T.R.
ONDOKUZ MAYIS UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES

THE ROLE OF THE CULTURAL INTELLIGENCE LEVELS OF ENGLISH LANGUAGE TEACHERS IN FOREIGN LANGUAGE TEACHING

Master Thesis

Gökçe KİRAZ

Supervisor

Assist. Prof. Dr. Müfit ŞENEL

SAMSUN
2021

TEZ KABUL VE ONAYI

Gökçe KİRAZ tarafından, **Dr. Öğr. Üyesi Müfit ŞENEL** danışmanlığında hazırlanan **"The Role of The Cultural Intelligence Levels of English Language Teachers In Foreign Language Teaching "** başlıklı bu çalışma, jürimiz tarafından 1.3.2021 tarihinde yapılan sınav sonucunda oy birliği / oy çokluğu ile başarılı bulunarak Yüksek Lisans Tezi olarak kabul edilmiştir.

	Unvanı Adı Soyadı **Üniversitesi** **Ana Bilim/Ana Sanat Dalı**	**İmza**	**Sonuç**
Başkan	Dr. Öğr. Üyesi Deren Başak AKMAN YEŞİLEL Ondokuz Mayıs Üniversitesi Yabancı Diller Anabilim Dalı		☐ Kabul ☐ Ret
Üye **(Danışman)**	Dr. Öğr. Üyesi Müfit ŞENEL Ondokuz Mayıs Üniversitesi Yabancı Diller Anabilim Dalı		☐ Kabul ☐ Ret
Üye	Dr. Öğr. Üyesi Mustafa YILDIZ Sinop Üniversitesi Yabancı Diller Anabilim Dalı		☐ Kabul ☐ Ret

Bu tez, Enstitü Yönetim Kurulunca belirlenen ve yukarıda adları yazılı jüri üyeleri tarafından uygun görülmüştür.

ONAY
… / … / …
Prof. Dr. Ali BOLAT
Enstitü Müdürü

BİLİMSEL ETİĞE UYGUNLUK BEYANI

Hazırladığım Dönem Projesi tezinin bütün aşamalarında bilimsel etiğe ve akademik kurallara riayet ettiğimi, çalışmada doğrudan veya dolaylı olarak kullandığım her alıntıya kaynak gösterdiğimi ve yararlandığım eserlerin Kaynaklar'da gösterilenlerden oluştuğunu, her unsurun enstitü yazım kılavuzuna uygun yazıldığını ve TÜBİTAK Araştırma ve Yayın Etiği Kurulu Yönetmeliği'nin 3. bölüm 9. maddesinde belirtilen durumlara aykırı davranılmadığını taahhüt ve beyan ederim.

İmza
19/01/2021
Gökçe KİRAZ

TEZ ÇALIŞMASI ÖZGÜNLÜK RAPORU BEYANI

Tez Başlığı : The Role of the Cultural Intelligence Levels of English Language Teachers in Foreign Language Teaching

Yukarıda başlığı belirtilen tez çalışması için şahsım tarafından 19.01.2021 tarihinde intihal tespit programından alınmış olan özgünlük raporu sonucunda;

Benzerlik oranı : % 27

Tek kaynak oranı : % 2 çıkmıştır.

19/01/2021
Dr. Müfit ŞENEL

ÖZET

İNGİLİZCE ÖĞRETMENLERİNİN KÜLTÜREL ZEKA DÜZEYİNİN
YABANCI DİL ÖĞRETİMİNDE ROLÜ
Gökçe KİRAZ
Ondokuz Mayıs Üniversitesi
Lisansüstü Eğitim Enstitüsü
Yabancı Diller Anabilim Dalı
Yüksek Lisans, Ocak/2021
Danışman: Dr. Öğr. Üyesi Müfit ŞENEL

Teknolojik gelişmeler ve küreselleşme sayesinde dünya küçülürken, farklı kültürlerden insanlar aynı sınıflarda birlikte okumakta, aynı şirketlerde birlikte çalışmakta veya aynı mahallelerde birlikte yaşamaktadırlar. Farklı nedenlerle bir araya gelme sonucunda insanlar birbirleriyle sürekli iletişim halindedirler. Özgün iletişimlerde her insanın kendi kültürünün özelliklerini yansıtması, insanlar kültürler arasındaki farklılıkların farkında olmadığı sürece yanlış anlamalara, kızgınlıklara veya öfkeye neden olabilmektedir.

Kültürler arası farklılıkların farkında olmak ve kabul etmek ve kendini bunlara adapte etmek Kültürel Zeka olarak tanımlanmıştır. Bu terim, yönetimden eğitime kadar farklı alanların dikkatini çekmiş ve bu alanlarda çok sayıda araştırma yapılmıştır. Ancak, bu çalışmaların ağırlıklı olarak yabancı bağlamlarda yapıldığı görülmekte ve pek çoğunun yabancı dil öğrenme ve öğretimi üzerine olmadığı anlaşılmaktadır. Bu nedenle, bu çalışmada İngilizce öğretmenlerinin kültürel zeka düzeyleri ile cinsiyet, çalıştıkları okul türü, yabancı dil öğretimindeki hizmet yılı, mezun oldukları bölüm ve yurtdışında geçirdikleri süre gibi bazı demografik özellikleri arasındaki ilişki incelenmektedir.

Bu çalışma 2020-2021 Eğitim-Öğretim yılında Samsun'un İlkadım ilçesindeki devlet liseleri ve özel liselerde görev yapan 101 İngilizce öğretmenine uygulanmıştır. Öğretmenlere özel bilgilerini sormadan bazı demografik sorularla birlikte Kültürel Zeka Ölçeği verilmiştir. Verilerin analizi, İngilizce öğretmenlerinin nispeten yüksek düzeyde kültürel zekaya sahip olduklarını ortaya koymuş ve öğretmenlerin demografik özellikleri sonuçlarla karşılaştırıldığında, kültürel zeka düzeyini ve kültürel zekanın davranış ve motivasyon alt boyutlarını olumlu etkileyen tek özelliğin uluslararası deneyim olduğu belirlenmiştir.

Anahtar Sözcükler:Kültür, Kültürel zeka, Dil öğrenimi ve öğretimi

ABSTRACT

THE ROLE OF THE CULTURAL INTELLIGENCE LEVELS OF ENGLISH LANGUAGE TEACHERS IN FOREIGN LANGUAGE TEACHING

Gökçe KİRAZ
Ondokuz Mayıs University
Institute of Graduate Studies
Department of Foreign Languages
Master, January/2021
Supervisor: Assist. Prof. Dr. Müfit ŞENEL

As the world becomes smaller thanks to technological improvements and globalization, people from diverse cultures study together in the same classrooms, work together in the same companies or live together in the same neighbourhoods. They are in communication with one another as a result of this coming together for different reasons. The fact that every person reflects characteristics from his / her own culture in novel communications may cause misunderstandings, resentments or anger unless people are aware of the differences among cultures.

Being aware of the differences among cultures and accepting and adapting oneself to them was defined as Cultural Intelligence. The term has taken attention of different fields from managing to education and a great deal of research has been done about it in those areas. However, it is seen that these studies were conducted mainly in foreign contexts and it is understood that not many of them are on foreign language learning and teaching. Therefore, this study investigates the relationship between cultural intelligence level of English teachers and some demographic characteristics of theirs such as gender, type of school they work, the year of service in foreign language teaching, the department they graduated from and the time they spent abroad.

This study was conducted to 101 English language teachers working at state and private high schools in İlkadım district in Samsun in the 2020-2021 Education Year. The teachers were given Cultural Intelligence Scale along with some demographic questions without asking their private information. The analysis of the data revealed that the teachers of English had relatively high level of cultural intelligence and international experience was the only characteristic that positively affected the overall cultural intelligence level and behavioural and motivational sub-dimensions of cultural intelligence.

Keywords: Culture, Cultural intelligence, Language learning and teaching

ACKNOWLEDGEMENTS

First and foremost, I would like to thank my supervisor Dr. Müfit ŞENEL. I would not have completed this thesis without his understanding, patience, upmost support and help. His intellectual knowledge and motivating personality has helped me a lot. I am very thankful to him.

I would like to thank my parents Fethiye KEFELİ and Atilla KEFELİ for their endless support and belief in me. I would particularly like to thank my mother for doing her best to make time for me to study on this research. She has been the best mother.

I am deeply grateful to my dear spouse, Levent KİRAZ for his support to finish this study which actually started long time ago. He has always been there for me with his love, jokes, laughter, encouragement and technical support. I am thankful to my parents-in-law Zekiye KİRAZ and Ali KİRAZ for raising such a wonderful man and for their understanding during this research.

Last but not least, my deepest appreciation goes to my beloved son, Ozan KİRAZ whom I dedicated this thesis to. He has been my greatest motivation to complete this research. He has taken away all my tiredness with a smile.

To my beloved son,

Ozan KİRAZ

TABLE OF CONTENTS

TEZ KABUL VE ONAYI ..... **iii**
BİLİMSEL ETİĞE UYGUNLUK BEYANI ..... **iv**
ÖZET ..... **v**
ABSTRACT ..... **vi**
ACKNOWLEDGEMENTS ..... **vii**
DEDICATION ..... **viii**
TABLE OF CONTENTS ..... **ix**
LIST OF TABLES ..... **xi**
CHAPTER I **1**
INTRODUCTION **1**
1.1. Background to the Study 1
1.2. Purpose of the Study 4
1.3. Research Questions 5
1.4. Hypothesis 5
1.5. Significance of the Study 5
1.6. Chapter Summary 6
CHAPTER II **7**
REVIEW OF THE LITERATURE **7**
2.1. Culture 7
2.2. Cultural Intelligence 10
2.2.1. The Four-Factor Model of CQ 11
2.2.1.1. The Metacognitive Aspect of CQ 12
2.2.1.2. The Cognitive Aspect of CQ 14
2.2.1.3. The Motivational Aspect of CQ 15
2.2.1.4. The Behavioural Aspect of CQ 16
2.2.2. How to Develop Cultural Intelligence 17
2.2.3. Cultural Intelligence in Education 19
2.2.4. Cultural Intelligence in Language Learning 21
2.3. Chapter Summary 25
CHAPTER III **26**
METHODOLOGY **26**
3.1. Research Design 26
3.2. Population of the Study 26
3.3. Data Collection Instruments 27
3.3.1. Demographic Information 27
3.3.2. Cultural Intelligence Scale 27
3.4. Data Collection Procedure 28
3.5. Ethical Permission 28

3.6. Data Analysis 28
3.7. Limitations of the Study 29
3.8. Chapter Summary 30
CHAPTER IV 31
RESULTS 31
4.1. Demographic Characteristics of the Participants 31
4.2. Cultural Intelligence Level of the Participants 33
4.3. The Cultural Intelligence Level of the Participants in Relation to Their Demographic Characteristics 33
4.4. Chapter Summary 39
CHAPTER V 40
DISCUSSION and CONCLUSION 40
5.1. Discussions 40
5.2. Implications of the Study 44
5.3. Recommendations for Future Research 46
REFERENCES 48
APPENDIX 57
ETİK KURUL KARARI 60
İZİN ONAY BELGESİ 61
ÖZ GEÇMİŞ 62

LIST OF TABLES

Table 2. 1. The Four-Factor Model of Cultural Intelligence 12
Table 4. 1. Demographic characteristics of the teachers 32
Table 4. 2. The Points the teachers received from the Cultural Intelligence Scale 33
Table 4. 3. Comparison of the Cultural Intelligence Scale scores of the teachers according to the gender 34
Table 4. 4. Comparison of the Cultural Intelligence Scale scores of the teachers according to the type of the school they work 35
Table 4. 5. Comparison of the Cultural Intelligence Scale scores of the teachers according to the year of service 36
Table 4. 6. Comparison of the Cultural Intelligence Scale scores of the teachers according to the department they graduated from 37
Table 4. 7. Comparison of the Cultural Intelligence Scale scores of the teachers according to the time they have spent abroad 38

CHAPTER I

INTRODUCTION

This chapter starts with the background to the study and continues with the purpose of the study. Then the research questions and the hypothesis are expressed and then the significance of the study is stated. The chapter ends with the chapter summary.

1.1. Background to the Study

Language can be defined in different ways maybe depending on what one wants to emphasise. It may not be possible to make a one and only definition for language because there are so many different points to be taken into consideration. Every description may have its own features. One of the descriptions one can find in Webster's Third New International Dictionary (1993) is that it is "the words, their pronunciation, and the methods of combining them used and understood by a considerable community and established by long usage". As stated in textbooks "language is a system of arbitrary conventionalized vocal, written or gestural symbols that enable members of a given community to communicate intelligibly with one another" (Brown, 2000, p. 5). "Language is a system of arbitrary vocal symbols which permits all people in a given culture, or other people who have learnt the system of that culture, to communicate or to interact (Finocchiaro & Bonomo, 1973, p. 3). "Language lets you convey to others your beliefs, values, attitudes, worldviews, emotions, aspects of identity and myriad other personal features" (Samovar, Porter, McDaniel & Roy, 2013, p. 244).

These definitions and many others will agree on one common feature which a language is used for communication by the people who speak that language and it carries the features of that community. So, learning a language is also learning the characteristics of the community in which it is spoken. These characteristics are what constitute the culture of that community.

Culture is another term that has been described in different ways by different scholars. One common description of culture made by most sociologists or anthropologists is as the organized set of beliefs, values, customs and behaviours that separate one group from another (Brown, 2000). Rohner defines culture as "the

totality of equivalent and complementary learned meanings maintained by a human population, or by identifiable segments of a population and transmitted from one generation to the next" (1984, p. 145 cited from Earley & Ang, 2003). Culture is knowledge which is shared and negotiated between people, belonging to all of them and not being idiosyncratic to any single one (Byram, 1989, p. 82). In other words, "culture is simply the way we've been socialized to think and behave in the world" (Livermore, 2013, p. 4). As inferred from the definitions, culture tells a lot about the community of a language; from introducing themselves to their education system. Culture and language are inseparable; culture is affected and reflected by language and language facilitates building relationships through communication (Chen & Yin, 2019). Whatever happens in a community is a part of the culture and when one starts to learn a language s/he will learn something about its culture inevitably. Culture is a part of language so it is a part of language learning as well.

In our education system every student has to learn a foreign language. They are expected both to use a foreign language effectively and to be able to use and answer cultural demands and build social interactions with other people from diverse cultures and understand their cultural values, ideas or life styles since we now live in a world where there are no boundaries. Thanks to technology the world has become smaller. Not only the people who travel abroad but also anyone who sits at home and uses social media or other tools of communicating online can be in touch with people from different countries, in other words from different cultures. In this globalized world every institution has employees or members from diverse cultures. Students' demographic profile has been changing at schools; one may have students from different countries. These students bring new languages, traditions, behaviours, understanding and challenges for teachers. As an employee or employer, as a friend, as a student or as a teacher one has to know how to communicate appropriately with people from other cultures in order to avoid misunderstandings, to build healthy relationships, to get fruitful results and accordingly to learn more about them and their culture.

Interaction with people from diverse cultures may be challenging for some people. However, some people can handle interactions with people from diverse cultures successfully; they can understand the differences and similarities between cultures and behave accordingly and they can adapt easily to situations including

interactions with people from different cultures. The question why some people find it difficult to manage and function in cross-cultural situations or adapt to a foreign culture and some do not has taken the attention of researchers. Those people who can handle such situations have been expressed as having a high level of cultural intelligence.

Cultural Intelligence (CQ) is a slightly new term developed by Earley and Ang (2003) as a multi-dimensional construct; metacognitive, cognitive and motivation as mental capabilities and behavioural aspect as overt actions as based on Sternberg and Detterman's (1986) model (Ng et al., 2017). CQ can simply be defined as the ability to manage diverse cultural situations and function appropriately in culturally diverse settings. CQ first attracted the attention of the experts who were searching for the best way of selecting individuals to work abroad or in multicultural teams, as well as for a valid conceptualisation of intercultural training (Earley & Ang, 2003; Earley & Peterson, 2004).Today, the term attracts disciplines including psychology, sociology, health care, education and many others.

Culturally intelligent individuals can be said to have mastered the skill to familiarize with different cultures and adapt easily to different cultures (Ghonsooly & Shalchy, 2013). They have a view of the world that accepts both similarities and differences among people and cultures and they can understand those differences and adapt themselves to them while communicating with people from diverse cultures. (Ang et al., 2007; Livermore, 2011).

As a result of the technological developments and globalization, culture may have more importance at schools than ever. The students need to be more open to learn about other cultures. Hopefully, they will be employers or employees one day perhaps in a multicultural environment. In order to be culturally intelligent people, they need to be prepared for such culturally diverse situations. Learning about cultural features may exist naturally through contexts or be taught by someone else. One resource that they can benefit from other than the media is the teacher in the classroom. Of course the teacher does not know everything about the target language and the culture; however, the language teacher is expected to have a wider knowledge of the world and the cultures to teach culture to the students. Therefore, the teacher is expected to have a high level of cultural intelligence.

1.2. Purpose of the Study

Being able to communicate with people from other countries and/or cultures is one of the goals in language learning and teaching. As stated above it is inevitable to interact with people from other cultures even in one's own neighbourhood. It is necessary for the students to learn cultural differences to overcome misunderstandings and to be understood correctly. They should have cultural intelligence for a fruitful success in their future career or in simple interactions. As efficient users of English teachers of English have the chance to communicate with people from other cultures or to experience the life in a foreign country more easily than an average person. They can use their experiences to help their students improve their CQ level through samples, modelling or activities thanks to their role as an organizer, participant or resource. In addition, the changes in the demographic characteristics of the students give an extra responsibility to the teachers to make every child belonging to a different culture feel comfortable in the classroom. In order to achieve those they are expected to have a high CQ level.

CQ has attracted the attention of different fields and it has been the subject of many studies. Education is one of these fields. Studies on CQ have been conducted on different areas in institutions such as universities, high schools, primary schools and vocational schools and the relationship between cultural intelligence and the student, the teacher, the administrator, school success or the learning level and satisfaction of individuals has been discussed and tried to be explained through CQ in many countries. Some studies on the relationship between foreign language learning (FLL) and cultural intelligence can be found in foreign literature contexts; however, it is seen that there is limited research in Turkish settings investigating the relationship between FLL and CQ.

In this sense, the aim of this study is to determine the Cultural Intelligence levels of English teachers who work in public and private high schools in İlkadım district in Samsun and to reveal the relationship between their demographic characteristics and their CQ levels and the sub-dimensions of CQ.

1.3. Research Questions

Within the scope of the study the following questions are intended to be answered:

1. What is the cultural intelligence level of the English language teachers?
2. Does the English language teachers' level of cultural intelligence differ in accordance with their gender?
3. Does the English language teachers' level of cultural intelligence differ in accordance with the department they graduated from?
4. Does the English language teachers' level of cultural intelligence differ in accordance with the type of school they work at?
5. Does the English language teachers' level of cultural intelligence differ in accordance with their year of service?
6. Does the English language teachers' level of cultural intelligence differ in accordance with the time they have spent abroad?
7. Is there a relationship between the sub-dimensions of cultural intelligence of the English language teachers and their demographic characteristics?

1.4. Hypothesis

The English language teachers' level of cultural intelligence and its sub-dimensions are affected by their demographic characteristics.

1.5. Significance of the Study

The concept of cultural intelligence was first developed by Earley and Ang in 2003 and many studies have been conducted on the subject until today. Studies in the field of education have been increasing day by day. There have been studies on the CQ level of elementary school teachers, language teachers and teachers of other majors, university teachers or university students. However, studies on the relationship between FLL and CQ are limited. This study has significance in this sense by investigating the relationship between the CQ levels of English language teachers and their demographic characteristics. This study will contribute to the literature in terms of measuring the cultural intelligence levels of English teachers working at state or private high schools in a central district in Samsun and explaining the effect of their demographic characteristics on their level of CQ and its sub-dimensions.

It is expected that this study will enable the inclusion of the subject of culture in the trainings that can be applied to English teachers. In fact, it is believed that the inclusion of culture and cultural intelligence issues in the language education department of universities can help prospective teachers start to develop cultural awareness and increase the level of CQ of their students when they start their language teaching profession.

When the literature is examined, it is seen that the studies conducted are generally on the relationship between CQ and gender and the status or duration of being abroad variables. This study differs from the others as it investigates the relationship between CQ and the department the teachers graduated from, the year of service and the type of high school they work (state or private) in addition to the gender and the time spent abroad variables.

1.6. Chapter Summary

In this chapter, the background of the study was presented. Then the purpose of the study was expressed, the research questions and the hypothesis were reported and in the end the significance of the study was explained.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter has two main sections. The first section highlights the definition of culture, detailed explanations about culture and the importance of culture in language learning. The second section emphasizes on cultural intelligence. After giving the definition of cultural intelligence, mentioning four sub-dimensions of cultural intelligence (metacognitive, cognitive, motivational and behavioural) and stating how to improve cultural intelligence, some studies conducted on the relationship between cultural intelligence and education and language learning are summarized.

2.1. Culture

Culture is the characteristics of a particular group of people in the same setting and it is determined by everything from language, religion, cuisine, social habits, music and arts, economics, education, politics and it is a set of beliefs, values, attitudes, norms and role perceptions; it is learned and shared behaviour of a community in interaction with one another (Triandis 2002; Gönen & Sağlam, 2012; Solgi & Tafazoli, 2018).

It is a concept which refers to the ways of acting, believing, valuing, and thinking which are shared by members of a society and which are inherited by the next generation (Tran, 2014). What is transmitted to the next generation may change in time since a culture is open to change. The change in living conditions or contact with other cultures may lead to such results. What the whole world is experiencing these days as a result of Covid-19 pandemic will probably cause such changes in most cultures and the next generations will naturally learn how to survive in such contagious conditions. It is an example of the changes in the living conditions. In our society, it affected the social relations deeply. People, who are usually in contact with their relatives or friends and visit one another often, has stopped or postponed visiting relatives or friends even on religious festivals. Keeping distance has become a part of living to protect ourselves from the others and the others from ourselves. What assumed as normal in the past such as hugging or kissing very close friends, which was an inseparable part of Turkish culture, is avoided by people. These changes in living conditions will inevitably lead to changes in cultures in time.

Cultures make a country unique in terms of the beliefs and the values of that society. It can vary within a region, society or sub-group. The cultural qualities of a workplace may set it apart from similar workplaces. A region of a country may have different cultural norms than the rest of the country (Solgi & Tafazoli, 2018). For example, the people of the Black Sea Region are known to be very hot tempered but so naive and funny that they are subjects to the jokes at the same time.

We can find different definitions of culture in the literature as culture may mean different things to different people. In the anthropological sense culture is defined as the way people live (Chastain, 1988, p. 302). Triandis (1972) and Stewart and Bennett (1991) describe culture as having both objective and subjective components.

Objective culture refers to the visible characteristics of culture and includes knowing and understanding economic, legal and political systems, norms of social interaction, religious beliefs and role expectations for genders and rules of a language and how to express non-verbal behaviours and understanding other languages (Van Dyne et al., 2012). Subjective culture is how a society perceives its social environment. It refers to less visible characteristics such as values, beliefs, norms and assumptions which are shared within a society. It refers to common dimensions as well such as values of individualism-collectivism or masculinity-femininity which are some dimensions of subjective culture that have attracted cross-cultural psychology (Van Dyne et al., 2012; Triandis, 2002).

Culture can be divided into two groups as big C and little c culture which is also called as small c (Matic, 2015). Big C culture is the culture which is taught through teaching about the history, the literature and the arts of the target country (Kramsch, 2013). It involves history, geography, literature, art, music, politics, economy, education, sciences and architecture (Xiao, 2010; Matic, 2015). Little c is the way of life, the routine aspects of life, the way of behaving, eating, talking, customs, beliefs and values. It includes everyday living like food and drink or holidays, living conditions, interpersonal relations such as relation between sexes, marriage, work, body language and behaving appropriately in daily life situations (Xiao, 2010; Matic, 2015).

It can be said that culture is associated with the society and it is important to remember that each aspect of culture is not mutually unique; they are interrelated to each other (Hsin, 2008). It is also described as the way of life of people whose ideas and habits are shared and transmitted to the next generation or simply a design which is created by the people living in a society (Thompson, 2017).

Language is one of the aspects of culture which will be mentioned as part of this research. An important explanation about the connection between language and culture was made by Brown (2000, p. 177): "A language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture." It is understood that language cannot be considered solely without culture and that it can be affected and shaped by it or vice versa. A particular language is a mirror of a particular culture (Solgi & Tafazoli, 2018, p. 2).

Culture and language are inseparable and this is why language teaching without culture is unthinkable. Language plays an important role in transmitting the parts of a culture; beliefs, values or customs, to the next generations. Language skills can be said to be fundamental instruments for cultural knowledge and people who are good at foreign languages and skilful in a foreign language may have more chances to learn the other cultures (Lee, Crawford, Weber & Dennison, 2018).

Gönen and Sağlam (2012) conducted an experiment of culture and culture teaching in different contexts of foreign language teaching in Turkey. In the study conducted on teachers from different educational backgrounds they found that teachers were generally aware of the importance of teaching and their main objective in teaching culture was to develop an openness and tolerance towards the target culture so that their students could understand the target culture along with its traditions, values and norms. Integrating culture into language learning can have a humanizing and a motivating effect on language learners and it can help learners realize similarities and differences among various cultural groups (Genç & Bada, 2005). This understanding leads the learners and teachers to a high level of cultural intelligence, which can simply be defined as the ability to function and adapt well in cross-cultural situations to communicate successfully with people from different cultures or mingle in a different culture without having a culture shock.

2.2. Cultural Intelligence

Looking for the ways of choosing people to work abroad or in multicultural teams or organizations led the experts to the conceptualization of cultural intelligence. The need to understand why some people can adapt to new cultural situations more successfully than the others was another question behind the idea to explore the theory of cultural intelligence (Earley & Ang, 2003).

CQ can simply be defined as an individual's ability to function and manage successfully in culturally diverse situations and to adapt effectively to new cross-cultural settings which may include national, ethnic, professional and other kinds of cultural contexts (Ang & Van Dyne, 2008; Earley & Ang, 2003; Livermore, 2013). Because of the fact that CQ is not specific to a single culture but it reflects a set of capabilities which enable an individual behave effectively across different cultural environments, it does not include capability only within a single culture and in this sense, CQ is culture-free. (Némethová, 2014; Ang, Rockstuhl & Tan, 2015). CQ is an ability that can be improved "by active engagement in education, travel, international assignments, and other intercultural experiences" (Van Dyne et al., 2012, p. 297). CQ is a set of abilities which help a person explicate unusual behaviours and situations in culturally diverse settings. CQ is not only understanding different cultures, it is adapting to various cultural settings effectively.

Cultural Intelligence has an up-to-date relevance to globalization, international management, and diversity in workforce, therefore researchers and practitioners have increasingly been interested in it (Van Dyne et al., 2012). Although it is relatively new, CQ has been referred to in journals of diverse disciplines as applied, cognitive and social psychology, international business, management, organizational behaviour, human resources, human relations, intercultural relations, education, communications, knowledge management, information science, and engineering (Ang, Van Dyne & Tan, 2011).

Some people can feel more comfortable in cross-cultural situations and adapt easily to such situations. People who can function and adapt to diverse cultural settings and communicate appropriately with people from different cultures are considered to have a high level of cultural intelligence; CQ helps them promote a reasonable interaction with others (Triandis, 2006).Culturally intelligent people can

act and perform effectively in different cultural settings. They can handle cross-cultural contexts and communicate successfully with people from different cultures. They can understand how other people from different cultures behave and they can interact with them in an appropriate way.

Culturally intelligent people are expected to "identify behaviours that are universal to all humanity, behaviours that are cultural, and behaviours that are idiosyncratically personal to a particular individual in a specific situation" (Van Dyne, Ang & Livermore, 2010, p. 134). However, it would not be true to expect from a person with a high CQ to exhibit flawless behaviour in cross-cultural settings. People with high CQ have a view of the world which accepts both the similarities and differences among people (Livermore, 2011) and expect that misunderstandings will happen in other cultures so they do not judge any of these situations until they understand them better (Brislin, Worthley & Macnab, 2006). They can adjust themselves to a different culture easily with minimal stress. A person with high CQ can understand and master new cultural situations or people with unfamiliar backgrounds and do the right thing when needed (Earley & Mosakowski, 2004).

As mentioned before some people naturally have the talent to function in cross-cultural settings whereas some do not have the ability to adapt themselves to such situations. However, individuals with a low level of CQ can improve their CQ level through training.

Cultural intelligence is based on Sternberg and Detterman's (1986) framework of multiple intelligences in which four supplementary dimensions were proposed as; metacognitive, cognitive, motivational and behavioural intelligence (Ng, Van Dyne & Ang, 2017). Metacognitive intelligence is being aware of and in control of cognitions that are used to learn and understand information, cognitive intelligence is the knowledge, motivational intelligence refers to the energy to direct to the cognition and behavioural intelligence is the action (Ng, Van Dyne & Ang, 2017). The four sub-dimensions of CQ will be discussed in detail in the following section.

2.2.1. The Four-Factor Model of CQ

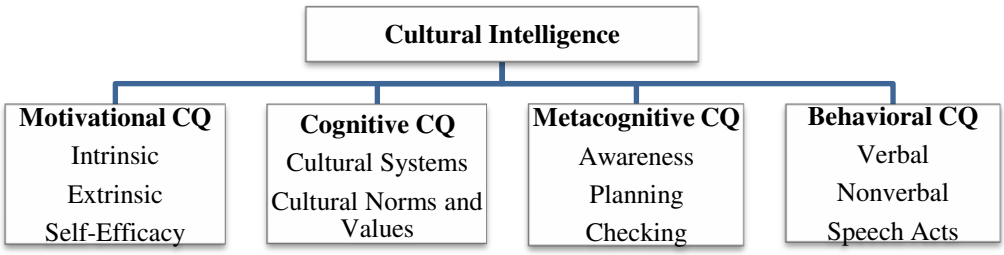
Researchers would agree on that intelligence should go beyond sole cognitive skills. Earley and Ang (2003) used four supplementary ways of conceptualizing individual-level intelligence of Sternberg and Detterman's (1986) integration of

many arguments on intelligence as: metacognitive, cognitive, motivational, and behavioural (Ang et al., 2011).

The cultural intelligence model is designed as a four-factor framework which includes volumes of material, perspectives on intelligence and cross-cultural leadership (Van Dyne et al, 2010). CQ is composed of four different capabilities each of which is interrelated. People need to have all four CQ capabilities in order to be effective in cross-cultural settings "because focusing only on one factor of CQ may actually result in increased cultural ignorance rather than enhanced cultural intelligence" (Van Dyne et al, 2010, p. 134). The four factors of CQ are cognitive CQ, metacognitive CQ, motivational CQ and behavioural CQ, which are expressed as sub-dimensions of CQ in this study. Cognitive, metacognitive and motivational factors of CQ are categorized as mental capabilities whereas behavioural factor refers to overt actions.

Van Dyne et al. (2012) introduced an expanded conceptualization of CQ and proposed an 11-factor structured CQ using the existing research to describe sub-dimensions for the four factors of cultural intelligence as shown on Figure 1. Each of these factors will be discussed in detail along with their sub-dimensions.

Table 2. 1. The Four-Factor Model of Cultural Intelligence (Van Dyne & Livermore, 2010)



2.2.1.1. The Metacognitive Aspect of CQ

The metacognitive aspect of CQ is a person's ability to use strategies to solve culturally complex problems in cross-cultural interactions (Livermore, 2010). It is a person's level of conscious cultural awareness which includes strategies that people use in diverse cultural environments by using information processing (Ang et al., 2011). It is the ability to use that information to understand a different cultural situation and solve cultural problems in that situation. It involves a person's using

his/her cultural knowledge to plan a strategy, understanding what is going on in a cross-cultural setting and controlling if the expectations of a person and/or culture are correct or need revision (Van Dyne et al, 2010). To sum up, the metacognitive aspect of CQ is strategizing and understanding cultural situations and the ability to use that knowledge to be more effective in diverse cultural environments.

People with a high level of metacognitive aspect of CQ can understand others' cultural preferences, question cultural assumptions and use their understandings during and after interactions. They "consciously question their own cultural assumptions, reflect during interactions, and adjust their cultural knowledge when they interact with those from other cultures" (Ang et al., 2011, p. 584) and they understand how their own culture affect their behaviour and their understanding of cross-cultural environments (Triandis, 2006).

As mentioned before all four aspects of CQ have sub-dimensions. The metacognitive aspect of CQ includes three mental processes; planning, awareness and checking.

Planning is strategizing before cross-cultural interactions. It involves "developing action plans for specific steps to take in specific cultural contexts" (Van Dyne et al., 2012, p. 299). It requires an individual to think about a culture and guess the actions of the people from other cultures before a diverse cultural interaction. Through careful thinking and guessing the actions of the people from different cultures will improve understanding in real situations. For example, a trainee should both know male-female work relationships can be different in every culture and use strategies to designate these relationships in new cross-cultural settings (Earley & Peterson, 2004).

Awareness is being conscious of one's own culture and the way one uses his/her knowledge of culture in cross-cultural settings. It involves an individual's leaving judgements behind until s/he has enough information to make sense of cross-cultural interactions and it also includes knowing how cultural aspects can affect an individual's or others' behaviours. It is the ability to interpret self, others and the situation in a novel cross-cultural setting (Van Dyne et al., 2012).

Checking occurs during or after interactions. It includes "thinking about and questioning deep seated assumptions and adjusting mental models based on new

inputs" (Van Dyne et al., 2012, p. 299). An individual evaluates if his/her expectations are consistent with what s/he has guessed about the way the people from different cultures would behave in real cross-cultural contexts and adjusts what s/he knows as needed. While adjusting his/her knowledge, the individual checks his/her personal cultural guesses, the guesses s/he has made about people from other cultures and the interpretations after the interaction (Van Dyne et al., 2012).

When these three sub-dimensions are used, an individual with a high level of metacognitive CQ can understand their own and the others' culture; they can make plans before interactions and make observations during an interaction and revise what they know according to the real cross-cultural context.

2.2.1.2. The Cognitive Aspect of CQ

The cognitive sub-dimension of CQ can be considered as the knowledge and experience of an individual that s/he has stored in memory (Earley & Peterson, 2004).The cognitive aspect of CQ is an individual's knowledge of "norms, practices, and conventions in different cultures acquired from education and personal experiences" (Ang et al., 2011, p. 584). It includes the knowledge of economic, legal and social systems of other cultures and the basic frameworks of cultural values. By the help of that knowledge, individuals will have a better understanding of the systems that shape and cause forms of social interaction in a culture. What people think of other cultures is affected by their knowledge of the other cultures. It is the understanding that each culture is different from one another. It is a very important factor of CQ yet it needs to be combined with the other three factors of CQ or its relevance to the real demands of leadership is questionable (Ang et al., 2011).

People with a high level of cognitive aspect of CQ can understand the similarities and differences across cultures. Those with high cognitive CQ are more focused in cross-cultural interactions (Ang et al., 2011).

The cognitive aspect of CQ includes two sub-dimensions: culture general knowledge and context-specific knowledge. Culture-general knowledge is the knowledge of the universal elements of a cultural environment (Van Dyne et al., 2012). It is important to understand what constitutes a culture because people will have an understanding that cultures might be similar or different. Context-specific knowledge can be defined as knowledge about the indexes of cultural universals in a

specific land, which can be a particular country or a part of the world, and knowledge of how to be effective in that land (Triandis, 1994, Van Dyne et al., 2012).

These sub-dimensions are complementary like the other aspects and sub-dimensions of CQ. Knowing the cultural elements of a particular place will help individuals understand that how people from that place think and behave is affected by those elements (Van Dyne et al., 2012).

2.2.1.3. The Motivational Aspect of CQ

The motivational aspect of CQ includes interest, drive, and energy to engage in cross cultural interactions and knowing that motivational abilities are important for novel intercultural problem solving. It reflects the ability to direct attention and energy for learning about and being active in diverse cultural settings and it is the motivational aspect that causes an individual to want to function in novel cultural settings. It is important for an individual to be personally engaged and to keep going through cross-cultural challenges and conflicts which often occur in cross-cultural work (Livermore, 2010, Van Dyne et al., 2010).

Motivational aspect of CQ involves intrinsic interest, extrinsic interest and self-efficacy to adjust (Van Dyne et al., 2012). Intrinsic interest is about how much enjoyment and personal satisfaction one receives from cross-cultural interactions and how much one likes working with people from different cultures. Intrinsic benefits of intercultural interactions are crucial in terms of their being self-generated and not dependent on others or on the situation (Van Dyne et al., 2012).

Extrinsic interest is about what you actually gain from cross-cultural interactions. It can simply be defined as "doing something because it leads to a separable outcome" (Ryan & Deci, 2000). It involves benefits of intercultural experiences and international work experiences or assignments and it is motivating because it provides tangible benefits (Van Dyne et al., 2012).

Self-efficacy to adjust is the belief in oneself to be effective in culturally diverse settings. It is the feeling of being able to deal with the challenges to adjust to new cultural environments. It involves self-confidence to engage in interactions with people from diverse cultural backgrounds and to work in groups and settings of diverse cultures. It is motivating because people like showing their strengths and abilities (Van Dyne et al., 2012).

People with high motivational CQ are interested in intercultural interactions because they know that these interactions have beneficial results. They have self-confidence and they believe that they can deal with intercultural challenges and conflict. They keep their energy directed for effective interactions in intercultural environments no matter how difficult or unexpected the situation is.

2.2.1.4. The Behavioural Aspect of CQ

The behavioural aspect of CQ is an individual's capability to act appropriately in cross-cultural interactions. It involves an individual's ability to show appropriate verbal and nonverbal actions in interactions with people from diverse cultures (Ang et al., 2011). Behavioural aspect of CQ is a very important part of CQ because actions are the most explicit qualities of interactions and one of the most important parts of behavioural CQ is knowing when to adapt to another culture and when not to do so (Ang et al., 2011; Livermore, 2010). Behavioural CQ does not demand an individual to master all the qualities of different cultures; however, it can be expected from an individual to adapt certain behaviours while interacting cross-culturally (Van Dyne et al., 2010). It is an individual's ability to adapt behaviour appropriately for different cultures (Livermore, 2011).

People with high behavioural CQ are flexible in verbal and nonverbal actions and in speech-acts. They know what to do or what no to do to enhance effectiveness. They show appropriate behaviours based on the situation using a range of verbal and nonverbal actions such as appropriate words, tone, gestures and facial expressions. They do not rely on their habits on the contrary they are flexible in their behaviour in cross-cultural interactions (Van Dyne et al., 2012).

The three sub-dimensions of behavioural CQ are verbal behaviour, nonverbal behaviour, and speech acts. The first sub-dimension, verbal behaviour, stands for the way people talk with other people in an interaction. Verbal behaviour is being flexible in vocalization such as accent or tone. To be flexible in vocalization involves speaking faster or slower or louder or softer, it also involves changing expressions of warmth, enthusiasm or formality and also using pause and silence (Van Dyne et al., 2012).

The second sub-dimension, non-verbal behaviour, involves conveying message through body language, facial expressions and also through appearance such as

formal or informal clothing style. It includes being flexible in using gestures, facial expressions and body language and adapting them according to the culturally diverse situations. Since they are culture-based, nonverbal behaviours may have different meaning, so it is important for people to recognize them in a cultural interaction to reply efficiently (Van Dyne et al., 2012).

Last, speech acts is being flexible in terms of types of messages of requesting, inviting, apologizing or agreeing or disagreeing considering the standards of the other cultures. It is important because different cultures have different styles to express such messages.

Considering that behavioural actions are observed by the others from diverse cultures, the three sub-dimensions of behavioural CQ can be considered as the most important aspects of CQ (Van Dyne et al., 2012). They can help improve communication, respect, and understanding for people in a culturally diverse setting.

2.2.2. How to Develop Cultural Intelligence

Cultural intelligence is not expressed as a static ability which naturally exists in some people whereas other people cannot acquire. On the contrary as culture and language change the individuals change as well. A person with a low CQ level can improve his/her motivation, knowledge, strategies and behaviour through training or experience. Accordingly CQ and its four sub-dimensions can be enhanced through those trainings and experiences as long as the individuals react to them.

Some people naturally have a high level of CQ, but it does not mean that the ones who are not naturals cannot develop their CQ level. On the contrary, cultural intelligence can be enhanced through learning and interventions (Livermore, 2010). Education and international experience play a crucial role in developing CQ, so involving learners in cross-cultural activities, discussions, tasks or interactions can be a good way to improve CQ. It can be enhanced through education, travel, international assignments and other international experiences (Triandis, 2006).

CQ can be improved through experience, practice and a positive attitude toward lifelong learning (Brislin et al, 2006) and by learning about fields such as the world history, economics and archaeology (Livermore, 2013). When one interacts with a person from a different culture it might be useful to have a basic knowledge about the cultural background of him / her.

Brislin et al (2006) presented a four-step procedure to encourage the development of CQ level. They asked individuals to think about the behaviours that they will probably deal in cross-cultural situations. Then, they asked the individuals to give reasons for these behaviours like the people in the other culture. Afterwards, They wanted the individuals to take the emotional implications that accompany the behaviour into account and finally to use the new knowledge as a starting point for learning about other behaviours and concepts to increase cultural intelligence after improving understanding the previous knowledge (Brislin et al, 2006).

Earley and Mosakowski (2004) developed a series of steps to improve a person's CQ after detecting his / her strengths and weaknesses. These steps are mentioned as follows:

Step 1 The person analyzes his /her CQ strengths and weaknesses through a self-assessment instrument in order to determine where to start for development attempts.

Step 2 The person chooses training which focuses on his /her weaknesses. For instance, if a person lacks physical CQ s/he might register in acting classes.

Step 3 The general training is applied. For a person with a low level of motivational CQ a series of simple exercises to perform such as finding out where to buy a newspaper, is given. They start with simple activities greetings or transactions with local shopkeepers and then move to more demanding activities such as evaluating the performance of an employee.

Step 4 The person regulates her personal resources to support his /her training. It is important to make a realistic evaluation of the workload and the time available for CQ development. That's why the person needs to be aware if there are people at his / her workplace having the skills to do this training and if s/he could get support from his / her work unit.

Step 5 The person enters the cultural setting s/he needs to elevate. S/he arranges his plans with the others considering his / her CQ strengths and remaining weaknesses.

Step 6 The person evaluates her freshly elevated skills. To do this evaluation s/he can get 360-degree feedback from colleagues.

On the other hand, Van Dyne and Ang (2008) suggest that four factors of CQ can be considered as four steps for an improved CQ; motivational CQ (Drive) gives strength and self-confidence to people to continue the necessary cultural understanding, cognitive CQ (Knowledge) lets people learn or know of basic cultural information, metacognitive CQ (Strategy) lets people use their cultural understanding and make them understand the current situation and make plans and finally behavioural CQ (Action) enables people to participate in effective cross-cultural situations.

CQ drive is a person's interest, energy and motivation to adapt to other cultures. It is important to have the confidence to go through the challenges that a person will probably face when interacting cross-culturally. CQ knowledge includes having core knowledge of cultural similarities and differences such as knowledge of history and current events going on in different parts of the world or knowledge of art, literature, or music (Livermore, 2013). Naturally a person cannot be expected to know a comprehensive knowledge about every culture around the world, however having a CQ knowledge means "understanding broad cultural themes, including a grasp of different family structures, economic systems, and orientations toward time, authority, and uncertainty" (Livermore, 2013, p. 13). CQ strategy is the ability to make use of the cultural understanding to overcome cross-cultural difficulties. It helps a person "use cultural knowledge to plan an appropriate strategy, accurately interpret what's going on, and check to see if expectations are accurate or need revision" (Livermore, 2010, p. 27). CQ action is the ability act appropriately in a cross-cultural setting. An important part of CQ action is to know what to do and how to act in a specific cultural context.

Some of the approaches and steps to an enhanced level of CQ were mentioned. These are a few of them and as the studies have been conducted the ways of improving CQ will become varied. Although they serve different and common at some points techniques or steps they all agree on the idea that CQ is not fixed or stable, on the contrary it can be improved.

2.2.3. Cultural Intelligence in Education

Despite being a new concept, cultural intelligence has gained attention from different fields including education. Because of the fact that the number of the

students from different cultural backgrounds increases in the classrooms, almost all teachers have been working or will probably work with such students from diverse cultures and as a result the need for the teachers to have a high CQ will increase accordingly.

When the foreign literature is analyzed, it is seen that there are some studies conducted in the education field. Petrovic (2006) conducted a study to determine the level of Serbian elementary teachers and to explore which variables could be considered as predictors of CQ. As a result of the data gathered in the study, which involved 107 elementary school teachers (86.9% female and 13.1% male) from four towns in Serbia and 68.2% of whom worked in culturally heterogeneous classes, the predictors of CQ were determined as follows; contact with people from other cultures, communication in foreign language, reading of foreign literature, watching travel shows, importance of knowing other cultures, multicultural composition of the class as challenge, openness for intercultural learning and enjoyment of intercultural communication. In the study, the majority of the teachers showed a high level of CQ and that the teachers enjoying intercultural communication and considering multiculturalism of the class as a stimulus and those who were open to intercultural learning got a higher score on the cultural intelligence scale.

In their study in which marketing students and the students of advanced English as a Second Language interviewed each other about consumer behaviour differences Kurpis & Hunter (2017) proposed an approach to improve the CQ level of the students. As a result of their study it was determined that the students' ability to interact with people from diverse cultures increased in terms of their cultural knowledge, motivation and confidence. It was also suggested that the students perceived cross-cultural interview as a valuable component of their education.

Ahmadiani and Amirpour (2018) conducted a study in 2012-2013 academic year in order to examine the effect of CQ on improving the communication skills of the postgraduate students of different departments from different universities. The results of the study demonstrated that the cultural intelligence level of the students had a positive effect on the communication skills, which suggested that their CQ level had a significant effect on their verbal skills.

Mahasneh, Gazo & Al-Adamat (2019) conducted a study to compare the CQ level among teachers and university students and to determine whether there were statistically significant differences in CQ level in terms of gender variables. As a result of the study, in which randomly selected 300 teachers and 400 students at Hashemite University were included and CQ scale was used to collect data it was found that the CQ level among teachers and university students was high. The results of the study also showed statistically significant differences in the CQ level in terms of the teachers' gender variable in the total degree, and in the metacognitive, cognitive and motivation dimensions, in favour of the male teachers (Mahasneh et al., 2019, p. 312).

In the Turkish context, Doğutaş's study (2015) on the students of education faculty can be mentioned. In her study, Doğutaş compared the freshmen and the teacher candidates' CQ levels in terms of some demographic qualities including their parents' education level, hometown and their departments. The results showed that the CQ level of teacher candidates was related to some demographic features. According to her study, male teacher candidates had slightly higher CQ scores than the females, the ones from science department had slightly higher mean values than the ones from social sciences and the education level of teacher candidates was related to their CQ level.

2.2.4. Cultural Intelligence in Language Learning

In addition to the studies conducted in the education field of different branches, the studies on the relationship between cultural intelligence and language learning and teaching will be mentioned briefly in this section.

Khodadady & Ghahari (2012) examined the relationship between cultural intelligence (CQ) and English as a foreign language (EFL) proficiency by conducting Cultural Intelligence Scale in Persian (CQS) and a disclosed Test of English as a Foreign Language (TOEFL) to 145 undergraduate university students from different departments in three Iranian universities. The results demonstrated that both the CQS and its cognitive, motivational, behavioural, and metacognitive factors were significantly but negatively related to the TOEFL and its structure subtest. However, when they divided the EFL learners into low, middle and high proficiency groups according to the participants' TOEFL scores, they explored that middle proficiency

group's TOEFL and its structure subtest scores demonstrated negatively significant correlations with the CQS and its cognitive and motivational factors. It means that they can improve their English proficiency cognitively and motivationally if they know less about English culture.

Ghonsooly & Shalchy (2013) examined the effects of CQ on the writing performances of 104 advanced level L2 learners in English language institutes in Mashhad, Iran in terms of fluency, complexity, and accuracy. The results demonstrated a significant relationship between cognitive CQ and fluency and also between cognitive CQ and writing ability. They argued that since people with high level of CQ could understand the people from different cultures, they could guess how their audience would react when they wrote something and accordingly they could take their audience's thoughts and feelings into consideration.

Ghonsooly, Sharififar, Sistani & Ghabari (2015) conducted a study to examine the correlation between listening comprehension and CQ of Iranian EFL learners and to determine which of the four CQ aspects would guess better their performance on listening comprehension through an IELTS listening exam together with the CQ scale. It was found as a result of the study that metacognitive and motivational aspects of CQ were correlated with listening comprehension. The study suggested that "successful listeners are consciously aware of their own as well as others' cultural assumptions and values, consciously plan for multicultural settings, and reflect and adjust their mental models accordingly" (Ghonsooly et al., 2015, p. 62).

In their research, Rafieyan, Golerazeghi & Orang (2015) assessed the relationship between cultural intelligence and pragmatic comprehension ability on 120 Iranian learners of English in the intensive English program of universities in the United States. As a result of the findings it was found that there was a strong positive relationship between the CQ level and pragmatic comprehension ability. Language learners who could function and manage effectively in terms of target language culture were more successful in understanding implied meanings in target language (Rafieyan, Golorazeghi & Orang, 2015).

Another study on the relationship between CQ and language learning was conducted by Nikoopour and Esfandiari (2017)to investigate the relationship between EFL teachers' emotional, social, cultural, spiritual intelligence and their

teaching effectiveness in EFL contexts. In their study, in which 423 participants 126 of whom were EFL teachers who work in Tehran were included, Nikoopour & Esfandiari (2017) found that gender and university degree did not make a significant difference in teachers' CQ, but teaching experience and age did.

Alahdadi & Ghanizadeh (2017) also conducted a study on 180 BA and MA Iranian students studying English language teaching and translation to examine the interrelationships among adaptability, tolerance of ambiguity, cultural intelligence, learning approach, and language achievement as indicators of the mentioned competencies within a single model. In their study which included second language tolerance of ambiguity scale, adaptability taken from emotional intelligence inventory, cultural intelligence (CQ) inventory, and the revised study process questionnaire measuring surface and deep learning they found that ambiguity tolerance and adaptability influenced CQ. The study showed that the tolerant learners had higher level of CQ and these learners tended to adopt more deep approaches for their learning and as a result they were more successful (Alahdadi & Ghanizadeh, 2017, p. 45).

In their study, which involved 87 sophomores of English Department at Mulawarman University, Rachmawaty et al. (2018) examined the relationship of CQ, Language Learning (LL) strategies and English Language proficiency. They found out that both male and female students' metacognitive CQ level was medium and the most dominant factor was determined as metacognitive while the least dominant was cognitive. Their study also showed a meaningful relationship between cultural intelligence and language learning strategies; however it did not show a correlation among CQ, LL Strategies and English language proficiency.

In the Turkish context we find limited research on the relationship between CQ and language learning and teaching. Efeoğlu (2017) conducted a study to determine the correlation between Turkish EFL state school teachers' cultural intelligence and their professional well-being. The study, in which 120 EFL state school teachers completed Cultural Intelligence Scale and the Scale of Teacher Perception of Professional Well-Being, showed significant correlations between Turkish EFL state school teachers' cultural intelligence and their professional well-being. He argued that "cultural intelligence and professional well-being were directly proportional, in

that those representing culturally intelligent characteristics also reflected the features of Professional well-being" (Efeoğlu, 2017, p. 237).

According to these studies, people need social interaction or experience to develop CQ. It requires knowledge about ones and others' cultural aspects, differences and similarities between cultures and also conveying what is learnt from a particular experience to subsequent interactions in other situations (Ahmadian & Amirpour, 2018). It was mentioned that CQ can be developed through education. The conducted studies also suggest training to develop the students' level of CQ. Ahmadian & Amirpour (2018) advised university authorities to send students to specific designated training courses, letting them work in multicultural teams for them to have a chance to directly observe the aspects of different cultures and also to start that education from the infancy of children and from kindergartens and elementary schools since accepting interpersonal differences begins in childhood

As a result of these studies some recommendations for teachers, researchers or learners in order to develop their level of CQ can be concluded. Efeoğlu (2017) suggested that his study on the Turkish EFL teachers' CQ and their well-being could help English Language Teaching (ELT) departments include materials in their curriculum for EFL teachers to improve CQ. As Petrovic (2006) suggested openness to intercultural interaction and intercultural learning, readiness to understand and make use of multiculturalism and cultural diversity as a resource can be included in teacher training programs as well as mutual respect and mindfulness. Intimate intercultural interaction can be included in activities and provided through education, employment in different countries, study visits or international teacher programs (Crowne, 2008; Petrovic, 2006). Rachmawaty et al. (2018) suggested teachers to create such an atmosphere in the classroom that they can use CQ as a way to help their students improve their language learning process. The teachers can make this happen through designing activities or using materials including uncertain conditions which will make them use different forms of tasks and improve their level of CQ through the information about diverse cultures (Alahdadi & Ghanizadeh, 2017). Alahdadi & Ghanizadeh (2017) also mentioned that in order to improve motivational, cognitive, metacognitive, cultural, and emotional aspects in learners, programs can be designed by curriculum designers and that teachers should make

their students understand the importance of these aspects to improve their performance.

It is obvious that CQ has contribution to foreign or second language classroom because culture cannot be separated from language learning and classroom is full of interactions, communication tasks, oral skills, and interpersonal and social skills (Kramsch, 2013).

2.3. Chapter Summary

In this chapter related literature with language learning and cultural intelligence was summarized. In the first section "culture" was defined in various ways and it was mentioned that despite the fact that there are different ways to define culture it is obvious that every culture is determined by the society's various characteristics such as language, religion, cuisine, social habits, music and arts, economics, education and politics and it is mentioned that culture is a set of beliefs, values, attitudes, norms and role perceptions. In addition to these characteristics it is important to express that culture is transmitted from one generation to the next and it can change through time. The second section covered the definition of cultural intelligence. It was stated that cultural intelligence is an individual's ability to function and manage successfully in culturally diverse situations and to adapt effectively to new cross-cultural settings and it has four sub-dimensions as metacognitive CQ, cognitive CQ, motivational CQ and behavioural CQ. The qualities of an individual with a high level of CQ and the ways to improve CQ were also mentioned in this section. This section ended with a review of the literature on the relationship between cultural intelligence and education and then the relationship between cultural intelligence and language learning and teaching. Some of the studies on CQ and education and language were summarized in this section.

In the following chapter the Methodology of this study will be presented.

CHAPTER III

METHODOLOGY

This chapter describes the methodological procedures of this study. The major topics are the design and the research context of the study, selection of the participants, data collection tools, data collection procedure, data analysis and the limitations of the study. The chapter ends with the chapter summary.

3.1. Research Design

The main aim of this study is to determine whether demographic characteristics (gender, type of the school they work, the year of service, the department they graduated from, time spent abroad) of English teachers affect the level of their cultural intelligence. To reach this aim, a quantitative research method was applied. Quantitative research requires collecting numerical data to be analyzed statistically to explain a situation.

Survey research, which is one of the quantitative research methods, was conducted in this study. Survey research can be defined as doing the research by using surveys of which the questions are predetermined in order to gain information from a sample population. The data gathered from the surveys is statistically analyzed in order to determine meaningful research results. In this research the validated version of Cultural Intelligence Scale in Turkish adapted by Şahin (2013) was used along with demographic questions prepared by the researcher. The survey was sent to the teachers online due to covid-19 epidemic. After applying the survey, the collected data was analyzed statistically.

3.2. Population of the Study

The teachers of English working at high schools in İlkadım, Samsun were the population of this study. The survey was sent to the teachers working at state and private high schools in İlkadım, Samsun. The total number of the English teachers who received back was 101, 60 of whom were female and 41of whom were male. The majority of the participants, 73 teachers were the ones who work at the state schools and the remaining 28 were teachers who work at private high schools. Most of the participants were teachers with 16-20 years (36 participants) and more than 21 years (31 participants) of experience in teaching English. Only 7 participants had 1-5

years of experience, 12 participants had 6-10 years and 15 participants had 11-15 years of experience in teaching English. The majority of the participants, 74 teachers, were graduates of English Language Teaching departments of different universities and 21 participants were graduates of English Language and Literature Departments of different universities. 6 of the participants were graduates of American Language and Literature, Chemistry and Philology departments. Due to their number, the department of these 6 participants were taken as "the other" in the analysis of the data. When we analyze the population in terms of the time spent abroad it is seen that 27 of them have never been abroad before. 24 participants have been abroad for 0-1 month, 20 of them for 1-3 months, 10 of them for 4-6 months, 7 of them for 7-12 months and finally 13 participants have been abroad for more than one year.

3.3. Data Collection Instruments

Data were collected online with an instrument consisting demographic information and cultural intelligence scale. Cultural intelligence scale was developed before and demographic information was added by the researcher.

3.3.1. Demographic Information

The aim of this part was to examine 5 different characteristics of the participants; gender, type of the school they work, the year of service as a teacher, the department the teachers graduated from and time spent abroad. All of the participants were teachers of English at high schools however some work at state schools and some work at private schools. In order to discriminate between the teachers of state or private schools, type of the school they work was asked. The year of service as a teacher was divided into 5 sections as 1-5, 6-10, 11-15, 16-20 and more than 21 years. The answers of the question about the time they spent abroad was divided into 6 sections as none, 0-1, 1-3, 4-6, 7-12 months and more than a year.

3.3.2. Cultural Intelligence Scale

In order to analyze cultural intelligence, the Turkish adaptation of Cultural Intelligence Scale which was developed by Şahin (2013) was used. The necessary permission was taken from Şahin via e-mail. The scale is a seven point Likert scale ranging from "strongly disagree" and "strongly agree" and it has 4 subscales including 20 items; 4 items for metacognitive (items 1,2,3 and 4), 6 items for

cognitive (items 5,6,7,8, 9 and 10), 5 items for motivational (items 11,12,13,14 and 15), and 5 items for behavioural (16,17,18,19 and 20) cultural intelligence.

Sample items for each subscale are as follows: Sample item for metacognitive is “I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds”, sample item for cognitive is “I know the cultural values and beliefs of other cultures”, sample item for motivational is “I am confident that I can socialize with locals in a culture that is unfamiliar to me” and sample item for behavioural is “ I use pause and silence differently to suit different cross-cultural situations.”

3.4. Data Collection Procedure

Data collection took a month at the very beginning of the Fall semester of 2020-2021 teaching year. Since the schools were closed due to covid-19 epidemic, the teachers were sent a scale with two sections via internet. The first section of the scale asked for demographic information of the respondents and the other section was CQ Scale. CQ scale was originally written in English and its Turkish version developed by Şahin (2013) was used in this study and his kind permission was taken to use the scale. The respondents were informed that their information and the results will be confidential and that they will not be shared with anybody else. The scale did not include any personal questions that required revealing the respondents’ identity. The time needed to complete the scale was approximately 5 to 6 minutes.

3.5. Ethical Permission

Before collecting the data, the permission required from Ondokuz Mayıs University Human Subjects Ethics Committee was received. After receiving the permission from the Ethics Committee, another permission to apply the scale to the teachers of English in İlkadım, Samsun was received from Samsun Provincial Directorate of National Education. Confidentiality of this research was guaranteed by not asking the names of the respondents.

3.6. Data Analysis

Statistical Package for Social Sciences (SPSS) 24.0 software was used for statistical analysis of the research data.

The Cronbach Alpha test was applied in order to determine the internal consistency of the responses given to the Cultural Intelligence Scale and the Cronbach Alpha coefficient for the overall scale was found to be 0.925. Accordingly, the data collected from the scale were found to be reliable.

Frequency analysis was used to determine the socio-demographic characteristics of the teachers and the findings were shown on frequency distribution tables. Indicative statistics regarding the scores obtained from the overall and sub-dimensions of the Cultural Intelligence Scale by were shown.

The normal distribution of the data was first tested by the Kolmogorov-Smirnov and Shapiro-Wilk tests in order to determine the statistical tests to be used to compare the scores which the teachers obtained from the overall and sub-dimensions of the Cultural Intelligence Scale according to their socio-demographic characteristics. Since the data did not show a normal distribution, non-parametric hypothesis tests were used in the study. Accordingly, the Mann-Whitney U test was used to compare the teachers' scores which they received from the overall and the sub-dimensions of the Cultural Intelligence Scale according to their gender and the type of school they work variables. The Kruskal-Wallis H test was used to compare the teachers' scores which they obtained from the overall and the sub-dimensions of the Cultural Intelligence Scale according to their year of service, the department they graduated from and the time they have spent abroad variables.

3.7. Limitations of the Study

This study was applied to the teachers of English who work at state and private high schools in İlkadım district in Samsun. Considering that there are other central districts in Samsun, this study has limitations in terms of the number of the participants included in the study. A further research may include the teachers of English who work at high schools as well as primary and secondary schools in the other districts of Samsun province. This study has another limitation in terms of the area it was applied because this study only gives information about the overall CQ level and the level of sub-dimensions of CQ of the English teachers who work only in one district and cannot be generalized for all the teachers working in Samsun or all over the country. Another limitation was caused due to external factors like covid-19 epidemic. Due to the epidemic, the teachers started the 2020-2021 education year

through online lessons. Therefore, the teachers could not be reached in person. The scale was sent online to the teachers and this affected the number of the respondents to the scale.

This study includes a quantitative data for analysis in order to determine the characteristics that may affect the teachers' level of cultural intelligence. A self-reported scale was used to gather data, which has the disadvantage of relying on the participants' responses, understanding and reflecting what they think or how they feel honestly. Qualitative data could not be collected in this study because of the fact that most of the participants were reluctant to make interviews. Only a few interviews could be held and the number of the participants was not enough to make a significant comparison. Therefore, a qualitative research could also be held after interviewing with random teachers in order to examine other factors that affect cultural intelligence or to analyze the teachers' views about culture and cultural intelligence.

3.8. Chapter Summary

This chapter was designed to give detailed information about the methodology used in this study. The chapter began with the explanation of the research design and continued with the information about the population and data collection tools. After an explanation of the data collection procedure and ethical permission, detailed information was given about the data analysis. Finally, the chapter ended with an explanation of the limitations of the study.

CHAPTER IV

RESULTS

This chapter presents the results of the statistical analysis of the data obtained from the CQ scale and demographic questions responded by 101 English teachers who work at state or private high schools in İlkadım, Samsun. First, the demographic profile of the teachers is presented and then the results of the statistical analysis of CQ scale are given. Finally, the results showing the relation of the demographic characteristics with the CQ scale is presented.

4.1. Demographic Characteristics of the Participants

The scale used in this study was administered to 101 teachers of English working at state or private schools in İlkadım, Samsun in 2020-2021 education year. Frequency analysis was used in order to determine the demographic characteristics of the teachers included in the study and the findings were shown on frequency distribution tables.

Table 4. 1. Demographic characteristics of the teachers

	Number (n)	Percent (%)
Gender		
Female	60	59,41
Male	41	40,59
Type of the school they work		
State	73	72,28
Private	28	27,72
Year of service		
1-5 years	7	6,93
6-10 years	12	11,88
11-15 years	15	14,85
16-20 years	36	35,64
21 years and more	31	30,69
The department they graduated from		
English Language Teaching	74	73,27
English Language and Literature	21	20,79
Other	6	5,94
The time spent abroad		
None	27	26,73
0-1 Month	24	23,76
1-3 Months	20	19,80
4-6 Months	10	9,90
7-12 Months	7	6,93
More than 1 year	13	12,87

In Table 4.1, the distribution according to the demographic characteristics of the teachers included in the study is given.

When Table 4.1was examined, it was seen that 59.41% of the teachers included in the study were female and 40.59% were male. It was stated by the teachers that 72.28% of them were working at state schools and 27.72% were working at private schools. 11.88% expressed that they had 6-10 years, 14.85% stated that they had 11-15 years, 35.64% stated that they had 16-20 years of service and the remaining 30.69% stated that they had 21 years or more years of service. 73.27% of the teachers graduated from English Language Teaching department and % 20.79 of them graduated from English language and Literature department. It was stated that 23.76% had been abroad for 0-1 month, 19.80% 1-3 months, 9.90% 4-6 months, %6.93 7-12 months and 12.87% had been abroad for more than one year and 26.73% had never been abroad.

4.2. Cultural Intelligence Level of the Participants

To determine the internal consistency of the responses, the Cronbach Alpha test was applied and the Cronbach Alpha coefficient for the overall scale was found to be 0.925, which means that the data collected from the scale were found to be reliable.

Table 4. 2. The Points the teachers received from the Cultural Intelligence Scale

	N	$\bar{x}$	**s**	**Min**	**Max**
Metacognitive	101	25,00	3,15	15	28
Cognitive	101	29,62	7,11	9	42
Motivational	101	24,03	4,01	11	28
Behavioural	101	35,29	5,06	20	42
Cultural Intelligence Scale	101	113,94	15,43	65	140

In Table 4.2, descriptive statistics regarding the Cultural Intelligence Scale scores of the teachers included in the study are given.

When Table 4.2 is examined, it was determined that the teachers included in the study got approximately 25,0±3,15 points from the metacognitive sub-dimension, approximately 29,62±7,11 points from the cognitive sub-dimension, approximately 24,03±4,01 from the motivational sub-dimension and approximately 35,29±5,06 points from the behavioural sub-dimension of the Cultural Intelligence Scale. It was found that the teachers got approximately 113,94±15,43 points from the Cultural Intelligence Scale. The teachers received the lowest 65 and the highest 140 points from the overall Cultural Intelligence Scale.

4.3. The Cultural Intelligence Level of the Participants in Relation to Their Demographic Characteristics

In the study non-parametric hypothesis tests were used. In order to compare the scores of the teachers included in the study from the overall and the sub-dimensions of the Cultural Intelligence Scale according to their gender and the type of school they work, the Mann-Whitney U test was used. With the aim of comparing the scores of the teachers from the overall and the sub-dimensions of the Cultural Intelligence Scale according to their year of service, the department they graduated from and the time they have spent abroad, the Kruskal-Wallis H test was used. The comparison of

the Cultural Intelligence Scale scores of the teachers according to their demographic characteristics are shown on tables and discussed as follows.

Table 4. 3. Comparison of the Cultural Intelligence Scale scores of the teachers according to the gender

	Gender	**n**	$\bar{x}$	**s**	**Median**	**MR**	**Z**	**p**
Metacognitive	Female	60	24,75	3,42	25,50	49,30	-0,721	0,471
	Male	41	25,37	2,71	26,00	53,49		
Cognitive	Female	60	29,33	6,87	30,00	49,41	-0,662	0,508
	Male	41	30,05	7,53	30,00	53,33		
Motivational	Female	60	23,87	4,32	25,00	50,73	-0,112	0,911
	Male	41	24,27	3,54	24,00	51,39		
Behavioural	Female	60	34,87	5,39	36,00	49,00	-0,834	0,404
	Male	41	35,90	4,53	36,00	53,93		
Cultural Intelligence Scale	Female	60	112,82	16,77	115,00	49,89	-0,460	0,645
	Male	41	115,59	13,27	115,00	52,62		

The results of the Mann-Whitney U test which was conducted regarding the comparison of the Cultural Intelligence Scale scores of the teachers included in the study according to their gender are shown in Table 4.3.

When table 4.3 was analyzed, it was determined that the difference between the scores of the teachers included in the study from the overall Cultural Intelligence Scale and the metacognitive, cognitive, motivational and behavioural sub-dimensions of the scale according to their gender was not statistically significant ($p > 0,05$). The scores obtained by male and female teachers from the overall Cultural Intelligence Scale and metacognitive, cognitive, motivational and behavioural sub-dimensions of the scale are similar.

Table 4. 4. Comparison of the Cultural Intelligence Scale scores of the teachers according to the type of the school they work

	Type of the school they work	**n**	$\bar{x}$	**s**	**Median**	**MR**	**Z**	**p**
Metacognitive	State	73	24,92	3,09	26,00	49,64	-0,771	0,441
	Private	28	25,21	3,34	26,00	54,55		
Cognitive	State	73	29,47	6,86	30,00	50,10	-0,502	0,616
	Private	28	30,04	7,86	31,00	53,36		
Motivational	State	73	23,73	4,25	25,00	49,25	-0,983	0,326
	Private	28	24,82	3,24	25,50	55,57		
Behavioural	State	73	35,04	5,16	36,00	49,77	-0,682	0,495
	Private	28	35,93	4,83	36,00	54,20		
Cultural Intelligence Scale	State	73	113,15	15,67	115,00	49,45	-0,858	0,391
	Private	28	116,00	14,88	119,50	55,04		

Table 4.4 shows the results of the Mann-Whitney U test which was conducted to compare the Cultural Intelligence Scale scores of the teachers included in the study according to the type of school they work.

According to Table 4.4, it was determined that there was no statistically significant difference between the scores of the teachers included in the study, who work at the state and private schools, from the overall Cultural Intelligence Scale and metacognitive, cognitive, motivational and behavioural sub-dimensions of the scale ($p > 0,05$). According to this, it was determined that the scores obtained by the teachers from the overall Cultural Intelligence Scale and metacognitive, cognitive, motivational and behavioural sub-dimensions of the scale according to the type of school they work were similar.

Table 4. 5. Comparison of the Cultural Intelligence Scale scores of the teachers according to the year of service

	Year of Service	**n**	$\bar{x}$	**s**	**Median**	**MR**	χ^2	**p**
Metacognitive	1-5 years	7	25,43	2,82	26	54,07	1,877	0,758
	6-10 years	12	23,67	3,98	24	41,13		
	11-15 years	15	24,53	3,76	26	49,03		
	16-20 years	36	25,00	3,51	26	52,53		
	21 years and more	31	25,65	1,85	26	53,31		
Cognitive	1-5 years	7	28,57	8,68	31	50,64	1,369	0,850
	6-10 years	12	29,08	7,56	30	47,83		
	11-15 years	15	31,73	7,12	32	58,23		
	16-20 years	36	29,06	6,53	30	48,40		
	21 years and more	31	29,71	7,50	30	51,82		
Motivational	1-5 years	7	26,00	2,08	26	65,00	3,176	0,529
	6-10 years	12	24,08	3,45	24	48,79		
	11-15 years	15	24,47	3,81	26	53,63		
	16-20 years	36	22,92	5,04	24	45,86		
	21 years and more	31	24,65	3,01	25	53,39		
Behavioural	1-5 years	7	35,86	4,10	36	50,71	2,978	0,562
	6-10 years	12	34,42	6,02	35,5	47,75		
	11-15 years	15	37,27	4,25	37	62,03		
	16-20 years	36	34,28	6,21	35,5	47,03		
	21 years and more	31	35,71	3,40	36	51,60		
Cultural Intelligence Scale	1-5 years	7	115,86	13,40	120	54,93	1,910	0,752
	6-10 years	12	111,25	17,37	111	46,21		
	11-15 years	15	118,00	16,14	116	57,90		
	16-20 years	36	111,25	18,37	114,5	47,47		
	21 years and more	31	115,71	10,40	116	52,73		

In Table 4.5., the Cultural Intelligence Scale scores of the teachers included in the study according to the year of service were compared using the Kruskal-Wallis H test.

When Table 4.5 was examined, it was determined that there was no statistically significant difference between the scores of the teachers included in the study from the overall Cultural Intelligence Scale and metacognitive, cognitive, motivational and behavioural sub-dimensions of the scale according to the year of service ($p > 0,05$). Regardless of the year of service, teachers received similar scores from the overall Cultural Intelligence Scale and metacognitive, cognitive, motivational and behavioural sub-dimensions of the scale.

Table 4. 6. Comparison of the Cultural Intelligence Scale scores of the teachers according to the department they graduated from

	The department they graduated from	**n**	$\bar{x}$	**s**	**Median**	**MR**	χ^2	**p**
Metacognitive	English Language Teaching	74	24,95	3,11	26,00	50,11	1,432	0,489
	English Language and Literature	21	24,76	3,58	26,00	50,26		
	Other	6	26,50	1,76	27,00	64,58		
Cognitive	English Language Teaching	74	28,80	7,41	30,00	48,05	2,889	0,236
	English Language and Literature	21	31,86	5,60	32,00	59,86		
	Other	6	32,00	6,96	30,00	56,42		
Motivational	English Language Teaching	74	23,92	4,13	25,00	50,50	0,822	0,663
	English Language and Literature	21	23,95	3,89	23,00	49,81		
	Other	6	25,67	2,94	27,00	61,33		
Behavioural	English Language Teaching	74	35,16	4,79	36,00	49,59	0,981	0,612
	English Language and Literature	21	35,14	6,26	37,00	53,14		
	Other	6	37,33	3,88	36,50	60,92		
Cultural Intelligence Scale	English Language Teaching	74	112,82	15,10	115,00	48,84	2,003	0,367
	English Language and Literature	21	115,71	17,31	114,00	54,81		
	Other	6	121,50	11,64	119,00	64,33		

In Table 4.6, the findings obtained from the Kruskal-Wallis H test which was conducted to compare the scores of the teachers included in the study from the Cultural Intelligence Scale according to the departments they graduated from are given.

When Table 4.6 was examined, it was seen that there was no statistically significant difference between the scores of the teachers from the overall Cultural Intelligence Scale and metacognitive, cognitive, motivational and behavioural sub-dimensions of the scale according to the departments they graduated from ($p > 0,05$). The scores of teachers who graduated from English Language Teaching, English Language and Literature and other departments from the overall Cultural Intelligence Scale and metacognitive, cognitive, motivational and behavioural sub-dimensions of the scale are similar.

Table 4. 7. Comparison of the Cultural Intelligence Scale scores of the teachers according to the time they have spent abroad

	Time they have spent abroad	**n**	$\bar{x}$	**s**	**Median**	**MR**	χ^2	**p**	**Difference**
Metacognitive	None	27	24,15	3,37	24,00	41,74	8,509	0,130	
	0-1 Month	24	24,58	3,03	25,50	45,98			
	1-3 Months	20	25,15	3,54	26,00	54,28			
	4-6 Months	10	25,70	2,58	26,00	57,00			
	7-12 Months	7	26,86	1,95	28,00	70,07			
	More than 1 year	13	25,77	2,92	27,00	59,58			
Cognitive	None	27	27,93	7,81	30,00	45,91	5,120	0,401	
	0-1 Month	24	28,58	5,44	29,00	44,40			
	1-3 Months	20	31,30	7,60	31,00	58,60			
	4-6 Months	10	30,90	4,36	30,50	54,60			
	7-12 Months	7	28,86	8,71	28,00	48,00			
	More than 1 year	13	31,92	8,29	34,00	60,92			
Motivational	None	27	21,85	4,85	24,00	36,74	22,218	0,000*	a-d
	0-1 Month	24	23,21	3,15	23,00	40,83			a-e
	1-3 Months	20	24,65	3,62	25,50	55,40			
	4-6 Months	10	26,50	2,12	27,50	70,15			
	7-12 Months	7	27,00	1,53	28,00	75,21			
	More than 1 year	13	25,62	3,64	27,00	64,85			
Behavioural	None	27	32,70	5,30	34,00	36,41	18,280	0,003*	a-d
	0-1 Month	24	34,67	4,43	35,00	44,42			a-e
	1-3 Months	20	36,90	4,47	37,50	60,95			
	4-6 Months	10	38,60	2,59	38,50	70,90			
	7-12 Months	7	38,57	2,70	37,00	71,00			
	More than 1 year	13	35,00	6,24	36,00	52,08			
Cultural Intelligence Scale	None	27	106,63	18,03	107,00	38,65	14,591	0,012*	a-d
	0-1 Month	24	111,04	10,60	113,50	41,96			a-e
	1-3 Months	20	118,00	15,78	120,50	59,83			
	4-6 Months	10	121,70	7,97	122,00	66,55			
	7-12 Months	7	121,29	11,94	120,00	64,43			
	More than 1 year	13	118,31	16,88	124,00	60,58			

The results of the Kruskal-Wallis H test related to the comparison of the scores of the teachers' obtained from the Cultural Intelligence Scale according to the time they have spent abroad are shown on Table 4.7.

When Table 4.7 was analyzed, it was determined that the difference between the scores of the teachers included in the study from the metacognitive and cognitive sub-dimensions of the Cultural Intelligence Scale according to the time they have spent abroad was not statistically significant (p> 0,05). Regardless of the time they

have spent abroad, teachers received similar scores from metacognitive and cognitive sub-dimensions.

It was determined that there were statistically significant differences between the scores of the teachers from the overall Cultural Intelligence Scale and from the motivational and behavioural sub-dimensions of the scale according to the time they have spent abroad ($p>0,05$). Teachers who have been abroad for 4-6 months and 7-12 months received higher scores from the motivational sub-dimension of the scale than the teachers who have never been abroad. Similarly, teachers who have been abroad for 4-6 months and 7-12 months got higher scores from the behavioural sub-dimension than the teachers who have never been abroad. In addition, the overall Cultural Intelligence Scale scores of the teachers who have been abroad for 4-6 months and 7-12 months were higher than the teachers' who have never been abroad.

4.4. Chapter Summary

In this chapter the results of the quantitative data analysis obtained by SPSS 24.0 software. Because the data did not show normal distribution after implementing the Kolmogorov-Smirnov and Shapiro-Wilk tests, non-parametric hypothesis tests were used in the study. The results revealed that there was no statistically significant difference between cultural intelligence and the variables of gender, type of the school they work, the year of service and the department they graduated from. The only statistically significant difference was seen between cultural intelligence and time spent abroad. It was determined that international experience positively affected the teachers' level of cultural intelligence and its sub-dimensions.

CHAPTER V

DISCUSSION and CONCLUSION

In this chapter, the discussion of the results is presented by comparing them with the results of the previous studies in the literature. The implications of the study are stated and some suggestions are made for the future research.

5.1. Discussions

The aim of the study was to determine the cultural intelligence level of the English teachers who work at state or private high schools in İlkadım, Samsun and to find out whether the demographic characteristics of the teachers affected their overall CQ level and sub-dimensions of CQ.

In this sense, in order to determine the internal consistency of the responses given to the Cultural Intelligence Scale, the Cronbach Alpha test was used, which resulted in reliable data showing that the teachers got 113,94±15,43 points from the Cultural Intelligence Scale. Considering the score range of the original scale (20-140 points) this result shows that the scores for overall cultural intelligence and for all the sub-dimensions were relatively high. Efeoğlu's (2017) study has similar results with our study in terms of metacognitive, motivational and behavioural cultural intelligence scores whereas it differs in terms of cognitive cultural intelligence scores, which was slightly adopted. However, in our study it was motivational cultural intelligence which was slightly adopted by the teachers (approximately 24,03±4,01). Our study has similarities to Petrovic's (2011) study which was conducted with Serbian elementary teachers, to Mahasneh, Gazo & Al-Adamat's (2019) study in which primary and secondary public school teachers were concluded and also to Alev and Kara's (2021) study which consisted of 386 teachers working at primary schools in Nizip district of Gaziantep in the sense that the results of all these studies showed that the cultural intelligence level of the teachers were relatively high. In addition, it was found in Wujiabudula & Karatepe's study (2020) which was conducted to the pre-service English teachers from various English Language Teaching departments that overall cultural intelligence level of future teachers of English was considerably high. Another study which was conducted by Göksel (2016) revealed that administrators who were teachers once had a high level of CQ and it was stated in the study that they regarded themselves as presenting cultural

leadership behaviours. Even though these studies have similar results with our study, Yüksel and Ereş's (2018) study revealed that the cultural intelligence level of the teachers working in high schools in Isparta was inadequate.

There is a significant shift of students' demographic characteristics within the classroom. Considering this shift, it can be said that it is very important for the teachers to have a high level of CQ in order to deal with the struggle of teaching or serving the students from diverse cultures. There are lots of students from different cultures in classrooms in Turkey so far and each student has the right to feel safe and welcome and they deserve to be understood, therefore teachers are expected to have a high level of CQ.

When the teachers' CQ level was analyzed in terms of demographic characteristics of the teachers, it was found that there was not a significant difference between the overall CQ level and metacognitive, cognitive, motivational and behavioural sub-dimensions according to the gender variable, which means that the scores obtained by male and female teachers from the overall Cultural Intelligence Scale and the four sub-dimensions of the scale were similar.

Wujiabudula & Karatepe's (2020), Nikoopour & Esfandiari's (2017), Robledo-Ardila, Aguilar-Barrientos & Roman-Calderon's (2017) studies also revealed similar results as the present study did. They found no statistically significant difference in terms of the overall CQ scale or in terms of its dimensions.

Some studies revealed results in contrast to the present study; Doğutaş (2015), Rachmawaty et al. (2018) and Mahasnes, Gazo & Al-Adamat (2019) found statistically significant differences in the level of CQ according to the gender variable. Doğutaş's study (2015) showed that male participants had higher scores on all categories of cultural intelligence except for the behavioural CQ. In her study female participants' behavioural CQ was higher and when the overall cultural intelligence level was analyzed it was seen that male participants got higher scores. Rachmawaty et al.'s study (2018) showed that it was metacognitive factor which dominantly influenced the overall cultural intelligence level of both male and female participants. However, in their study cognitive factor had the least influence on the overall CQ level of the female participants and behavioural factor had the least influence on the overall CQ level of the male participants. Likewise, Mahasnes, Gazo

& Al-Adamat's study (2019) revealed statistically significant difference according to the teachers' gender in both motivational and behavioural CQ level. In their study, there was a statistically significant difference in the motivational sub-dimension according to the teachers' gender in favour of the male teachers and a statistically significant difference in the behavioural dimension according to the teachers' gender in favour of the female teachers.

Another question intended to be answered in this study was whether there was a statistically significant difference between the overall CQ level and the sub-dimensions of cultural intelligence according to the type of the school that the teachers work. The type of the school they work was categorized as state school and private school. It was found that there was no statistically significant difference between the overall CQ level and metacognitive, cognitive, motivational and behavioural sub-dimensions and the school type; the scores that the teachers got from the overall scale and its sub-dimensions in terms of the school type were similar.

With the aim of determining whether there is a significant difference in the teachers' overall cultural intelligence and sub-dimensions of cultural intelligence according to their teaching experience, Kruskal-Wallis H test was conducted and it was determined that there was no statistically significant difference between the teachers' overall CQ level and sub-dimensions of the CQ in terms of the year of service. There is some research in the literature as opposed to the results of our study in this sense. It was seen in Nikoopour & Esfandiari's study (2017) that teaching experience made a significant difference in EFL teachers' CQ level. It was assumed as a result of their study that the year of service in teaching made an increase in the teachers' professional development, their teaching effectiveness and accordingly their level of cultural intelligence. Likewise, Mahasnes, Gazo & Al-Adamat (2019) stated in their study which included primary and secondary public schools teachers that the level of cultural skills and expertise among teachers was high. The researchers attributed the result to the fact that the teachers had experience in working with the students from different local and regional cultural backgrounds and therefore gained knowledge and skills to fulfil their educational objectives and to communicate with all the students in a positive way. That might be the result of the desire to adapt to students from diverse cultures to help school performance or the

result of the teachers' having the appropriate skills to reach the students from diverse cultures, which means that they had a sufficient CQ level.

Another characteristic which was assumed to affect CQ level of the teachers was the department they graduated from. Kruskal-Wallis H test was conducted to obtain the results and it was found that there was no statistically significant difference between the overall CQ level and its four sub-dimensions according to the departments the teachers graduated from; the results were similar.

Unlike the results of the comparison of the CQ level of the teachers and sub-dimensions of the CQ according to the gender, the department they graduated from, the type of school they work at and their experience in teaching in terms of their year of service, the result of having experience in other countries; the time spent abroad, and the overall CQ level and its sub-dimensions had a statistically significant difference. In order to reach the results Kruskal-Wallis H test was conducted and it was found that there was not a statistically significant difference between the scores of the teachers from the metacognitive and cognitive sub-dimensions of the Cultural Intelligence Scale according to the time they have spent abroad. However, the scores the teachers obtained from the scale according to the time spent abroad showed a statistically significant difference in motivational and behavioural sub-dimensions of the scale.

According to the results it was determined that the teachers who had been abroad for 4-6 months and 7-12 months received higher scores from the motivational and behavioural sub-dimensions of the scale than the teachers who had never been abroad. In addition, the overall Cultural Intelligence Scale scores of the teachers who had been abroad for 4-6 months and 7-12 months were higher than the teachers' who had never been abroad. In support of this conclusion, it is seen that there has been some research showing that CQ can be positively affected by international experiences, travelling for work, education, travelling just for vacation or as a free time activity or living in a different country (Lee et al., 2008; Nguyen et al., 2018; Solomon & Steyn, 2017; Takeuchi, Wang & Marinova's, 2005). Crowne's research (2008) is one of these studies which determined that people who had been abroad for work or education had higher level of CQ than the ones who visited for vacation or for other reasons. Lee et al. (2018) conducted a study in which the relationship between the CQ level of American hospitality students and its possible antecedents

was examined. It was determined in their study that not only the number of the countries they visited but also the length of stay in foreign countries were significantly related to cultural intelligence. On the other hand, the frequency of travelling abroad was not. In addition, it was seen in Nguyen's study (2018) in which they included 79 American undergraduate students who studied in Puerto Rico and the U.S. Virgin Island within the scope of the "away-yet-abroad" program for five weeks that CQ level of the participants was higher after studying abroad program than before studying abroad program. Wujiabudula & Karatepe's study (2020) also revealed that the CQ level of pre-service English teachers was affected by overseas experiences such that although the number of the participants who had no experience abroad was higher in their study the ones who travelled abroad before had higher scores from the Cultural Intelligence Scale. Morrell et al. (2013) conducted a survey to 293 students from two universities in the Southeast region of the United States in order to examine the relationship between international experience, cultural intelligence, and satisfaction with international business studies. Their hypothesis was that having been abroad positively affects all sub-dimensions of cultural intelligence. They found as a result of their study that the higher level of international experience result in high levels in all four aspects of CQ.

Another study in which the effect of international experience on cultural intelligence was examined was Engle's study (2014). In his study, 135 university students were divided into test and control groups in order to examine the impact of a short-term international experience on them. It was found in his study that as a result of the short-term international experience of 7 to 12 days within the scope of a study abroad service program, there was a significant increase in the test group's level in all sub-dimensions of cultural intelligence whereas there was no significant difference in the control group.

5.2. Implications of the Study

Cultural intelligence has been a matter of research in many fields and has proved itself to be important as a result of the research. CQ in education has attracted researchers because of the fact that there are students from different cultures or countries in the classrooms, students from all over the world at an international university or teachers from different cultural backgrounds. The issue whether these

differences affect English teaching and learning process was discussed in our study as well as in previous studies conducted in our country or in other countries.

The results of this study demonstrated that the overall cultural intelligence level of the teachers of English, either graduates of English Language and Literature or English Language Teaching departments, was relatively high and the scores they got from all four sub-dimensions of CQ were similar. It can be an expected result considering that English teachers are exposed to intense materials in a foreign language context such as works from English or American literature, assignments on language origins, writings indicating the way of life of other cultures and so on when they are university students as prospective teachers. Having this background from the university, an English teacher can include English in his/her daily life via music, movies, the news or the social media which allows people have friends from different countries enabling the opportunity to communicate in a foreign language and learn about their way of life.

According to the results obtained from the study, gender, the type of the school that the teachers work at, the year of experience in teaching or the department they graduated from did not affect their overall cultural or the sub-dimensions of cultural intelligence, however it was seen that the time spent abroad affected both the overall cultural intelligence and motivational and behavioural cultural intelligence of the English teachers.

Motivational aspect of cultural intelligence is defined as the energy or drive to learn or function in diverse cultural settings or multicultural situations. Having travelled to another country could increase the intrinsic motivation of the teachers and it could arouse desire to see other cultures and this desire would possibly lead to higher cultural intelligence level. Behavioural aspect of cultural intelligence is the overt actions. It includes an individual's ability to adapt his/her verbal or nonverbal behaviour in a diverse cultural setting when necessary. It can be affected by the experiences of travelling abroad. Being in a different culture gives an individual the opportunity to observe the residents of that culture and learn how they behave in different situations from ordering food or drink to waiting in a line or from how to speak to people to what to wear in certain places. Observing and learning about such cultural aspects will lead to an individual's adapting his/her behaviour in different cultural situations. Culturally intelligent people may find it easier to adapt their

behaviour in novel contexts on the other hand travelling abroad may increase the cultural intelligence level of the ones who may find it difficult to adapt their behaviours. Considering the result of this study it can be said that having an international experience is crucial in increasing both overall cultural intelligence level and behavioural aspect of cultural intelligence.

To have an experience in a different country preferably in an English speaking country in order to taste a bit of the culture of the language that they are teaching English teachers can be encouraged to participate in Erasmus projects which let both school partnerships and teacher trainings in European countries. They will have the opportunity to travel to different countries and experience different cultures thanks to these projects which allow mobility. Another project platform that the teachers of English can benefit from is eTwinning which allows participating or creating projects for all teachers from European countries except for the mobility. Teachers can arrange online meetings to meet and share cultural characteristics of their countries with their European partners. All these meetings and travels will let the teachers increase their cultural intelligence level eventually either consciously or subconsciously. Erasmus programs can also be suggested to the future teachers of English. Thanks to students exchange programs the university students have the chance to travel abroad and experience different cultures without having to pay a lot of money. It can be a lifetime opportunity for a university student to live in a different country for studying that is why future teachers can be encouraged to participate in such programs. Apart from the projects, The Ministry of Education can organize in-service teacher training programs in English speaking countries for English teachers. As it is understood from this research and the previous ones international experience play a crucial role for cultural intelligence and it is important for the English teachers to have a high level of cultural intelligence to create a language learning atmosphere suitable for every student with different cultural backgrounds.

5.3. Recommendations for Future Research

This study was conducted to English language teachers working at private and state high schools in İlkadım, Samsun. The universe of the study can be widened in future research by adding all the teachers of English working at primary, secondary and high schools and the results can be compared according to the school type like

primary and secondary schools and high schools. The number of the districts may include all the central districts in Samsun or all the districts can be included in the study and the results can be compared between the teachers working in central districts and the others. A more general research can be done to all the teachers working in different regions in Turkiye. By doing so, researchers may have the chance to compare the results of the teachers and determine whether the cultural intelligence level of the teachers differs according to the region they work.

In this study, a quantitative research method was used. A qualitative research can be added by interviewing with random teachers in order to determine other factors that may affect their level of cultural intelligence and learn their perspectives about culture and cultural intelligence and its importance in language learning and teaching.

For future research, other language teachers can be included in the study. Because language learning and teaching is a general concept, involving the other languages, German or French teachers can give the researchers the opportunity to compare the cultural intelligence level of German or French teachers and English teachers and determine the reasons of the differences.

REFERENCES

Ahmadian, E. & Amirpour, M. (2018). The Effect of Cultural Intelligence on Communication Skills. *Journal of Fundamentals of Mental Health*, *20*(6), 429-38. Retrieved on March 10, 2019 fromhttps://jfmh.mums.ac.ir/jufile?ar_sfile=280401

Alahdadi, S. & Ghanizadeh, A. (2017). The Dynamic Interplay among EFL Learners' Ambiguity Tolerance, Adaptability, Cultural Intelligence, Learning Approach, and Language Achievement. *Iranian Journal of Language Teaching Research,5*(1),37-50.Retrieved on March 10, 2019 fromhttps://files.eric.ed.gov/fulltext/EJ1132490.pdf

Alev, S. & Kara M. (2021). Relationship between Cultural Intelligence and the Attitudes Towards Refugee Students: A Study on Primary School Teachers. *Participatory Educational Research(PER)*, *8*(1), 109-122. http://dx.doi.org/10.17275/per.21.6.8.1

Ang, S., Rockstuhl, T., Tan. M. & Nanyang, L. (2015). Cultural Intelligence and Competencies. *International Encyclopedia of the Social and Behavioural Sciences, 5,* 433-439. http://dx.doi.org/10.1016/B978-0-08-097086-8.25050-2

Ang, S., & Van Dyne, L. (2008). Conceptualization of Cultural Intelligence: Definition, Distinctiveness and Nomological Network. In S. Ang, & L. Van Dyne, (Eds.) *Handbook on Cultural Intelligence: Theory, Measurement and Applications*(pp. 3-15). Armonk, NY: M.E. Sharpe. Retrieved fromhttps://books.google.com.tr/books?id=FSTzFksL0IkC&pg=PR3&hl=tr&source=gbs_selected_pages&cad=3#v=onepage&q&f=false

Ang, S. & Van Dyne, L. (Eds.) (2008). *Handbook of Cultural Intelligence: Theory, Measurement and Applications.* The USA: M. E. Sharpe. Retrieved from: https://books.google.com.tr/books?id=FSTzFksL0IkC&pg=PR3&hl=tr&source=gbs_selected_pages&cad=3#v=onepage&q&f=false

Ang, S., Van Dyne, L.,& Koh, C. (2006). Personality Correlates of the Four-Factor Model of Cultural Intelligence. *Group and Organization Management, 31,*100–123. Retrieved on March 8, 2019, fromhttps://www.researchgate.net/publication/241643037_Personality_Correlates_of_the_Four-Factor_Model_of_Cultural_Intelligence/link/5530578d0cf20ea0a06f77f9/download

Ang, S., Van Dyne, L., Koh, C., Ng, K. Y., Templer, K. J., Tay, C., & Chandrasekar, N. A. (2007). Cultural Intelligence: Its Measurement and Effects on Cultural Judgment and Decision Making, Cultural Adaptation and Task Performance. *Management and Organization Review*, *3*,335-371.DOI:10.1111/j.1740-8784.2007.00082.x

Ang, S., Van Dyne, L., & Tan, M. L. (2011). Cultural Intelligence. In R. J. Sternberg & S. B. Kaufmann (Eds.) *Cambridge Handbook of Intelligence* (pp. 582-602). New York, NY: ME Sharpe. Retrieved on March 15, 2019 fromhttps://epdf.pub/the-cambridge-handbook-of-intelligence-pdf-5eccd3823a7ae.html

Arastaman, G. (2018). Kültürel Zeka Ölçeğinin (KZÖ) Türk Akademisyenler Üzerinde Geçerlik ve Güvenirlik Çalışması. *Yükseköğretim Dergisi*, *8*(1), 1–8. doi:10.2399/yod.17.025

Blackstone, A. (2012). Principles of Sociological Inquiry: Qualitative and Quantitative Methods. Retrieved on September 10, 2020, fromhttps://saylordotorg.github.io/text_principles-ofsociological-inquiry-qualitative-and-quantitative-methods/index.html

Blasco, M., Liv , Feldt, E. & Jakobsen, M. (2012). If Only Cultural Chameleons Could Fly Too: A Critical Discussion of the Concept of Cultural Intelligence. *International Journal of Cross Cultural Management, 12*(2), 229–245. DOI:10.1177/1470595812439872

Brislin, R., Worthley, R., & MacNab, B. (2006). Cultural Intelligence: Understanding Behaviours That Serve People's Goals. *Group & Organization Management, 31*(1), 40-55.DOI:10.1177/1059601105275262

Brown, H. D. (2000). *Principles of Language Learning and Teaching*. NY: Addison Wesley Longman.

Brown, H. D. (2001). *Teaching by Principles*. NY: Addison Wesley Longman.

Byram, M., (1989). *Cultural Studies in Foreign Language Education*. Clevedon: Multilingual Matters Ltd. Retrieved on March 15, 2019, fromhttps://epdf.pub/cultural-studies-in-foreign-language-education.html

Byram, M. & Grundy, P. (Eds.). (2003). *Context and Culture in Language Teaching and Learning*. Great Britain: Short Run Press Ltd. Retrieved on March 15, 2019, fromhttps://epdf.pub/context-and-culture-in-language-teaching-and-learning.html

Byram, M.&Morgan, C. (1994). *Teaching and Learning Language and Culture*. Clevedon: Multilingual Matters. Retrieved on March 15, 2019, fromhttps://epdf.pub/teaching-and-learning-language-and-culture-multilingual-matters.html

Celce-Murcia, M. (Ed). (2001). *Teaching English as a Second or Foreign Language*. The USA: Heinle & Heinle.

Chastain, K. (1988). *Developing Second-Language Skills Theory and Practice*. The USA: Harcourt Brace Jovanovich.

Chen, A. S., Lin, Y. (2019). Speak to Your Heart: The Joint Moderating Effects of Language Proficiencies on Cultural Intelligence and Expatriates' Work Performance. *Corporate Management Review39*(1),119-154. Retrieved on September 2, 2020, from https://ir.nctu.edu.tw/bitstream/11536/154701/1/Corporate%20Management%20Review-390104.pdf

Crowne, K. A. (2008). What Leads to Cultural Intelligence? Business Horizons, 51(5), 391 399. doi:10.1016/j.bushor.2008.03.010

Cui, Q. (2016). A Study of Factors Influencing Students' Intercultural Competence. *Journal of Language Teaching and Research*, *7*(3), 433- 439. http://dx.doi.org/10.17507/jltr.0703.01

Çakır, İ. (2006). Developing Cultural Awareness in Foreign Language Teaching. *Turkish Online Journal of Distance Education-TOJDE*, *7*(3), 154-161. Retrieved on March 8, 2019, fromhttps://dergipark.org.tr/en/download/article-file/156431

Daniel L. Morrell, D., Ravlin, E. C., Ramsey, J. & Ward, A. K. (2013). Past Experience, Cultural Intelligence and Satisfaction with International Business Studies. *Journal of Teaching in International Business,24*, 31-43. DOI:10.1080/08975930.2013.810064

Deady, K. (2020). The Importance of Cultural Intelligence (CQ) for Teachers. Retrieved on November 12, 2020, from: https://www.teachaway.com/blog/importance-cultural-intelligence-cq-teachers

Doğtaş, A., (2015). Cultural Intelligence Level of Turkish Teacher Candidates in Globalized World. *Bartın Üniversitesi Eğitim Fakültesi Dergisi*, *4*(2), 530-547. Retrieved on March 8, 2019, from https://dergipark.org.tr/tr/download/article-file/43687

Earley, P.C., & Ang, S. (2003). *Cultural Intelligence: Individual Interactions Across Cultures.* California: Stanford University Press. Retrieved from:https://books.google.com.tr/books?id=g0PSkiOT8ggC&pg=PA25&hl=tr&source=gbs_toc_r&cad=4#v=onepage&q&f=false

Earley, P. C. & Ang, S. (2008). *Cultural Intelligence: Individual Interactions Across Cultures*. Stanford, California: Publishing House. Retrieved from https://books.google.com.tr/books?hl=tr&lr=&id=g0PSkiOT8ggC&oi=fnd&pg=PR11&dq=Cultural+Intelligence:+Individual+Interactions+Across+Cultures.&ots=OtsjhyaaDc&sig=P2BWRc7KNz-6uArp92OJOZwBmjo&redir_esc=y#v=onepage&q=Cultural%20Intelligence%3A%20Individual%20Interactions%20Across%20Cultures.&f=false

Earley, P.C., & Mosakowski, E. (2004). Cultural Intelligence. *Harvard Business Review, 82*(10), 139-146. Retrieved on March 12, 2019, from https://www.boyden.com/media/just-what-the-doctor-ordered-15763495/Harvard%20Business%20Review_Cultural%20Intelligence.pdf

Earley, P. C., & Peterson, R. S. (2004). The Elusive Cultural Chameleon: Cultural Intelligence as a New Approach to Intercultural Training for the Global Manager. *Academy of Management Learning &Education*, *3*(1), 100-115.

Efeoğlu, İ. E. (2017). The Relationship between Turkish EFL State School Teachers' Cultural Intelligence and Their Professional Well-Being. *Journal of Education Culture and Society, 2*,228-239.DOI:10.15503/jecs20172.228.239

Eli, H. (2001). Building Awareness and Practical Skills to Facilitate Cross-Cultural Communication. In M. (Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language* (443-458). The USA: Heinle &Heinle.

Engle, R. & Crowne, K.A. (2014). The Impact of International Experience on Cultural Intelligence: An Application of Contact Theory in a Structured Short-Term Program. *Human Resource Development International*, *17*(1), 30-46.DOI:10.1080/13678868.2013.856206

Finocchiaro, M. & Bonomo, M. (1973). *The Foreign Language Learner: A Guide For Teachers*. The USA: Regents Publishing Company, Inc.

Genç, B., & Bada E. (2005). Culture in Language Learning and Teaching. *The Reading Matrix,* *5*(1),73-83. Retrieved on March 1, 2019, from https://www.researchgate.net/publication/292537872_Culture_in_Language_Learning_and_Teaching

Ghonsooly, B.& Shalchy, S. (2013).Cultural Intelligence and Writing Ability: Delving into Fluency, Accuracy and Complexity**.** *Novitas-ROYAL (Research on Youth and Language),* *7*(2), 147-159. Retrieved on August 2, 2019, from https://files.eric.ed.gov/fulltext/EJ1167313.pdf

Ghonsooly, B., Sharififar, M., Sistani, S. R., & Ghahari, S. (2015). Cultural Intelligence in Foreign Language Learning Contexts. *Cultus*,*6*, 47-68. Retrieved on August 2, 2019, from http://www.cultusjournal.com/files/Archives/ghonsooly_et_al.pdf

Gooden, D. J., Creque, C. A. & Chin-Loy, C. (2017). The Impact of Metacognitive, Cognitive and Motivational Cultural Intelligence on Behavioural Cultural Intelligence. *International Business& Economics Research Journal, 16*(3), 223-230. Retrieved on August 1, 2019, fromhttps://doi.org/10.19030/iber.v16i3.10006

Gozzoli, C. & Gazzaroli, D. (2018). The Cultural Intelligence Scale (CQS): A Contribution to the Italian Validation. *Frontiers in Psychology, 9*, 1-8.https://doi.org/10.3389/fpsyg.2018.01183

Gökten, Ö. (2017). *Participating in Erasmus Student Mobility Program and Cultural Intelligence*. Dissertation, METU.https://tez.yok.gov.tr/

Gönen, S. İ. & Saglam, S. (2012). Teaching Culture in the FL Classroom: Teachers' Perspectives. *IJGE: International Journal of Global Education*, *1*(3), 26-46. Retrieved on March 14, 2019, from http://ijtase.net/ojs/index.php/ijge/article/download/143/181

Harmer, J. (2001). *The Practice of English Language Teaching*. China: Pearson Education Limited.

Hsin, C. (2008).Language and Culture in Foreign Language Teaching. *British Educational Research Association New Researchers/Student Conference*, Heriot-Watt University, Edinburgh. Retrieved on March 14, 2019, from http://www.leeds.ac.uk/educol/documents/178899.pdf

Jiang, W. (2000). The Relationship between Culture and Language. *ELT Journal*, *54*(4), 328 334.
https://doi.org/10.1093/elt/54.4.328

Khodadady, E. & Ghahari, S. (2011). Validation of the Persian Cultural Intelligence Scale and Exploring Its Relationship with Gender, Education, Travelling Abroad and Place of Living. *Global Journal of Human Social Science*, *11*(7), 64-75. Retrieved on March 14, 2019, from https://www.researchgate.net/publication/279509156_Validation_of_the_Persian_Cultural_Intelligence_Scale_and_Exploring_its_relationship_with_Gender_Education_Travelling_abroad_and_Place_of_Living/link/567311b108aedbbb3f9f7e79/download

Khodadady, E. & Ghahari, S. (2012). Exploring the Relationship between Foreign Language Proficiency and Cultural Intelligence. *The International Journal of Language Learning and Applied Linguistics World (IJLLALW), 1*(1), 22-31. Retrieved on March 14, 2019 from https://www.academia.edu/12989926/Exploring_the_relationship_between_foreign_language_proficiency_and_cultural_intelligence

Kovaxs, G. (2017). Culture in Language Teaching: A Course Design for Teacher Trainees, *Acta Univ.Sapientiae, Philologica, 9*(3),73–86.DOI:10.1515/ausp-2017-0030

Kramsch, C. (2003). From Practice to Theory and Back Again. In M. Byram & P. Grundy,(Eds) *Context and Culture in Language Teaching and Learning*, (pp. 4-17). Clevedon: Multilingual Matters Ltd. Retrieved on March 15, 2019, from https://epdf.pub/context-and-culture-in-language-teaching-and-learning.html

Kramsch, C. (2013). Culture in Foreign Language Teaching. *Iranian Journal of Language Teaching Research, 1*(1), 57-78. Retrieved on March 14, 2019 from https://files.eric.ed.gov/fulltext/EJ1127430.pdf

Kurpis., L. H. & Hunter, J. (2017). Developing Students' Cultural Intelligence Through an Experiential Learning Activity: A Cross-Cultural Consumer Behaviour Interview. *Journal of Marketing Education*, *39*(1), 30–46.https://doi.org/10.1177/0273475316653337

Lee, J., Crawford, A., Weber, M. R. & Dennison D. (2018). Antecedents of Cultural Intelligence among American Hospitality Students: Moderating Effect of Ethnocentrism. *Journal of Hospitality & Tourism Education*, *30*(3), 167-183. DOI: 10.1080/10963758.2018.1444494

Li, S. (2019). *Cultural Intelligence and Its Relations to Cognitive Abilities and Personality Traits.* Dissertation, Cornell University. Retrieved on August 10, 2020, fromhttps://ecommons.cornell.edu/bitstream/handle/1813/70135/Li_cornell_0058O_10781.pdf?sequence=1&isAllowed=y

Livermore, D. (2010). *Leading with Cultural Intelligence*. NY: Amacom. Retrieved on March 8, 2019 from https://epdf.pub/queue/leading-with-cultural-intelligence-the-new-secret-to-success.html

Livermore, D. (2011). *Cultural Intelligence: Difference*. NY: Amacom. Retrieved on March 8, 2019 from https://epdf.pub/the-cultural-intelligence-difference-master-the-one-skill-you-cant-do-without-in.html

Livermore, D. (2013). *Customs of the World, Using Cultural Intelligence to Adapt, Wherever You Are*. Virginia: The Great Courses.

Li-Yueh, L. & Sukoco, B. M. (2010). The Effects of Cultural Intelligence on Expatriate Performance: The Moderating Effects of International Experience. *The International Journal of Human Resource Management*, *21*(7), 963-981. DOI:10.1080/09585191003783397

Ljubica, J. & Dulcic, Z. (2012). Cultural Intelligence (CQ) as a Managerial Success Factor in the Global Organizations Context. Retrieved on August 3, 2020, from:https://www.researchgate.net/publication/294736946_CULTURAL_INTELLIGENCE_CQ_AS_A_MANAGERIAL_SUCCESS_FACTOR_IN_THE_GLOBAL_ORGANIZATIONS_CONTEXT/link/56c3ab7608aeeaf199f8ec3d/download

Mahasneh, A. M., Gazo, A. M. & Al-Adamat, O. A. (2019). Cultural Intelligence of the Jordan Teachers and University Students from the Hashemite University: Comparative Study. *European Journal of Contemporary Education*, *8*(2), 303-314.DOI:10.13187/ejced.2019.2.303

Marcum, J. (2017). *Language Proficiency and Cultural Intelligence in Distance English Language Learning*. Dissertation, Utah State University. Retrieved on October 10, 2020, from:https://digitalcommons.usu.edu/etd/6691/

Matić, J.(2015). 'Big C' and 'Small c' Culture in EFL Materials Used with Second Year Students Majoring in English at the Department of English, University of Belgrade. *Komunikacija ikultura online*, *6*(6), 134-146. Retrieved on March 8, 2019 from https://www.academia.edu/43443301/Big_C_and_Small_C_Culture_in_EFL_Materials_Used_with_Second_Year_Students_Majoring_in_English_at_the_Department_of_English_University_of_Belgrade

Michailova, S. & Ott, D.L. (2018). Linking International Experience and Cultural Intelligence Development: The Need for a Theoretical Foundation. *Journal of Global Mobility:The Home of Expatriate Management Research*, 6(1), 59-78. DOI:10.1108/JGM-07-2017-0028

Molina, S. C. (2012). Romanticizing Culture: The Role of Teachers' Cultural Intelligence in Working With Diversity. *The CATESOL Journal*, *24*(1), 220-244. Retrieved on March 8, 2019 from https://files.eric.ed.gov/fulltext/EJ1111874.pdf

Muijs, D. (2008). Doing Quantitative Research in Education with SPSS. Retrieved on October, 1 2020, from:https://books.google.com.tr/books?hl=tr&lr=&id=apFMQHF768EC&oi=fnd&pg=PR5&dq=quantitative+research+&ots=Wwilq_l422&sig=DR0Bs5uAA44jvD0q1c8DsCFm5PU&redir_esc=y#v=onepage&q=quantitative%20research&f=false

Negro, I. (2013). Teaching Culture in the Foreign Language Classroom. In Grupo Editorial Universitario *Aportaciones para una educación lingüística y literaria en el siglo XXI* (1-12). Spain: GEU Editorial. Retrieved on March 9, 2019 from https://www.researchgate.net/publication/261099295_Teaching_culture_in_the_foreign_language_classroom

Némethová, I. (2014). Building Intercultural Competence through Language Education. *ECONOMICA*, *4*, 148-154.DOI:10.47282/ECONOMICA/2014/7/4/4420

Ng, K., VanDyne, L. & Ang, S. (2009). Developing Global Leaders: The Role of International Experience and Cultural Intelligence. *Advances in Global Leadership*, *5*, 225–250. doi:10.1108/S1535-1203(2009)0000005013

Ng, K.Y., Van Dyne, L., & Ang, S. (2017). From Experience to Experiential Learning: Cultural Intelligence as a Learning Capability for Global Leader Development. *Academy of Management of Management Learning and Education*, *8*(4), 1-40.https://doi.org/10.5465/amle.8.4.zqr511

Nguyen, A. T., Jefferies J. & Rojas, B. (2018). Short Term, Big Impact? Changes in Self Efficacy and Cultural Intelligence, and the Adjustment of Multicultural and Monocultural Students Abroad. *International Journal of Intercultural Relations,66*, 119–129. Retrieved on April 5, 2019, from:www.elsevier.com/locate/ijintrel

Nieto, S. (2010). *Language, Culture and Teaching*. New York: Taylor & Francis.

Nikoopour, J. & Esfandiari, N. (2017). The Relationship between Emotional, Social, Cultural, Spiritual Intelligence and EFL Teachers' Teaching Effectiveness. *Journal of Language Teaching and Research*, *8*(1), 138-148.DOI:10.17507/JLTR.0801.17

Ott, D. L. & Michailova S. (2018). Cultural Intelligence: A Review and New Research Avenues. *International Journal of Management* Reviews, *20*, 99–119.https://doi.org/10.1111/ijmr.12118

Özaslan, A. (2017). *The Relationship between Social Intelligence, Cultural Intelligence, Anxiety, Attitude Levels and Willingness to Communicate in English*. Dissertation, Erciyes University. https://tez.yok.gov.tr/

Paige, R. M., Jorstad, H., Siaya, L., Klein, F. & Colby, F. (2000). Culture Learning in Language Education: A Review of the Literature. Retrieved On April 1, 2019, from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.129.3411&rep=rep1&type=pdf

Petrovic, D. S. (2011). How Do Teachers Perceive Their Cultural Intelligence? *Procedia Social and Behavioral Sciences, 11*, 276–280.DOI:10.1016/j.sbspro.2011.01.076

Plum, E. (2007). Cultural Intelligence-A Concept for Bridging and Benefiting from Cultural Differences. Retrieved on September 1, 2020, fromhttp://kulturelintelligens.dk/Cultural_Intelligence_Plum.pdf

Polat, S.(2020). Examination of the Relationship between Prospective Teachers' Cultural Intelligence Levels and Attitudes towards Cultural Heritage. *IJOEEC (International Journal of Eurasian Education and Culture), 5*(8), 418-467. Retrieved on December 3, 2020 from http://www.ijoeec.com/Makaleler/1440354963_11.%20418-467%20suat%20polat.pdf

Rachmawaty, N., Wello, M. B., Akil, M. & Dollah, S. (2018). Do CQ and LL Strategies Influence Sts' EL Proficiency? *Journal of Language Teaching and Research*, *9*(3), 655-663. DOI:http://dx.doi.org/10.17507/jltr.0903.27

Rafieyan, V., Golerazeghi, H. & Orang, M. (2015). Relationship between Cultural Intelligence and Pragmatic Comprehension. *Journal of Language Teaching and Research*, *6*(3), 560-565. DOI:http://dx.doi.org/10.17507/jltr.0603.11

Ramis, M. & Krastina, L. (2010). Cultural Intelligence in the School. *Revista de Psicodidáctica*, *15*,239-252. DOI:10.1387/RevPsicodidact.818

Robledo-Ardila, C., Aguilar-Barrientos, S. & Roman-Calderon, J. P. (2016). Education Related Factors in Cultural Intelligence Development: A Colombian Study. *Journal of Teaching in International Business,27*(1), 41-58. DOI:10.1080/08975930.2016.1172541

Rockstuhl. T. & Van Dyne. L. (2018).A Bi-Factor Theory of the Four-Factor Model of Cultural Intelligence: Meta-Analysis and Theoretical Extensions. *Organizational Behaviour and Human Decision Processes, 148*, 124–144.https://doi.org/10.1016/j.obhdp.2018.07.005

Rose, R. C. & Kumar, N.& Ramalu, S.S. (2008). A Review on Individual Differences and Cultural Intelligence. *The Journal of International Social Research, 1*(4), 504-522.Retrieved on April 2, 2019 from https://www.researchgate.net/publication/26526425_A_Review_On_Individual_Differences_And_Cultural_Intelligence/link/582198c408ae40da2cb77694/download

Ryan, R. M. & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, *25*,54–67.https://doi.org/10.1006/ceps.1999.1020

Samovar, L.A., Porter, R.E., McDaniel, E.R. & Roy C.S. (2013). *Communication between Cultures*. Wadsworth: Engage Learning. Retrieved on March 10, 2019 from https://www.utalenta.com/gallery/11305-communication-between-cultures-pdf-yeal.pdf

Snejina M. & Ott, D. L. (2018). Linking International Experience and Cultural Intelligence Development: The Need for a Theoretical Foundation. *Journal of Global Mobility, 6*(1),59-78.https://doi.org/10.1108/JGM-07-2017-0028

Solgi, F. & Tafazoli, D. (2018). The Necessity of Teaching Culture in English as a Foreign Language Course: Iranian Perspective. *Journal of Language and Linguistic Studies, 14*(3), 01-11. Retrieved on January 10, 2020 from https://www.researchgate.net/publication/327980434_The_necessity_of_teaching_culture_in_English_as_a_foreign_language_course_Iranian_perspective/link/5bb1ad1845851574f7f39ced/download

Solomon, A.& Steyn, R. (2017). Exploring Cultural Intelligence Truths: A Systematic Review. *SA Journal of Human Resource Management/SA Tydskrif vi Menslikehulpbronbestuur*, *15*, 1-11. https://doi.org/10.4102/sajhrm.v15i0.869

Stern, H.H. (1983). *Fundamental Concepts of Language Teaching*. Hong Kong: Oxford University Press.

Sternberg, R. (2004). Culture and Intelligence. *American Psychology*, *59*(5), 325-338. DOI: 10.1037/0003-066X.59.5.325

Sternberg, R.J. & Kaufman, S. B. (Eds.) (2011). *The Cambridge Handbook of Intelligence*. The USA: Cambridge University Press. Retrieved on March 10, 2019 from https://epdf.pub/the-cambridge-handbook-of-intelligence-pdf-5eccd3823a7ae.html

Şahin, F. (2013). Kültürel Zeka Ölçeği. Retrieved on January 10, 2019, fromhttps://www.researchgate.net/publication/281410013_Kulturel_Zeka_Olcegi/link/55e5f57408aecb1a7ccd6154/download

Şahin, F., Gürbüz, S., Köksal, O. & Ercan, Ü. (2013) Measuring Cultural Intelligence in the Turkish Context. *International Journal of Selection and Assessment*. 21(2), 135-144.DOI:10.1111/ijsa.12024

Takeuchi, R., Wang, M. & Marinova, S.V. (2005). Antecedents and Consequences of Psychological Workplace Strain during Expatriation: A Cross-Sectional and Longitudinal Investigation. *Personnel Psychology*, *58*, 925-948. Retrieved on December 12, 2020, from:https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2627223

Tan, J., & Chua, R.Y. (2003). Training and Developing Cultural Intelligence. In P.C. Earley & S.Ang, (Eds.) *Cultural Intelligence: Individual Interactions across Cultures* (pp.258-303).Stanford, California: Publishing House. Retrieved fromhttps://books.google.com.tr/books?id=g0PSkiOT8ggC&pg=PA25&hl=tr&source=gbs_toc_r&cad=4#v=onepage&q&f=false

Thompson, K. (2017). An Introduction to Culture, Socialisation, and Social Norms. Retrieved on August 20, 2020 from https://revisesociology.com/2017/08/04/culture-socialisation-social-norms-introduction/

Tran, T., Q. & Dang, H., V. (2014). Culture Teaching in English Language Teaching: Teachers' Beliefs and Their Classroom Practices. *Global Journal of Foreign LanguageTeaching*,*4*(2), 92-101. Retrieved on March 10, 2019 from https://www.researchgate.net/publication/303339232_Culture_Teaching_in_English_Language_Teaching_Teachers'_Beliefs_and_their_Classroom_Practices

Triandis, H. C. (1994). *Culture and Social Behaviour*. Retrieved on April 10, 2019, from http://eyewitness.utep.edu/3331/Lonner&Malpass1994%20Chap%2024.pdf

Triandis, H. C. (2002). Subjective Culture. *Online Readings in Psychology and Culture, 2*(2), 1-12.https://doi.org/10.9707/2307-0919.1021

Triandis, H. C. (2006). Cultural Intelligence in Organizations. *Group and Organization Management, 31*(20), 20-26.https://doi.org/10.1177/1059601105275253

Van Dyne, L., Ang, S.,& Livermore, D. (2010). Cultural Intelligence: A Pathway for Leading in a Rapidly Globalizing World. Retrieved on March 10, 2019, from https://www.researchgate.net/publication/255652111_Cultural_Intelligence_A_Pathway_for_Leading_in_a_Rapidly_Globalizing_World/link/5db744e7299bf1a47bf9cb61/download

Van Dyne, L., Ang, S., Ng, K. Y., Rockstuhl, T., Tan, M. L. and Koh, C. (2012). Sub-Dimensions of the Four Factor Model of Cultural Intelligence: Expanding the Conceptualization and Measurement of Cultural Intelligence. *Social and Personality Psychology Compass*,*6*(4), 295–313. https://doi.org/10.1111/j.1751-9004.2012.00429.x

Websters Third New International Dictionary. (1993). Germany: Könemann Verlagsgesellschaft MBH.

Williams, C. (2007). Research Methods. *Journal of Business & Economic Research*, *5*(3), 65-72. DOI:10.19030/jber.v5i3.2532

Wujiabudula, A. & Karatepe, Ç. (2020). A Study of Pre-Service ELT Teachers' Cultural Intelligence and Its Relationship With Metacognitive, Cognitive, Motivational and Behavioural Cultural Intelligence. *European Journal of Applied Linguistics Studies, 3*(1), 72-91.DOI:10.46827/ejals.v3i1.203

Xiao, J. (2010). Cultural Contents in a University EFL Listening Textbook in China. *The 2nd International Conference on Humanities and Social Sciences*, Faculty of Liberal Arts, Prince of Songkla University. Retrieved on December 4, 2020 from http://fs.libarts.psu.ac.th/research/conference/proceedings-2/3pdf/003.pdf

Yüksel, A. & Ereş, F. (2018).The Correlation between Global Citizenship Perceptions and Cultural Intelligence Levels of Teachers. *Universal Journal of Educational Research, 6*(5), 1069-1076.DOI:10.13189/ujer.2018.060528

Zhao, B. (2011). How to Enhance Culture Teaching in English Language Classes. *Theory And Practice in Language Studies*, *1*(7), 847-850. doi:10.4304/tpls.1.7.847-850

APPENDIX

KÜLTÜREL ZEKA ÖLÇEĞİ

Değerli meslektaşım,
19 Mayıs Üniversitesi İngiliz Dili Eğitimi Anabilim dalında yüksek lisans yapmaktayım. "İngilizce Öğretmenlerinin Kültürel Zeka Düzeylerinin Yabancı Dil Öğretimi İle Olan İlişkisi" başlıklı tez çalışmamı yürütebilmem için aşağıdaki ölçeği doldurmanızı rica ederim. Vereceğiniz tüm yanıtlar gizli kalacak ve hiçbir yerde paylaşılmayacaktır.
İlginiz için teşekkür ederim.
Gökçe Kiraz – İngilizce Öğretmeni

Demografik Bilgiler

Cinsiyet

○ Kadın ○ Erkek

Mezun Olduğunuz Üniversite

[ ]

Mezun Olduğunuz Bölüm

[ ]

Çalıştığınız Okul

[ ]

Mesleki Kıdeminiz

○ 1-5 Yıl ○ 6-10 Yıl ○ 11-15 Yıl ○ 16-20 Yıl ○ 21 Yıl ve üzeri

Yurt dışında bulunma süreniz

○ Hiç ○ 0-1 ay ○ 1-3 ay ○ 4-6 ay ○ 7-12 ay ○ 1 yıldan fazla

KÜLTÜREL ZEKÂ ÖLÇEĞİ*

Aşağıda, kültür konusunda sizi tanımlayan (ya da pek tanımlayamayan) bir takım özellikler ve davranışlar sunulmaktadır. Lütfen aşağıda yer alan maddelerin sizi ne oranda yansıttığını ya da yansıtmadığını örnek değerlendirmeye göre "**X**" ile işaretleyiniz.

Örnek Değerlendirme

1	2	3	4	5	6	7
Kesinlikle Katılmıyorum	Katılmıyorum	Az Katılmıyorum	Kararsızım	Az Katılıyorum	Katılıyorum	Kesinlikle Katılıyorum

No	İfadeler	1	2	3	4	5	6	7
1	Farklı kültürel geçmişi olan kişilerle birlikteyken kullandığım kültürel bilginin farkındayım.							
2	Alışkın olmadığım kültürden birileriyle etkileşime geçtiğimde kültürel bilgimi duruma uygun olarak kullanırım.							
3	Kültürlerarası etkileşimlerde kullandığım kültürel bilginin farkındayım.							
4	Farklı kültürlerden birileriyle etkileşim halindeyken kültürel bilgimin doğruluğuna dikkat ederim.							
5	Başka kültürlerin yasal ve ekonomik sistemleri hakkında bilgi sahibiyim.							
6	Başka dillerin kurallarını (kelime, gramer vb.) bilirim.							
7	Başka kültürlerin değerlerini ve dini inançlarını hakkında bilgi sahibiyim.							
8	Başka kültürlerin evlilik sistemleri hakkında bilgi sahibiyim.							
9	Başka kültürlerin el sanatları hakkında bilgi sahibiyim.							
10	Başka kültürdeki jest, mimik vb. sözel olmayan davranışların sergileme kurallarını bilirim.							
11	Başka kültürlerden insanlarla bir arada olmaktan hoşlanırım.							
12	Alışkın olmadığım bir kültürde yerel insanlarla kaynaşabileceğime eminim.							
13	Benim için yeni olan bir kültüre uyum sağlamada karşılaşacağım güçlüklerle başa çıkacağıma eminim.							
14	Alışkın olmadığım kültürlerde yaşamaktan hoşlanırım.							

15	Farklı bir kültürdeki alışveriş yapma kurallarına alışabileceğime eminim.							
16	Sözel davranışlarımı (ses tonu, aksan vb.) kültürlerarası iletişimin gereklerine göre ayarlarım.							
17	Konuşurken tonlama ve duraksamayı, kültürlerarası duruma uygun olarak değişik bir şekillerde kullanırım.							
18	Konuşma biçimimi kültürlerarası iletişimin gereklerine göre ayarlarım.							
19	Kültürlerarası iletişimde ne kadar gerekliyse sözel olmayan davranışlarımı ona göre ayarlarım.							
20	Yüz ifademi kültürlerarası iletişimin gereklerine göre değiştiririm.							

ETİK KURUL KARARI

ONDOKUZ MAYIS ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER ETİK KURUL KARARLARI

KARAR TARİHİ	TOPLANTI SAYISI	KARAR SAYISI
26.08.2020	7	2020/506

KARAR NO: 2020/506

Üniversitemiz Eğitim Fakültesi Yüksek Lisans Öğrencisi Gökçe KİRAZ' ın Dr. Öğretim Üyesi Müfit ŞENEL danışmanlığında "İngilizce Öğretmenlerinin Kültürel Zeka Düzeylerinin Yabancı Dil Öğretimi İle Olan İlişkisi" isimli Yüksek Lisans Tezine ilişkin Ölçek çalışmasını içeren 25904 sayılı dilekçesi okunarak görüşüldü.

Üniversitemiz Eğitim Fakültesi Yüksek Lisans Öğrencisi Gökçe KİRAZ' ın Dr. Öğretim Üyesi Müfit ŞENEL danışmanlığında "İngilizce Öğretmenlerinin Kültürel Zeka Düzeylerinin Yabancı Dil Öğretimi İle Olan İlişkisi" isimli Yüksek Lisans Tezine ilişkin Ölçek çalışmasının kabulüne oy birliği ile karar verildi.

İZİN ONAY BELGESİ

T.C.
SAMSUN VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 27485554-605.01-E.18545256 28.12.2020
Konu : Gökçe KİRAZ' ın
Araştırma Çalışması

DAĞITIM YERLERİNE

İlgi : a)Millî Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 21/01/2020 tarihli ve 81576613-10.06.01-E. 1563890- 2020/2 sayılı Genelgesi,
b)Ondokuz Mayıs Üniversitesi Rektörlüğü Lisansüstü Eğitim Enstitüsü Müdürlüğünün 17/12/2020 tarihli ve 22168 sayılı yazısı.

Ondokuz Mayıs Üniversitesi Lisansüstü Eğitim Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı Yüksek Lisans Programı Öğrencisi Gökçe KİRAZ' ın ; İlimiz İlkadım ilçesinde bulunan özel/resmi liselerde görev yapan İngilizce öğretmenlerine yönelik "İngilizce öğretmenlerinin Kültürel Zeka Düzeylerinin Yabancı Dil Öğretimi ile Olan İlişkisi" başlıklı tez çalışması yapmak istediğine ilişkin ilgi (b) yazı ve ekleri, ilgi (a) genelgeye göre incelenmiş ve komisyon tarafından uygun görülmüştür.

Söz konusu çalışmanın komisyon kararı doğrultusunda, uygulama sorularını çalışmayı yapan kişi tarafından raporlanarak, Müdürlüğümüz Ar-Ge Birimine gönderilmesine dikkat edilerek, yüz yüze eğitim öğretime ara verilmesi gözönüne alınarak online, örgün eğitimin tam olarak başlamasıyla birlikte denetimi ilçe milli eğitim müdürlükleri/okul idaresinde olmak üzere, kurum faaliyetlerini aksatmadan, gönüllülük esasına göre yapılmasının sağlanması hususunda;

Bilgilerinizi ve gereğini rica ederim.

Coşkun ESEN
Vali a.
İl Millî Eğitim Müdürü

Ekler :
1- İlgi (b) dilekçe ve ekleri (10 sayfa)
2- 25/12/2020 tarihli komisyon kararı (1 sayfa)

DAĞITIM:
Gereği:
İlkadım Kaymakamlığına
(İlçe Milli Eğitim Müdürlüğü)

Bilgi:
Ondokuz Mayıs Üniversitesi
Rektörlüğü Lisansüstü Eğitim
Enstitüsü Müdürlüğü

Adres: Atatürk Bulvarı Hükümet Konağı İl Milli Eğitim Müdürlüğü/SAMSUN
Elektronik Ağ: http://samsun.meb.gov.tr
e-posta: samsunmem@meb.gov.tr

Bilgi için: Leyla SÖYLEYİCİ-Şef 340
Tel: 0 (362) 435 80 63
Faks: 0 (362) 432 48 54

Bu evrak güvenli elektronik imza ile imzalanmıştır. https://evraksorgu.meb.gov.tr adresinden 9170-7b1f-328d-a2a5-94e4 kodu ile teyit edilebilir.