6. Trained about IC	Agree	Important, supportive	X	X	X	X	X	X	X	X				
	Agree	Learned during MA					X	X						
	Disagree	Not educated	X	X	X	X	X		X	X	X	X	X	X
7. IC implementation methods	Authentic materials	Youtube videos, newspaper, news bulletin, article			X	X	X							X
	International Projects	Special days in the target culture								X	X			
		Erasmus+, eTwining	X	X										
	Others	focusing on content, group discussion, role play						X				X	X	