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INTERCULTURAL COMMUNICATIVE COMPETENCE: EXPLORING EFL TEACHERS' PERCEIVED LEVELS AND ACTUAL PRACTICES

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KÜLTÜRLERARASI İLETİŞİMSEL YETERLİK: YABANCI DİL OLARAK İNGİLİZCE ÖĞRETMENLERİNİN ALGILANAN SEVİYELERİ VE SINIF-İÇİ UYGULAMALARININ İNCELEMESİ

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ÖZ

Günümüzün küresel dünyasında, 'birbirleri arası' bağlantılı olma, 'birbirleri arası' değişim, 'birbirleri arası' etkileşim gibi terimler 'kültürlerarası' terimine evrilmiştir. İnsanların birbirleriyle sağlıklı bir iletişim kurabilmesi için kültürlerarası iletişim yeterliklerine sahip olmaları gerekmektedir ve bu da daha yetkin öğrenciler yetiştirme için İngilizce öğretmenlerine, Kültürlerarası İletişimsel Yeterlik (KİY) konusunu öğretme sorumluluğu getirmektedir. Bu çalışmanın amacı iki yönlüdür: İngilizce öğretmenlerinin algılanan KİY seviyeleri ve sınıf-içi KİY aktivitelerini araştırmak ve KİY'in Türkiye'deki üniversitelerin İngilizce Öğretmenliği bölümlerinin müfredatındaki yerini saptamaktır. Karma yöntemli, açımlayıcı sıralı desene sahip araştırmada, KİY anketi yoluyla nicel veriler, senaryo temelli görüşme ve doküman analizi yoluyla da nitel veriler toplanmıştır. Algılanan KİY seviyelerini öğrenmek amacıyla, 77 öğretim görevlisi anketi tamamlamış ve inanç ve sınıf-içi aktivitelerini öğrenmek amacıyla, 10 öğretim görevlisi görüşmeye katılmıştır. Türkiye'deki 7 üniversitenin İngilizce Öğretmenliği bölümlerinin müfredatı, KİY'in rolünü araştırmak amacıyla incelenmiştir. Çalışmanın sonuçları, katılımcıların KİY seviyelerinin yüksek olduğunu; acemi ve tecrübeli öğretmenler arasında anlamlı bir farklılık

bulunmazken, KİY ile ilgili ders alan ve almayan öğretim görevlileri arasında anlamlı bir fark bulunmuştur. Bu bulgular, tecrübenin KİY üzerine çok az etkisi veya hiçbir etkisi olmaması şeklinde yorumlanırken, derslerin öğretmenlerin KİY seviyeleri üzerinde önemli bir rolü olduğu sonucuna götürmüştür. Katılımcılar, KİY'in dil öğretiminin merkezinde olması gerektiğine inanmalarına rağmen, gerçekte durum böyle olmamıştır. Bu konudaki çabalarına istinaden, katılımcıların sınıf-içi KİY etkinlikleri; KİY açısından zengin ders kitabını takip etme, teknoloji kullanma, ek materyal hazırlama, farklı kültürleri karşılaştırma, kendi tecrübelerini paylaşma, tartışma ve rol-üstlenme aktiviteleri şeklindedir. Senaryo temelli görüşme formu sonuçlarına göre, öğretmenlerin KİY etkinlikleri; öğrencileri farklı kültürleri öğrenmeye teşvik etme, konuyu aşina olunan bir kültüre çevirmek, çeviri yapmak, dil ve kültür arasındaki mantıksal ilişkiyi vermek, rol-üstlenme aktiviteleri, kültür öğretimine aşina olunan kültürler başlayıp daha az aşina olunanla devam etmek vb aktiviteler şeklindedir. Son olarak, her bir üniversitenin müfredatı, KİY ile ilgili en fazla altı ders içermektedir; bu derslerden yalnızca üçü direkt olarak KİY içermektedir. Bir ders dışında diğer tüm dersler, tüm öğrenciler için her zaman ulaşılır olmayan, seçmeli ders olarak verilmektedir. Bu bulgular KİY'in İngilizce Öğretmenliği bölümü müfredatındaki yetersiz yerini göstermiştir. Çalışmanın bulgularından sonra, pedagojik çıkarımlar, çalışmanın sınırlılıkları ve diğer çalışmalar için tavsiyeler yer almaktadır.

Anahtar Kelimeler: Kültürlerarası İletişimsel Yeterlik, KİY, KİY öğretimi, KİY üzerine senaryolar, Senaryo-temelli görüşme formu
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(M.A. Thesis)

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ABSTRACT

In today's global village, the terms 'inter'connection, 'inter'change, 'inter'action evolve to 'inter'cultural. People need to be interculturally competent to achieve successful communication with each other, which brings a responsibility to EFL instructors to teach Intercultural Communicative Competence (ICC) to raise competent learners. The purpose of this current case study is twofold; to examine the in-service teachers' perceived levels and actual practices of ICC, and to investigate the role of ICC in ELT curricula of the universities in Turkey. The mixed method, sequential explanatory design study collected the quantitative data through ICC Questionnaire and the qualitative data through the vignette-based interview and document analysis. 77 participants completed the questionnaire to explore their perceived levels of ICC, and 10 instructors participated in the vignette-based interview to seek the beliefs and practices of teachers. The curricula of the Department of English Language Teaching in 7 state universities in Turkey were examined the role of ICC. The results of the study revealed that the participants showed a high level of ICC; there was no significant difference between the experienced and novice teachers in terms of their levels, whereas there was a significant difference between the participants who took courses related to ICC and the ones who did not. These findings hinted that experience had little or no effect

while courses had an important role in the teachers' ICC levels. Although the participants believed that ICC should be in the centre of language teaching, it was not the case in real situations. Proving the efforts on this issue, the participants' ICC practices varied such as following the textbook content rich in ICC, integrating technology, preparing extra materials, comparing different cultures, sharing their own experiences, discussion and role-playing activities. According to the vignette cases, their in-class practices were circled around encouraging students towards different cultures, changing the topic to the familiar culture, translating, reasoning the language and culture relationship, role-play activity, starting from familiar culture for students to unfamiliar ones and so on. Finally, each university offered maximum six courses regarding ICC; the content of the only three of those courses covered ICC directly. Except for one course, all courses were elective courses that are not available all the time for all students. The findings showed the insufficient place of ICC in the ELT curricula. Following the findings, pedagogical implications and limitations of the study, and suggestions for further research were provided at the end of the study.

Key Words: Intercultural Communicative Competence, ICC, Teaching ICC, Vignette cases on ICC, Vignette-based interview
Page Number: xix + 127
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LIST OF ABBREVIATIONS

CLT	Communicative Language Teaching
ICC	Intercultural Communicative Competence
EFL	English as a Foreign Language
ELF	English as Lingua Franca
ELT	English Language Teaching
ESL	English as a Second Language
ESP	English for Specific Purposes

CHAPTER I

INTRODUCTION

The terms “interchange”, “interconnection”, “interaction” and many more starting with “inter” are both a reason and a result of globalisation, which bonds people in today’s world. With the developing technology, the bond among people has started to be provided above the borders. The interaction of people, equivalently culture, leads to another term that is “interculturality”. The evolution in those terms affects a great range of fields requiring adaptation. Education, inevitably, is one of them. Language education specifically has its share of the adaptation.

Teaching foreign languages has evolved from traditional methods such as the direct method and grammar-translation method focusing mostly on linguistic aspects of the language to modern approaches that focus on the communicative skills with the belief that language is for communication (Kuznetsova, 2015). Communication among people happens when speakers/writers express their intentions and listeners/readers interpret the knowledge or ideas correctly (Alba-Juez, 2009). The latter part of the communication necessitates competences beyond the communicative competence (Madya, 2020); that is why the latest approaches aiming communicative competence may not meet the needs of creating successful communication in today’s global world anymore.

1.1. Background of the Study

Better concepts regarding foreign language teaching are required to meet the current needs of communication. Byram (1997) comes up with the term “Intercultural Communicative Competence” (henceforth ICC) in which he believes that the success of the interaction can

be achieved through effective exchange of information; and proposes five dimensions (see Figure 1) for ICC that are attitude, knowledge, critical cultural awareness, and the skills of discovery and of interpreting and relating.

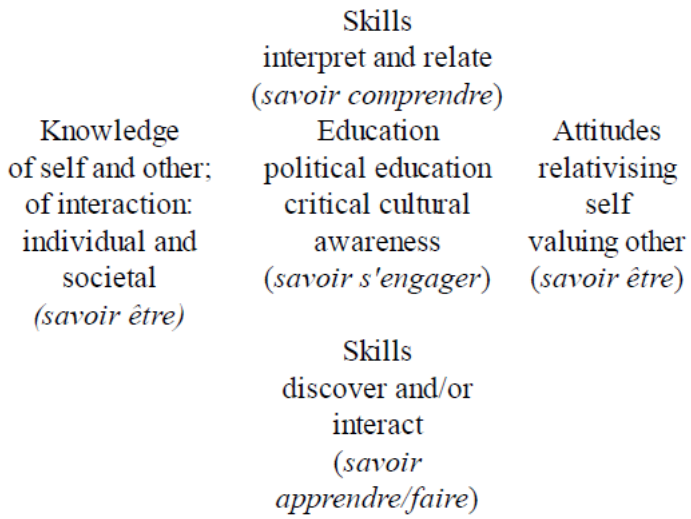

Figure 1. Factors in intercultural communication. From Byram, M. (1997). Teaching and assessing intercultural competence. Clevedon, UK: Multilingual Matters.

Although the definition for ICC is not clear yet and was not reached a consensus, some researchers try to bring a more common definition for it. When scholars were asked the best definitions among others (Deardorff, 2006), Byram's definition (1997) has become the highest ranked one: "Knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others' values, beliefs, and behaviours; and relativizing one's self" (Byram, 1997, p. 34). Byram (1997) also adds that ICC is improved when the communicators achieve reconciling conversations between different cultural backgrounds. Many countries like Britain, The United States, and some European countries have started to integrate the ICC into their education policies for foreign language (Alaei & Nosrati, 2018). Moreover, Common European Framework of Reference for Languages (2001) includes "intercultural understanding" in its programme. Likewise, The British Quality Assurance offers a structure based on Byram's (1997) ICC model for the foreign language teachers to develop their ICC and it encourages them to implement ICC in their classes (Alaei & Nosrati, 2018).

1.2. Statement of the Problem

Seizing the developments and adaptation, the importance of ICC in foreign language education is accepted by many researchers; and the practitioners (i.e. teachers and instructors) agree on the necessity of ICC in teaching a foreign language (Byram, 1997; Deardorff, 2006; Jokikokko, 2005; Karabinar & Yunuslar-Güler, 2012; Polat & Ogay-Barka, 2014; Young & Sercombe, 2010). As stated in the previous section, ICC has already taken its place in the curricular activities (e.g. Common European Framework, 2001; The British Quality Assurance, as cited in Alaei and Nosrati, 2018). English Language Teaching (henceforth ELT) departments, therefore, are required to be developed accordingly to raise both interculturally competent individuals and competent teachers that are to transfer the knowledge to their students. At this point, teacher education within the framework of ICC has gained more responsibility. There are particular studies investigating the curriculum and ICC relationship (Duisembekova, 2020; İnce, 2020) which have revealed the lack of ICC components in the curriculum. ICC development is given attention at the lowest levels in ELT curricula (Duisembekova, 2020), which creates a butterfly effect of underdeveloped ICC on in-service teachers and their students. On the whole, the field necessitates an investigation of the curriculum in ELT departments in country-specific contexts to reveal the situation within the expected levels of ICC.

Another gap point in ICC research regarding foreign language teaching is the investigation of in-class practices. The implementation in classes is not as revealed as other aspects like teachers' or students' knowledge of ICC; instead, the implementation is regarded as less than believed and/or expected. In this sense, Sercu et al. (2005) claimed that "quite a gap appears to exist between actual culture teaching practice and the kind of teaching practice envisaged by intercultural competence teaching" (p. 82). There are several studies questioning the teachers/instructors' knowledge and beliefs of ICC; however, the implementation in classes and the instructors' competency of ICC and in teaching ICC can be found in a limited number of studies especially in the cases of English as a Foreign Language (henceforth EFL). Those studies consist of self-reports of the participants, which creates a question mark for the in-class practices. On the other hand, the cases of EFL are rather different and need more research since the language is taught and learnt in a surrounding where the target language is not spoken, which makes the situation harder. Moreover, EFL contexts generally do not have multiculturality in high levels; so, the learners cannot take the advantage of

experiencing cultures within the same context as language. The situation of having less multiculturality in EFL contexts puts more importance on the in-class practice, as the classroom environment is one of the main sources for meeting intercultural situations.

Following the needs in the area, the aim of this study is twofold. The first one is to examine the in-service teachers' perceived levels and actual practices of ICC, and the other one is to investigate the role of ICC in ELT curriculum. To achieve this, ICC questionnaire on the perceived levels, vignettes for the practice, and document analysis for the ELT department curricula will be utilised in the study.

1.3. Purpose of the Study

In the light of the aforementioned information, this study seeks to answer the following questions:

1. What are the in-service teachers' perceived levels of ICC: Knowledge, beliefs, and perceptions?

    a. Is there a significant difference between the experienced and novice teachers?

    b. Is there a significant difference between the teachers who took courses related to ICC in ELT departments and the ones who did not?

2. What are the actual in-class practices of the in-service teachers regarding ICC?

3. How is ICC integrated into the current curriculum of ELT departments in Turkey??

1.4. Significance of the Study

As seen above, there are certain studies, most of which examine the beliefs and thoughts of teachers/instructors on ICC, having the consensus on the importance of ICC. Some studies focus on teachers/instructors in the English as a Second Language (henceforth ESL) context, but not many in EFL contexts. The ESL context is more advantageous with the experience and exposure to the different cultures, while the EFL context is rather disadvantageous. Some other studies focus on teachers' beliefs and practices regarding the ICC; however, they mostly study with in-service teachers based on self-reports such as scales, questionnaires, and interviews; which may not be sufficient for the actual in-class practices of ICC. Hence, this study undertakes those gaps in the literature as a responsibility to shed light on EFL in-

service teachers' perceived levels of ICC, their in-class practices, and the background of ELT curricula to elicit the best facilitators for teaching ICC. Fulfilling the aims, the self-reported data of the questionnaire will be compared with vignette-based interviews, which provide a more in-depth investigation of the in-class practices of teachers. Correspondingly, having the background information from the curriculum in ELT departments will help find the relation between teacher education, ICC knowledge, and in-class practices of the teachers/instructors. Furthermore, the results will lead ELT departments to find their strengths and weaknesses regarding the issue. On the whole, this study aims to contribute to the literature by filling the mentioned gaps.

1.5. Definitions

Intercultural Communicative Competence: "The ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes" (Deardorff, 2006, p. 247-248).

Vignette: A hypothetical situation that is a simulation of an actual event (Wilks, 2004). "Vignettes are short descriptions of a person or a social situation which contain precise references to what are thought to be the most important factors in the decision-making or judgment-making processes of respondents" (Alexander & Becker, 2014, p. 94).

English as a Lingua Franca: English as the contact language used by people with different native tongues and different cultures, as a medium of communication (Firth, 1996).

English as a Foreign Language: The context where English is taught in schools; however, it does not have a major role in the social or national lives of the learners whose native tongues are different from English (Broughton et al., 2002).

English as a Second Language: The context where English is learned by people who live in the target language community and use English in their daily lives (Krieger, 2012).

CHAPTER II

REVIEW OF LITERATURE

This literature review chapter, having five sub-sections, seeks to give insights into the relation of culture and language relationship with respect to ICC while discussing research studies on ICC, teachers' perspectives, and curriculum regarding ICC. Following the definitions of both culture and ICC, their place within the ESL and EFL contexts will be provided. The research studies on teachers' knowledge, beliefs, and perceptions as well as their in-class implementations regarding ICC will be revealed. Thereafter, the place of ICC in ELT curricula will be explored to shed light on the teachers' actions. Consequently, the studies about ICC in Turkey will be presented.

2.1. Culture and Language

When the word 'language' is searched in the concordance dictionaries, 'culture' is found a quite prominent one. Their mutual relationship hints at the inseparability of the two terms. A language forms a part of a culture and vice versa; the two are so interwoven concepts that one cannot be separated from each other without losing the importance of the other (Brown, 2006). From a philosophical view, a living organism is a creation of language and culture; as the flesh and blood, referring to each other respectively; without each other, they would not exist (Jiang, 2000). From a communicative view, if communication were regarded as swimming, then language would be the swimming skill and culture would be the water (Jiang, 2000). The latter simile confirms the situation so well that without language and/or culture, communication would be quite limited.

Language is a representation of culture, namely the variety of the names of food, clothing styles, idioms, thinking patterns, traditions, music, literature and so on and so forth, while the culture leads the language to reflect the notions. Therefore, teaching and learning a language accompanies culture.

2.1.1. Definition of Culture

To comprehend the relationship between language and culture necessitates the definition of culture. Since it is an abstract and broad term, it does not offer an opportunity for consensus on an exact definition. Rather, culture has many different definitions, providing various contexts: "Culture" is one of the terms having numerous definitions (Roberts et al., 2001).

In dictionary terms, culture is "the customary beliefs, social forms, and material traits of a racial, religious, or social group" (Culture, n.d.). By looking at the definition, it can be said that it is more about people's behaviour patterns and actions. In a broader way, it is defined as:

> a dynamic system of rules, explicit and implicit, established by groups in order to ensure their survival, involving attitudes, values, beliefs, norms, and behaviors, shared by a group but harbored differently by each specific unit within the group, communicated across generations, relatively stable but with the potential to change across time. (Matsumoto & Juang, 2003, p. 10).

In other words, culture is a relationship of a community having patterns to hold on their existence. The relationship has different thought and/or behaviour patterns in micro units that have the possibility of changing. These specific ideas about culture inevitably reflect on the language and make the two as one phenomenon. From a different angle, Hofstede (2001, p. 9) defines culture as "the collective programming of the mind that distinguishes the members of one group or category of people from another", emphasising the ability to understand the unique nature of culture. Culture does not have to be at the society level; social groups of people are also exclusive at their micro level sharing certain traits which make them recognizable to others. Additionally, Sacks defines culture as 'an inference-making machine' (Sacks, 1994, as cited in Roberts et al., 2001); namely, relating the observations with the inferences made through actions creates the patterns of the social life of groups.

In other respects, the term "culture" has started to be a verb for practices and processes rather than a noun for reification and abstraction (Roberts et al., 2001). This definition leads to a more concrete aspect of the culture. In one way or another, the definitions of culture have

meaningful approaches in their contexts, offering a large horizon for the ones who try to understand culture. When the definitions are reviewed, the recurring words are ‘social groups’, ‘beliefs’, ‘values’, and ‘actions’. Therefore, it may be concluded that people “define culture as the ways in which a group constructs the meaning of their lives and gives it expression, rather than as a body of facts about a country or a country's artistic products” (Broady, 2004, p. 68).

After examining more than one hundred and fifty definitions under the categories of descriptive, historical, normative, psychological, structural, and genetic; Kroeber and Kluckhohn (1952) believe that each definition is legitimate and important. Also, they indicate that culture is historical; is a product; has ideas, values, and patterns; can be learned, is selective, depends on symbols; and it is an abstract from of behaviour (Kroeber & Kluckhohn, 1952).

The definitions mentioned above clue that culture is more about values, beliefs, and the ways groups of people live. All these words are the expressions that are a natural product of a language. Language is learned to communicate, and communicating effectively requires knowing about people, equivalently their culture. Moreover, “one cannot study the details of phonology and syntax in isolation from culture; nor can one study the various dimensions of a people's world view without paying attention to the details of their language” (Witherspoon, 1980, p. 12). The cultural heritage can only be transferred via language, while the language increases people’s cultural knowledge thanks to interaction (Qu, 2010). Briefly, all explanations and definitions lead language to culture, and vice versa, making them an indivisible whole.

2.1.2. Culture in Language Teaching

Today’s global village uses foreign language as a means of interaction, beyond learning and teaching languages only for translation of literary works. Some economic and political situations have drawn foreign language teaching from its tower of ivory to its more practical ways of communication among people in the natural environment (Kramsch, 1991). Interacting with real people involves more than knowing the ‘academic ivory’, namely, the language that is spoken. The practical indicators are beneficial for healthy communication. Similarly, for successful communication, not only linguistic competence is needed, but also culture has a great role in it (Krasner, 1999). Under these circumstances, human beings need

more knowledge than linguistic one to meet a very basic need which is communication. Language should be alloyed with culture. To get a full vision of language, it needs to be synthesised with cultural contexts, which help learners a better understanding of culture and language (Witherspoon, 1980).

In the case of a country with one dominant culture situation, Qu (2010) gives the example that a learner may get used to reacting in similar patterns towards certain actions; when facing with a different culture, the learner may experience a shock or even an offensive behaviour for the opponent side. She states that within a cultural context of its relations, assumptions, and social conventions, learners can take the advantage of a language having more control-over it. Likewise, culture is not something given; it is formed by everyday practices of individuals or groups of people; therefore, what an intercultural speaker should do is being alert to the predictable and patterned signs in those practices (Roberts et al., 2001). What is understood from the samples and explanations is that knowing culture creates a better opportunity of using a language for the learner. Following this, Kramsch (1993) indicates that culture stands for the fifth language skill, where the other four are listening, speaking, reading, and writing. Culture has an active role and mutual part in the skills of listening, reading, and speaking as well as in vocabulary and translation in language teaching (Zhang & Yan, 2006).

In language teaching, supporting language with culture helps learners in many ways. As a miscellaneous concept, culture has social conventions, artistic discourse, and reflexive impacts, allowing learners both to increase their cultural knowledge, and to comtemplate the cultural norms such as other people's way of life, their values, and beliefs and so on (Cruz, 2010). Among the aims of teaching culture are to increase the learners' awareness and arouse their interest in their own cultures and different cultures by making comparisons, which does not mean creating offensive situations or discrimination, but to enrich the learners' experience by expanding the awareness of diversity (Qu, 2010). Being aware of the diversity of different cultures helps the learners be more competent users of the language (İşisağ, 2010).

Involving culture in language teaching is highly valued by the teachers, and it is given importance in language classes. In Farooq, Soomro, and Umer's research article (2018), a big majority of the participant teachers have favoured culture in language teaching indicating it enhances the learners' understanding of different and their own cultures, alongside the fact

that the students' language skills may improve thanks to culture in language teaching. In addition, culture can play a motivating role in language classes. Another finding of the study suggests that the teachers believe their students may be more tolerant and their critical thinking may increase when culture is included in the lessons. They also favour that culture should not necessarily be given at the advanced level of a language, but should be introduced at early stages to promote learning progress.

Nguyen (2017) suggests three levels of learner outcomes in learning culture (see Figure 2) that are "cultural knowledge, cultural awareness, and cultural competence" (p. 147). The first one refers to having information on the target culture, learners' own culture, and other different cultures including customs, folklore, habits, products, art, and literature. After having the cultural knowledge, learners are expected to apply it to perform cognitive aspects of communication. Therefore, the second learning outcome is about raising the perception and awareness of cultures, cultural values, cultural beliefs, and being able to detect cultural differences in order to successfully integrate them into cultural contexts while pursuing their own cultural identity. Finally, getting cultural knowledge and cultural awareness leads learners to the following step of cultural competence, which is being able to experience oneself, reflect on issues, analyse the items, argue, and create their own critical perspectives on different cultural issues.

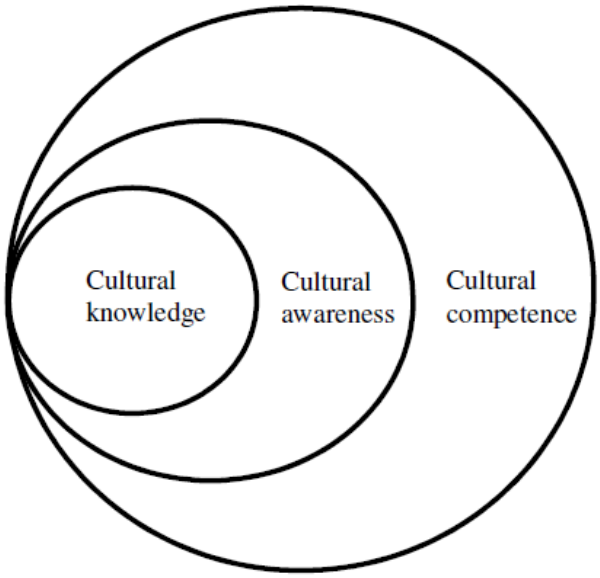

Figure 2. Learner outcomes in learning culture. From Nguyen, T. (2017). Integrating culture into language teaching and learning: learner outcomes. The Reading Matrix, 17(1), 145-155.

Another important point of view on culture in language teaching is the cultural competence. Heidari, Ketabi and Zonoobi (2014) state that knowledge of culture is not only having information about a certain culture; but it is also more about knowing how to interact with the culture. Thus, learning culture has started to shift from awareness, sympathy, and understanding to appealing to the ways of practicing culture. Similarly, cultural knowledge does not refer to a specific task; but it means knowing about the usage of the language, saying and doing things in a cultural context. Thus, the learners are required to both know their own cultures and understand their own behaviours that are constituted culturally.

Succinctly, culture and language are two inseparable components; without one another, they would be deficient. Therefore, the culture has an irreplaceable place in language teaching to create successful interaction. Integrating culture in language teaching has many benefits such as motivating the learners, making them more proficient in the language, and enhancing their cultural knowledge and cultural awareness of both different and their own cultures. Equipped with the cognitive abilities of culture, the learners are expected to take an action as competent participants in case of intercultural interaction.

2.2. Intercultural Communicative Competence

It has become obvious that there is a need for the integration of culture in language teaching. Hereby, integrating culture may appear as giving cultural facts in lessons; however, it is not enough to raise competent learners. Beyond the cultural fact knowledge, teaching culture requires an intercultural approach targeting learning the relation of those facts (Kramsch, 1995). The concept leads to the requirements of culture in language teaching beyond knowledge, to create more relations for better communication. On the other hand, Cortazzi and Jin (1999) offer three types of culture: the source culture, the target culture, and the international culture. The first type of culture, the source culture, refers to the learners' own culture to develop cultural identity. It is highly important to know the learners' own culture in order to link different cultures with each other and to have meaningful inferences among others by being aware of their own culture. The second one, the target culture, attributes to the culture of countries where they speak the taught/learned language. To illustrate, if English is taught in a class, then the target culture consists of the countries where English is spoken as a native language, such as the USA, the UK, Australia, and so on. The illusion here is that the learners will not necessarily interact and use English with the people from

those countries, but they will more probably speak English with a person from a totally different country like Argentina to communicate since English is the lingua franca. In the context of English as a lingua franca (henceforth ELF), the link between the language and sociocultural practices, forms, and references are various, complicated, and emergent; suggesting there is no specific target culture for which English can be assigned (Baker, 2011). Therefore, the third type of culture which is intercultural culture will be demanded. The intercultural culture corresponds to different cultures from all around the world, concerning the global village. Teachers may feel overwhelmed at this point now that intercultural culture is about all the cultures around the world and which one to touch on in classes. Matsuda (2012) brings this issue as a challenge of which interlocutors are unknown, and of the impossibility of covering each country in lessons. One solution could be strategically diversifying the lesson to add countries from different parts of the world.

The aforementioned explanations hint at the fundamentality of ICC. ICC is regarded as an essential skill for communication in the 21st century that many researchers have dealt with its importance and a clear definition for the term. The studies seek the dimensions of culture in communicative competence; therefore, many of them are closely related to language teaching. Several studies have been conducted with the educators until now and it can be said that they have reached a consensus about the significance of ICC (Young & Sachdev, 2011). British, American, and French teachers indicate their beliefs in ICC in terms of a general will, a main goal, and a will for using ICC in suitable contexts (Young & Sachdev, 2011).

2.2.1. Definition of Intercultural Communicative Competence

Similar to the situation of the definition of culture, ICC does not have one certain definition and a consensus about the definition has not been reached. While some definitions label ICC on specific perspectives, others provide general aspects (Zhou, 2011).

To begin with a commonly accepted one (see Deardorff, 2004), Byram (1997) proposes the following explanation for ICC:

> The nature of the processes is a function of the skills which a person brings to the interaction. These can be divided into two broad and related categories: first, skills of interpretation and establishing relationships between aspects of the two cultures; second, skills of discovery and interaction. The former involves the ability to analyse data from one's own and from another country and the potential relationships between them. Skills of discovery can be operated in some circumstances independently of, and in others in combination with, skills of interaction. (p. 33).

According to Deardorff's (2004) study, among nine definitions, the participant instructors ranked the most applicable one as Byram's (1997) five dimensions of ICC: "knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others' values, beliefs, and behaviours; and relativizing one's self. Linguistic competence plays a key role" (Byram, 1997, p. 34, as cited in Deardorff, 2004, p. 230). In the same study, the second highest ranked ICC definition is Lambert's (1994) "five components: World knowledge, foreign language proficiency, cultural empathy, approval of foreign people and cultures, ability to practice one's profession in an international setting" (as cited in Deardorff, 2004, p. 230). On the other hand, when intercultural experts are asked to rank the best definition for ICC, the result is "the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes" (Deardorff, 2004, p. 194). She also creates a process model of the elements of ICC (see Figure 3) denoting from the personal to the interpersonal level of interaction, and it represents the occurring process of the development of intercultural competence.

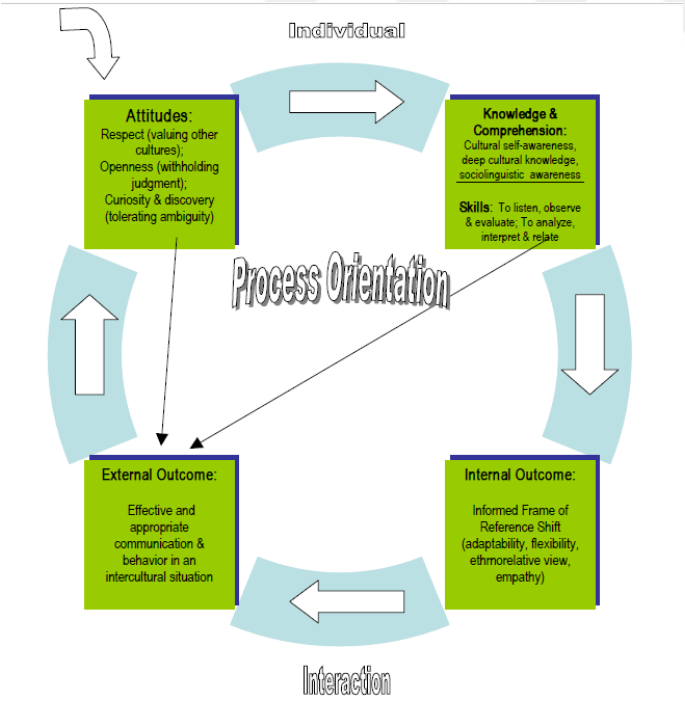

Figure 3. Process model of intercultural competence. From Deardorff, D. K. (2004). The identification and assessment of intercultural competence as a student outcome of internationalization at institutions of higher education in the United States [Doctoral dissertation, North Carolina State University]. North Carolina State University, Raleigh.

To add more definitions for ICC under the common theme of 'ability to interact effectively', Fantini (2006) describes it as "a complex of abilities needed to perform *effectively* and *appropriately* when interacting with others who are linguistically and culturally different from oneself" (p. 12). In a similar way, another definition is raised by Hammer, Bennet, and Wiseman (2003) as "the ability to think and act in interculturally appropriate ways" (p. 422). Foote and Cottrell (1955) describe ICC as the "acquired ability for effective interaction" (p. 53). In like manner, Bochner and Kelly (1974) bring the definition of "the ability to relate effectively to self and others" (p. 280), following the "ability to formulate and achieve objectives, ability to collaborate effectively with others, and ability to adapt appropriately to situational or environmental variation" (p. 288). The further definition made by Larson, Backlund, Redmond and Barbour (1978) is about "the ability to demonstrate a knowledge of the socially appropriate communicative behaviour in a given situation" (p. 26). Finally, Lee (1979) describes ICC as "the ability to draw on one's capabilities and social knowledge and combine them for lines of action or strategies in functionally appropriate ways" (p. 795). The given definitions meet on common phrases for defining, with the fact that there is no consensus on one certain definition.

According to a research study conducted by Arasaratnam and Doerfel (2005), the participants have been asked to define ICC. The results are categorised under the cluster of words used the most commonly by the participants: the first cluster is "able, cross, language, talking, verbal, cultural, and religious" (p. 155); the second cluster is "backgrounds, countries, across, message, ideas, understand, and coming" (p. 155); and the third cluster is "communicate, cultures, different, people, ethnic, two, differences, and trying" (p. 155). In a couple of words, they describe intercultural communication as "people of two different ethnic groups or cultures trying to communicate, perhaps despite their differences" (p. 155). From a broader perspective, 6 different dimensions are defined by the INCA assessor's manual (2004) to have successful communication:

1. Having tolerance toward ambiguity and dealing with the situations constructively
2. Ability to fit your behaviour into different situations
3. Being communicatively aware of various linguistic conventions, language skills, and their effects to mediate intercultural communication
4. Discovering new knowledge of a culture and using the knowledge in communication properly

5. Having respect for others, having tolerance and curiosity for other cultures, and believing in their naturalness
6. Having empathy for responding in suitable ways toward others' opinions, feelings, and ways of thinking

As a final comment on the definitions, the discussion for one certain definition of ICC remains. Some definitions focus on the communicative aspect of ICC, some stress the individual adaptation in case of facing a new culture, whereas others emphasise empathy and tolerance towards different cultures; all these definitions aim to bring an explanation for the abilities and skills required for cultural diversities and the processes of the diverse settings (Sinicrope, Norris & Watanabe, 2007). All definitions meet on a common ground of developing intercultural competence for successful communication.

2.2.2. ICC in Language Teaching

To effectively interact with people around the world, one needs to be competent interculturally. Celce-Murcia and Olshtain (2005) indicate that a new focus in language teaching is necessitated and the new teaching concerns should be about adapting the curricula to meet the communicative needs of the learners. As in the situation of ELF, communication necessitates more than the linguistic knowledge in order for two people from different cultures to be interculturally competent to have healthy communication.

While teaching, language teachers cover several competences, of which help the learners to become more qualified in language, therefore, in communication. According to van Ek (1986), 'communicative ability' consists of six 'competences':

- Linguistic competence: within the frame of the rules of a language and convey their meaning to create and interpret utterances
- Sociolinguistics competence: consciously preference of language forms for the situations such as relationship, setting, communicative intention, etc.
- Discourse competence: using appropriate strategies for the creating and interpreting texts
- Strategic competence: finding ways of conveying the meaning or understanding what the other person means in cases of difficult communication

- Socio-cultural competence: languages have their own sociocultural contexts, and they use a certain frame different from that of the foreign language learner; therefore, the sociocultural competence means being familiar with that context to a certain degree
- Social competence: the desire and ability to interact with other people integrating attitude, empathy, motivation, confidence, and the skill to deal with the social circumstances

Scilicet, the communicative ability occurs thanks to those six competences, lacking one of them may create gaps in the communication. Linguistic competence or discourse competence may not be adequate alone for healthy communication; but other competences including socio-cultural competence, are needed as well. This situation points out the importance of ICC for successful communication.

Therewith, as the place of culture in language lessons, ICC shares a leading role in language classes to create competent individuals. Teaching a language by adding the intercultural dimension in it helps learners' acquiring the linguistic competence required for communication in order to express what they want to convey in appropriate ways (Byram, Gribkova & Starkey, 2002). By doing so, learners develop their intercultural competence by understanding the different social identities of people and by interacting with them. Improving the intercultural dimension within the language teaching demands the aims of providing both linguistic and intercultural competence; preparing the learners for interactions with other cultures; raising the awareness of understanding and accepting other cultures as people with different perspectives, behaviours, and values; helping the learners to realise that those interactions enrich experience (Byram et al., 2002).

The major role of language teachers is to create an environment of inquiring and raising interests in different cultures (Byram et al., 2002). The prominent idea is that teachers should arouse the interest in cultures to encourage the learners in order to research more on the cultures, to be more aware of them, and to be more tolerant of others. Intercultural competence includes enhancing students to engage them in a global world; their progress is possible by discovering effective ways to interact with people of other cultures (Wilberschied, 2015). Then, ICC can be acquired in different learning environments covering the required components of a language as the following Figure 4 represents:

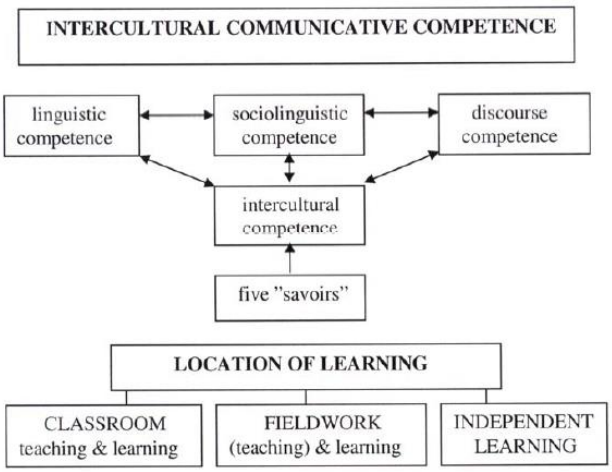

Figure 4. Comprehensive model of intercultural communicative competence. From Byram, M. (1997). Teaching and assessing intercultural competence. Clevedon, UK: Multilingual Matters.

With regard to Figure 4, the five components of Byram's (1997) constitute ICC and it is directly related to linguistic, sociolinguistic, and discourse competences. Moreover, the place of acquiring ICC may be a classroom with the guidance of a teacher, fieldwork where the learners experience the cultural issues, and via independent learning of the individuals, which is expected from the learners as much as possible. A major shift within the perspective might be from a culture-specific model to a culture-general model of ICC: the former means the knowledge and skills regarding a specific target culture, while the latter means knowledge and skills regarding general situations across cultures (Heidari, Ketabi & Zonoobi, 2014). In other words, general views of cultures may be encouraged in teaching language rather than focusing on a target culture, which would help enhance the students' ICC.

Castro and Sercu (2005) have conducted a study researching the objectives of foreign language education, and the participants have ranked the 'culture teaching' as the first aim, implying the target of raising the learners' familiarity with the cultures followed by encouraging to have an open mind and a positive stance for the unfamiliar. Thus, the teachers regard language teaching as getting the learners familiar with the language and culture. The second part of the study investigates the objectives of culture teaching. The participants have ranked the attitude of tolerance and openness for other cultures as the first one; giving information about daily life, reflection on cultural differences, giving information about

beliefs and values in different cultures follow it (Castro & Sercu, 2005). As observed, the teachers' main aim is to make their students more tolerant individuals, then to provide information about foreign cultures.

Parallel to Cortazzi and Jin's (1999) study, three are main approaches for teaching cultural competence: knowledge-based approach, aiming to provide facts and information on the target language culture; contrastive approach, raising the awareness of the similarities and the differences between the target culture and the learners' own culture; and ICC approach, encapsulating the previous two in order to engage the learner in a better interaction (Piątkowska, 2015). It is obvious that ICC is more comprehensive when compared to other competences aiming to teach culture and to create a healthier communication environment.

The approaches to involving culture in language teaching vary and are open to exploration. In addition to the approaches provided in the previous parts, the literature has other approaches for teaching ICC. Primarily, Communicative Language Teaching (henceforth CLT) is widely accepted as the most effective approach for ICC (Tosuncuoğlu, 2019). CLT is described as communicating in a foreign language, taking language and culture into consideration as well as understanding the communication between native and non-native speakers with the purpose of intercultural communication instead of using a foreign language (Crozet & Liddicoat, 1999). As CLT has two main problems of not depicting culture in language use and of not anticipating that learning about other cultures is not enough to develop understanding of cultures; a newer approach, Intercultural Language Teaching, is presented following the leads of CLT; which can turn Communicative Approach into practices of three dimensions of intercultural competence: learning different cultures, comparing them, and exploration of interculturality (Crozet & Liddicoat, 1999). The latter seems to cover essential components of ICC in language teaching by addressing the knowledge of other cultures, the comparison of them, and the exploration which promotes independent learning.

For ICC, Cai and Lv (2019) have proposed the Task-based approach as an efficient method. Developed by Prabhu (1987), Task-based approach aims to create meaningful activities in the classroom and to relate them to specific conditions (Cai & Lv, 2019). After their research, it has been found that the learners' proficiency in English has improved in contrast to what some participant teachers expected before the study; besides, the learners' motivation has also aroused while the four language skills have been integrated into the process. To

conclude, ICC may not require a new approach for teaching it in language classes, but previously known approaches and methods may be adapted accordingly.

Based on Bakhtin's (1982) study, the Dialectic approach may be regarded as advantages in teaching ICC. Martin and Nakayama (2015) explain the Dialectic approach as it puts an emphasis on the process, relations, and the complexity of human relationship and interaction. In the view of dialectics, intercultural relating is something fluid, dynamic, and ongoing process. The approach offers the learners an alternative way to think and conceptualise intercultural competence by avoiding stereotyping about cultures. In their work, they have identified six intercultural dialectics: "Individual-cultural, differences-similarities, past/present-future, personal-contextual, privilege-disadvantage, static-dynamic" (Martin & Nakayama, 2015, p. 18). These dialects imply the relation of culture within the individual, similarities within the differences, future within the past/present, and so on. While teaching ICC, these relations may be presented in the class to raise the awareness of the learners.

Another approach to ICC is Relational Teaching in the EFL context. Presented by Keating in 2004, the Relational Teaching approach is the harmonisation of authentic and multicultural texts in language teaching (as cited in Gómez Rodríguez, 2014). According to Gómez Rodríguez's (2014) study researched the Relational Teaching approach, the application of the Teaching approach has become a potential motivating element to help EFL learners develop their critical ICC when they understand and discuss situations in a foreign language with the help of identification of commonalities or topic of diverse cultural locations. One other finding in the study is that the learners have become attentive to intercultural connections for evaluating and criticising.

On the other hand, Lussier (2011) believes language classes are in need of a new approach that it takes psychological, cognitive and affective factors into consideration. All in all, the role of ICC in language classrooms is indispensable with the mentioned requirements, objectives of teaching, and approaches of teaching. The application of those may happen in two different contexts of ELT, which will be presented next.

2.2.2.1. ICC in ESL and EFL Contexts

To begin with, the two language-learning contexts of ESL and EFL have their own distinctive features though the same language is taught in both. ESL contexts occur in the

places where English is spoken by the resident people, bringing certain advantages with it. Some of them are that they learn the language to communicate with the local people, so the learners experience the language by using it in their everyday life, as well as their classroom consists of many other people from different countries targeting to learn English. The latter advantage creates a great environment for experiencing different cultures around the world, thus interculturality. Expectedly, the learners become more aware of others, welcome the diversity of different cultures, and experience the first-hand interaction. Since the learners have the chance to practice the language in terms of linguistic and discourse competence, they have more time on ICC to develop the quality of their interactions. In other respects, EFL is a context in which the learners live in their local country and learn the language as a foreign language to communicate with foreigners. This context may bring such realities that the learners are most of the time exposed to English mostly in their language classes. For them, ICC may not seem like a privilege since they aim at learning the linguistic competence first. Further, their classroom environment mostly comprises of single macro culture, i.e. the generally observed culture of a country. This situation may hamper the acquisition of ICC because they have to learn about interculturality and/or different cultures as a part of their lessons. As it can be seen clearly, ICC in EFL contexts may be challenging for both teaching and learning due to the presented situations.

When researched, the literature has plenty of studies on the understandings and beliefs of ESL teachers/instructors and their in-class implementations (Bickley, Rossiter & Abbott, 2014; Kim, 2004; McCalman, 2014; Zhang, 2017). The instructors and students in an ESL context show a moderate level of ICC (Kim, 2004) because they experience different cultures. When they are asked about their expectations, the results have shown that culture is an intrinsic interest for ESL teachers, and their expectations of ICC are positive (McCalman, 2014). Furthermore, ESL teachers believe that educational intervention and intercultural training are the best choices to obtain ICC (Zhang, 2017). On the other hand, while instructors from an ESL context have moderate to high levels of ICC; only half of them have received specialised education regarding ICC; instead, their knowledge mostly dates back to their own experiences (Bickley, Rossiter & Abbott, 2014). As stated above, the outstanding common feature of those studies is their having the area of ESL, the context of which contains learners from different cultures and backgrounds, which gives them the opportunity to experience interculturality; thus, ICC. This opportunity creates the results of

more competent individuals and teachers, showing higher levels of ICC with the help of experience.

On the other hand, EFL contexts do not generally contain multiculturality, which may create difficulty for ICC and necessitates further research. From this point of view, EFL context-related studies reach different findings and implications. Starting with a research study, with the aim of exploring Iranian EFL teachers' ICC and Intercultural Sensitivity (IS) levels, Alaei and Nosrati (2018) found that the lack of cultural knowledge and interaction is the main problem in terms of ICC and it can be better through exchange programs as a suggestion. Another research, which is a comparative descriptive survey model to determine the ICC levels of pre-service teachers in Turkey and Switzerland, leads to the results that their ICC levels are middling; the differences are a result of the variability in universities; the teachers from Switzerland show a higher level of ICC than the ones from Turkey; and this is regarded owing to the teacher training curricula in Switzerland (Polat & Ogay-Barka, 2014). The latter study specifically reveals the importance of the curriculum in ICC, therefore, leads this study to investigate the situation of ICC in ELT curricula.

Naturally and expectedly, there is a consensus on the significance of ICC to promote cultural bound for communication among EFL instructors (Karabinar & Güler, 2012). When they are asked about their understanding and pedagogical practices of ICC, most of the EFL teachers are acknowledged the importance of ICC in EFL education; however, cultural self-awareness is not found in the teachers' in-class practices, according to them (Cheng, 2012). Following, some studies search for EFL teachers/instructors' implementations as well as offer solutions for training teachers in terms of teaching ICC (Ghanem, 2017; Jokikokko, 2005). Aiming at instructors' perspectives and implementation of ICC into EFL courses, Ghanem (2017) shows that they have difficulty in including ICC in their classes due to their lack of understanding; each of them focuses on different aspects of culture and teaches accordingly; and finally, they state the need of workshop and discussion groups for a better understanding and implementation of ICC in classes. Jokikokko's (2005) article, researching newly graduated teachers' conceptions regarding diversity in their work, states that competence is about 'efficiency orientation' focusing on being able to act and deal with different situations successfully; and the article hints at the pedagogical orientation for guiding and encouraging the teachers. Those aforementioned studies mostly take the interview as instruments allowing a deeper understanding of the situation. However,

interviews are self-reported ideas, which require to be studied further, which again constitutes the starting point of this study.

One research article conducted by Gómez-Zermeño (2018), seeking for the ICC in community instructors who have received a teacher training program called CONAFE in Mexico, indicates that the teacher training program has helped the instructors strengthen their ICC and teaching ICC. Another result leads to the findings that ICC is not a regular focus in EFL classes although most of the participants recognize the significance of cultural teaching, and they mostly follow the traditional approaches for teaching culture; as well as highlighting the need for in-service teacher training programs on ICC teaching along with a supporting curriculum and materials (Zhou, 2011). All in all, these studies dealing with the teachers'/instructors' in-class implementations discuss the situation in a quite limited way that the presented data in qualitative, quantitative, or mixed way consist of self-reports only; rather than researching into the actual in-class practice, which builds another of the basis of this study.

2.3. Intercultural Communicative Competence of English Language Teachers

The signification of ICC in a foreign language supported in the previous paragraphs brings the issue of the in-class integration of ICC. As the important agent in a class whether being an information provider or a facilitator, teachers directly affect the ICC in foreign language teaching. Particularly, their own ICC knowledge, beliefs, and perceptions lead the way in their teaching and in-class practices. Therefore, the following sections cover the studies in the literature of which examine the teacher-dimension of ICC, respectively, teachers' perceived levels of ICC: knowledge, beliefs, and perceptions, and teachers' in-class practices.

2.3.1. Teachers' Perceived Levels of ICC: Knowledge, Beliefs, and Perceptions

The subject of ICC in foreign language lessons necessitates examining of the situation of the in-service teachers in terms of their own perceived levels of ICC, in detail, their knowledge of, beliefs in, and perceptions about ICC. Literature hosts many studies regarding the situation and the most recent of them slightly focus on the EFL contexts as well as certain

ESL studies. Also, some studies have concerned with both the in-service teachers' perceived levels and in-class activities, the latter will be presented in the next part of the study.

In-service teachers generally show a positive attitude towards ICC (Almohawes, 2020; Estaji & Rahimi, 2018; Itani, 2017). Primarily, Estaji and Rahimi's (2018) study searches the situation of Iranian EFL teachers and they have reached the significant positive results towards ICC. In addition to the paramount significance of ICC, the participants are in the opinion of the fact that globalisation turns teachers of language into 'teachers of language and culture'. As expected from the teachers' attitude toward ICC, their perceived levels of ICC are relatively high regardless of their instruction, education, and level of experience. One striking result of the study is that the participants' self-perceived implementations do not share a role with their perceptions of ICC (Estaji & Rahimi, 2018). Seemingly, the positive attitude of in-service teachers leads to high levels of ICC. Secondly, Almohawes (2020) supports the results of the positive attitudes of the teachers towards culture in language teaching, since they believe that culture not only helps to improve the language skills, but to make the learners more tolerant and aware of both their own and other cultures. As of the main goals of foreign language teaching, the contribution of culture to the language skills may increase the notion of positive attitudes among the teachers, besides the contribution to tolerance and awareness of cultures. Finally, the participant teachers in Itani's (2017) study regard ICC as an indispensable skill. The emerging themes during the interviews are that ICC is "a combination of knowledge, actions, characters and skills; open-mindedness, cultural sensitivity, appreciation for other cultures; addressing learning styles owing to unique cultural orientations; relying on informal means to foster intercultural competence; and adjusting one's views and perspectives" (Itani, 2017, p.100).

Most in-service teachers perceive ICC as an essential component of language, while their focus may differ. In a study conducted by Abu Alyan in 2011, teachers in a Palestine context regarded the culture concept as a lifestyle consisting of shared values, beliefs, behaviours, and ways of thinking. To them, culture and language are two inseparable concepts, and language acquisition may be difficult without the component of culture. On the other hand, Chinese teachers are inspired by the beliefs of Confucianism to include ICC in language teaching in terms of flexibility, tolerance, withholding judgement, and engaging ambiguity. Han and Song's (2011) study about teacher cognition of ICC has revealed that the participants regard among the important objective of a foreign language lesson are increasing

students' communicative competence as well as language proficiency. The teachers have specified the most relatable two of teacher perceptions of FLE objectives: helping the learners to have communicative skills beneficial for communication with English speakers and helping them to have a proficiency level in English for reading and writing in their future lives.

Al Hasnan's 2015 study studies the Saudi EFL teachers and their beliefs on ICC reaching the findings that the participants regard ICC as a vital component in foreign language education to increase cross-cultural communication and attitudes towards different cultures. The stress on communication and different cultures hints at the Saudi EFL teachers' positive thoughts on ICC. For another study in the EFL context, Cheng (2007) explores the Taiwan EFL teachers' ICC, and the study finds that their perceptions of culture, curriculum, intercultural experiences, and study-abroad programs are directly related to the participants' understanding of ICC. This study well explains where their knowledge and/or beliefs may come from. To conclude, ICC is regarded in different ways by different groups while holding a common belief of its significance.

Another point in the in-service teachers' perceived levels of ICC is concerning the ESL context. Viel (2018) conducts a research on the factors contributing to ICC development of the ESL teachers in a university in Pennsylvania and finds the results that the participants regard ICC as a continuing personally and organisationally activity; their awareness beliefs and understandings evolved into meaningful and clear responsibility for ICC concepts, skills, and awareness as they continue to grow. Until these points in the current study, the teachers' perceived levels of ICC given as a positive attitude and the importance of ICC. Almost all studies put forward the positive aspects of the teachers' high levels of ICC. However, there is one obvious concerning fact about the implementation of those high levels into the lessons. Young and Sachdev, in their 2011 study, discover that there is a consensus on the difference between the teachers' attitudes and beliefs and their in-class practices. This gap between the high level of ICC and in-class practice will be examined in the following section.

2.3.2. Teachers' In-class Practices Related to ICC

ICC is mainly given importance by in-service teachers according to the related studies in the literature as given above. The next and most important part of ICC in foreign language education is the in-class practices in order to understand the situation of ICC in the

classroom, to understand the pedagogical practices of ICC, to compare the teachers' self-reported ideas and their actual practices, and to understand the components that affect ICC implementation in the classroom.

To begin with the objectives of ICC in classes, a study conducted by Han and Song in 2011 reveals Chinese teachers' culture teaching objectives, in an EFL context, in an order of importance as giving information about values and beliefs, encouraging the ability to deal with intercultural situations, giving information about geography, history, politics, and social conditions, enhancing tolerance and openness, telling experiences of cultural expressions, giving information about daily life, promoting the students' own culture, and promoting empathy. Seemingly, the teachers prioritise teaching the values and beliefs of the other cultures, which hints at the abstract side of the culture that leads to the thinking patterns of a culture. This item is followed by teaching the ability of intercultural communication, and teaching the dimensions of knowledge, attitude, and skills of ICC. According to the teachers' self-reports, they include culture teaching activities, respectively, transmitting their knowledge to the students, providing information about the fascinating and strange elements of the cultures, and using audio-visual equipment (Han & Song, 2011). It is no surprise that the teachers' perceived ICC level is directly related to their teaching practices as they get use of their knowledge. Visual equipment and interesting aspects of the cultures may play the role in raising the awareness of the students. Han and Song (2011) also indicate that the time devoted to culture teaching and language teaching is directly related to the teachers' perception of the intercultural dimension and the course type. The latter may interrupt the culture integration in language teaching providing that the teachers value ICC in their lessons.

When the place of ICC in language lessons is concerned, a number of studies have demonstrated that ICC is not the main focus (Tian, 2013), and linguistic competence is given more attention than ICC (Abu Alyan, 2011; Li, 2016; Marrs, 2014). Still, teachers try to integrate ICC into their lessons. In Abu Alyan's (2011) study researching Palestinian EFL context, it is found that linguistic competence is seen as the most significant component of language teaching, and culture is used as a piece of background information for assisting language learning. EFL Palestinian university classes include minimal ICC regarding it as a substitute for communicative competence. Another study by Li (2016) implies that linguistic proficiency is given the highest importance; however, a wide range of topics regarding

culture can be observed in Chinese university-level English lessons. As Han and Song's (2011) study reveals the effect of teachers' knowledge in ICC practice, Li (2016) has found that the Chinese teachers introduce cultural facts through anecdotes from their own experiences. Moreover, Marrs's (2014) study also reveals that EFL teachers' main focus is on academic language with the lowest development of ICC. Correspondingly, Tian (2013) has concluded that ICC in language teaching is not a regular focus in EFL classes although most teachers value ICC. In lessons regarding ICC, the traditional approach of teacher-centred is referred to frequently; the teachers also claim that they tend to teach perceptible information such as products, facts, and perspectives instead of imperceptible information of analysing culture and building a negotiation between different cultures (Tian, 2013). The beliefs and practices of Chinese teachers are based on the grounds of Chinese philosophy, the teachers' personal background, and institutional contexts. As seen from the studies, culture teaching may not be the main focus in EFL teaching although its importance is recognised.

When the teachers' self-reported perspectives of ICC and actual in-class implementations regarding ICC are compared, the literature finds quite a gap (Alqefari, 2019; Cheng, 2007; Osman, 2015). Primarily, Osman (2015) has indicated a gap between teachers' ICC awareness of objectives and their in-class practices. One reason for the lack of ICC implementation is that ICC objectives are not included in the curriculum explicitly (Osman, 2015). Another study conducted by Cheng in 2007 examines the teachers' self-reported pedagogical practices and actual practices, and the results state that teaching ICC was not found; and that the teachers' practices were limited by the textbooks. Furthermore, in the study in 2019, Alqefari presents that although the teachers have a strong notion towards ICC implementation, ICC is not covered systematically in their lessons. According to the study, the topics are also important in teaching ICC. Certain sensitive topics are not discussed in Saudi EFL contexts, and teachers prefer raising awareness of the learners' own cultural values and beliefs specifically in the cases of taboo topics (Alqefari, 2019).

The teaching practices used by teachers vary according to some reasons such as context, teachers' ICC background, and course level. In Almohawes' (2020) study, the participants indicate that they try to integrate ICC as they believe by improving the learners' ICC through knowledge, skills, and attitudes with the help of various materials and strategies. The main obstacles to teaching ICC are the class time limitations and crowded classrooms

(Almohawes, 2020). The tendency toward teaching ICC is covered in Jennings's (2018) study that the Japanese teachers move towards the integration of CLT activities, a more students-centred approach, and oral communication activities based on trial-and-error-basis exploration. Furthermore, Yu (2018), finds that a hybrid and dynamic approach to ICC teaching are adopted by the teachers, which leads learners to think beyond their usual thinking patterns about language and culture; in order to expand the learners' views on cultural background irrespective of nationality or ethnicity. The themes of the results of the study hint at avoiding stereotyping of other cultures, conscious and strong learning of other cultures, and responding to inequalities of culture. One other study conducted by Ronzon Montiel (2019) discovers the cultural dimension is sporadically covered by comparing and contrasting two different cultures, with no specific intention of knowledge, skills, or attitude parts of ICC. Comparing and contrasting two different cultures may serve the aims of ICC, but the missing intentional teaching of ICC dimensions may hint at the problem in ICC teaching and in-class practices.

Various studies focus on the reasons for not integrating ICC into English lessons (Young & Sachdev, 2011; Al Hasnan, 2015; Marrs, 2014). The lacking materials and the lacking support for materials are the main issues in teaching ICC. To begin with Young and Sachdev's (2011) study, when the participant teachers are asked the reasons why they fall back into ICC teaching, they have stated the deficiency in support, in textbooks, in testing, in syllabi for effective approaches to ICC and culture teaching. One more important thing in the study is that the reason why the ICC uptake lacks may be the deficiency in teacher training (Young & Sachdev, 2011). Secondly, Al Hasnan (2015) reaches the results from the teachers in Saudi Arabia that the ineffectiveness of current materials and the society's attitude towards teaching different cultures, especially EFL target cultures, may create difficulties in the teachers' designing new materials for integrating ICC. As mentioned before, Saudi Arabia may have negative attitudes towards EFL target cultures; besides, the ineffective classroom materials create a burden on the teachers regarding teaching ICC. Following, Marrs (2014) points out that in-class practices, especially the sociolinguistic information, are quite low according to the study and the reasons are not on the teachers, but on the materials. It is also revealed in the study that the lifestyle practices and perspectives of cultures are included in the content with the help of videos; however, the teachers spend plenty of their time on creating their own content for teaching ICC (Marrs, 2014). It can be understood from here that the content materials whether are insufficient or do not serve the

aim of teaching ICC, which of both cases cause the teachers to spend more time on preparation. As final remarks regarding the in-class ICC implementations of in-service teachers in EFL contexts, Kawamura (2011) suggests that teacher development materials should be encouraged for EFL instruction in Japanese universities for the alignment of government recommendations. Hereby, the importance of other sources than the teachers in ICC practice is reflected.

From the perspective of ESL contexts, Mesiti (2011) finds that although a large majority of the participants agree on culture teaching practices create awareness, and 96% of the total participants agree on culture teaching improves learning of the target language; only half participants occasionally use the teaching practices. As seen here, the given importance in the participants' self-reports does not cover the actual in-class practice of teaching culture. In her Ph.D. thesis, Bunk (2017) reveals that the participant teachers are aware of the diversity in their classrooms and they follow some pedagogical choices in order to meet the needs of their students. She has also found that the department of the learners plays an important role in integrating ICC; for example, the teachers in Humanities and Adults Basic Skills department are more sensitive in integrating diversity in their lessons and in choosing materials accordingly (Bunk, 2017). Finally, in Viel's 2018 study, it is argued that the participants dedicatedly try to implement what they learn about ICC. The latest study also hints at the higher awareness of the teachers regarding ICC.

As the aforementioned studies reflect, the situations of ICC implementations in English classrooms vary in many ways. Some teachers manage to integrate it well, while some create a gap between their self-reports and actual practices. The obstacles to integrating ICC in lessons are mostly due to the lack of support in the materials and teacher education, adding an extra workload to the in-service teachers in this respect. Therefore, the latter topics may be an issue of suggestions for better ICC implementation.

2.4. ICC in ELT Curriculum

The significant role of ICC in foreign language classes cannot be denied with the references of the studies covered in the previous parts. The teachers' perceived levels of ICC and their in-class practices are also issued in many studies. The next part of this continuum may be expected the teacher education. Since the teachers are the key source in the classroom whether they stand as a facilitator or an information provider, the success of the ICC

implementations in EFL classes is mostly based on the opportunities provided for the teachers. Therefore, the curricula in the ELT departments have an important effect on both the teachers' perceived levels of ICC and their in-class practices.

In his 2011 study, Hismanoğlu researches the relationship between the ELT department students' ICC and the influential factors. He puts forwards 4 hypotheses investigating whether there is a significant difference between the students' perceived levels of ICC and their linguistic proficiency; their overseas experiences; and their getting formal education regarding ICC. The results respectively show that there is not a relationship between the ICC level and language proficiency as all participants have exhibited high levels of ICC; while there are significant differences between their ICC regarding their having overseas experience, and getting formal education (Hismanoğlu, 2011). The students who have enrolled in overseas exchange programs have better ICC levels; likewise, the ones who have formal courses related to ICC have higher levels. Both factors are a part of the curriculum of ELT departments, which can be concluded that the opportunity and/or encouragement for exchange programs and courses related to ICC are of vital importance. Teacher education should empower the affective dimension of ICC; fostering the embracing of cultural and linguistic diversity, besides participating in intercultural situations while adopting a didactic approach to facilitate improving ICC (Bastos & Araújo e Sá, 2015).

One other influential factor in teacher education is telecollaboration. In Müller-Hartmann's (2006) model of language teacher education, telecollaboration and its effects on ICC on the teachers are researched. Positive effects on teachers have been reached resulting that telecollaborative projects have played an important role in participants' developing their ICC, and in the student-teachers' realising their lack of skills to develop further (Müller-Hartmann, 2006). The study suggests that telecollaboration not only improves the teachers' ICC but also helps the teachers' use it as an activity in their English classes helping improve their students' ICC. In the teacher education dimension, telecollaboration can be embedded in a course aiming to improve ICC of the teachers.

According to Mirzaei and Forouzandeh's (2013) study, following the political and ideological changes in Iran, the curriculum of the EFL education system has also changed; since that time, the primary goal of EFL education has been regarded as not communication with English-speakers, but access the original sources thanks to English. One of the main purposes of the study is to investigate the relationship between the ICC and L2 motivation

of learners, and it is found that there is a close association between them; thus, teaching activities and programs are created in a sense that taps the ICC potentials of the learners (Mirzaei & Forouzandeh, 2013). It is clearly hinted that L2 motivation of learners helps to improve their ICC levels, thence, programs and activities motivating learners should be integrated into the EFL curriculum.

Following the results of the studies, the curriculum has an essential role in teachers' ICC levels as well as their future in-class activities. Courses related to ICC, exchange programs, technological activities such as telecollaboration, teaching programs, and more may be carefully considered to raise more qualified in-service teachers.

2.5. ICC in Turkey

Turkey, whose official language is Turkish, is a country having a dominant culture alongside local micro-cultures with minor differences when compared to the other cultures around the world. Therefore, English is taught in Turkey as a foreign language, and the context here is the EFL context. The studies of ICC within the Turkish EFL context create certain similarities as well as some differences in their results.

2.5.1. Teachers' Perceived Levels of ICC: Knowledge, Beliefs, and Perceptions

It can be stated that the teachers in Turkey have higher levels of ICC (Sarıçoban & Öz, 2014; Şen, 2020; Tosuncuoğlu, 2019). According to his study, Tosuncuoğlu (2019) states that while EFL Turkish instructors possess positive attitudes toward ICC, the students' awareness is not at an expected level. In a similar vein, Sarıçoban and Öz (2014) have reached the conclusion that the participants have a high level of ICC regardless of the gender and academic achievement variables. In other respects, Şen (2020) has resulted that the pre-service teachers showed high levels of ICC with a statistically significant difference in gender: female participants had higher levels, while the age variable and the correlation between their academic achievement and ICC levels did not show a statistically significant difference. Another study indicates the participants' high levels of ICC differing according to the departments, ELT departments' having a more positive attitude, and according to the experience, novice teachers' having more positive perceptions of ICC (Yıldız, 2016).

The teachers are aware of the significance of ICC and of the culture-related objectives in language teaching. According to Duisembekova's (2020) study, most participants regarded themselves as the most competent in the awareness and attitude parts of ICC. Furthermore, as stated in a recent study, the participants raised awareness of ICC (Ay, 2018). On the other hand, the same study reveals the fact that what they understand from culture is mostly associated with the target culture, which is American and British culture at this point (Ay, 2018). ICC is not only about the target culture; it is rather about every culture including the person's own culture. Hence, the teachers may easily disregard the aim of increasing the students' own culture and identity when they teach culture (Ay, 2018); "teachers prioritize the knowledge dimension of culture teaching rather than the other two dimensions which are attitudinal and skills dimensions such as establishing openness and tolerance towards people from other cultures, encouraging students to empathize with other people…" (Ay, 2018, p. 73). In essence, Turkish EFL in-service teachers hold a positive attitude towards ICC and they show higher levels of ICC, similar to the other LX EFL teachers.

2.5.2. Teachers' In-class Practices Related to ICC

Turkish EFL teachers' in-class practices vary in different studies; yet most of them give the clue of the fact that the practices are unsatisfactory, especially when compared to the in-service teachers' self-reports. Markilolo (2021) indicates that teachers have positive attitudes toward ICC and teaching ICC, and they integrate it in order to promote tolerance, empathy, appreciation, and openness for other cultures. Another study conducted by Güneş and Mede (2019) claims that the teachers integrate culture in their lessons; however, they are mostly familiar with the target cultures, not with other cultures. On the other hand, Yıldız, in her 2016 study, points out that although the participants from ELT departments have positive attitudes toward ICC in the EFL context, and novice teachers state their more interest in activities regarding ICC; the in-class practice of ICC is not consisted during the observations the researcher has made. Tütüncü (2014) brings the explanation that integrating ICC into foreign language teaching requires the skills about ICC knowledge as well as the motivation. The problems in teaching ICC stem from materials, in-class activities, curriculum, and student profiles (Tütüncü, 2014). According to Özışık's (2018) thesis, the lecturers' knowledge is not sufficient related to in-class implementation and assessment methods though they are cognizant of the importance of ICC in language teaching. Similar to the

previous study, Özışık claims that the problems related to integrating ICC in EFL lessons are the prejudice and stereotypes about cultures, the teacher's ignorance, class time limitations, and textbook-related problems.

The obstacles to ICC integration in language classes are also related to the textbooks. Kelahmetoğlu-Tunçer (2019) has reached the result that ICC is not a direct aim in the textbooks, but it has only a place in the content part of the books in terms of knowledge and raising awareness for other cultures. Furthermore, Demirel (2016) adds that the content part of the coursebooks does not serve well regarding the goals, aims, and general interest; the part is also insufficient regarding ICC components. Finally, Çetin Köroğlu (2013) finds that the textbook Life is not adequate to improve learners' ICC now that the sub-dimensions of ICC are not covered in the book. The textbooks, which play a key role in the lessons, may be the reason why the in-class practice is not satisfying enough in the Turkish context.

To sum up, the literature has some studies showing the in-class practices of the teachers while most of them hint at the gap between self-reports and actual teaching. The reasons to which are given above according to the study results; and will be covered in the next part of the curriculum.

2.5.3. ICC in ELT Curriculum

Given the significance of the curriculum in ICC teaching, the in-class implementations may possibly be affected by the curriculum of the ELT departments. Comparing the first-year students and the fourth-year students at a state university in Turkey, Sevimel-Şahin (2020) finds a statistically significant difference in the study year effect on the development of ICC, concluding that the ELT program played a role in the development of the participants' ICC levels in spite of the lack of explicit instruction. Another study states that there is a positive correlation between their ICC and their studying abroad experiences. Since studying abroad is directly related to the dimensions of knowledge, skills, and attitude, encouraging study-abroad programs and taking related courses to improve ICC levels are suggested by the researchers (Sarıçoban & Öz, 2014).

ELT departments in Turkey do not pay the required attention to ICC teaching in their curricula (Demircioğlu & Çakır, 2015; Duisembekova, 2020; Şen, 2020). Şen (2020) discusses the insufficient place of ICC in teacher education and the need for it, suggesting

related courses and exchange programs. Likewise, Duisembekova (2020) claims that teacher education is highly important for the development of ICC; yet ICC development is not given the deserved attention. Furthermore, most teachers do not have explicit training for teaching ICC; rather they have the ICC implicitly from youth projects, courses, training programmes, and so on (Demircioğlu & Çakır, 2015). The studies are a direct link to the insufficient situation of the curricula of ELT departments.

International exchange programs are other effective factors for ICC development. In İnce's (2020) study, it is shown that international practicum experience has improved the ICC of the pre-service EFL teachers besides their willingness to integrate ICC in their future lessons. Moreover, Tuzcu-Eken (2018) indicates that the Erasmus program has helped improve the participants' ICC and intercultural sensitivity, implying that their visits have a positive effect on their ICC. These two studies are also a true indicator of the important contribution of exchange programs to the teachers.

These findings lead this study to the importance of curriculum and teacher education regarding ICC. Although the in-class activities of Turkish EFL teachers are not at the expected level as they suggest, the curriculum plays an important role in this issue. Training programs, courses, exchange programs, and many more may be included to both improve the teachers' own ICC and the desire of integrating ICC in their lessons.

CHAPTER III

METHODOLOGY

In this descriptive study, the aim is to examine the in-service teachers' perceived levels of ICC and their practices regarding ICC, and the role of ICC in ELT curricula. In order to achieve this, Table 1 provides the research questions, data collection tools, and data analysis instruments:

Table 1

Research Questions, Data Collection Tools, and Data Analysis Instruments

Research Question	Data Collection Tools	Data Analysis Instruments
1. What are the in-service teachers' perceived levels of ICC: Knowledge, beliefs, and perceptions? a. Is there a significant difference between the experienced and novice teachers? b. Is there a significant difference between the teachers who took courses related to ICC in ELT departments and the ones who did not?	ICC Questionnaire	Descriptive (Statistical) Analysis
2. What are the actual in-class practices of the in-service teachers regarding ICC?	Vignette-based Interview	Thematic Analysis
3. How is ICC integrated into the current curriculum of ELT departments in Turkey??	Document Analysis	Content Analysis Descriptive Analysis

3.1. Research Design

In order to reach the objectives of the study on ICC, this study followed the mixed method sequential explanatory design: a quantitative instrument to reach in-service teachers' perceived levels of ICC; and qualitative instruments to gather evidence about the teachers' beliefs with respect to teaching ICC, their in-class practices regarding ICC, and the role of ICC in the ELT curricula.

A mixed method design allows collecting and mindfully analysing both quantitative and qualitative data within the borders of the research questions, providing the logic of the study and framing those procedures (Creswell & Plano Clark, 2018). Figure 5 reflects the three purposes of "triangulation", "complementary" and "development" (Greene, Caracelli & Graham, 1989, p. 259) within the mixed method design of this study.

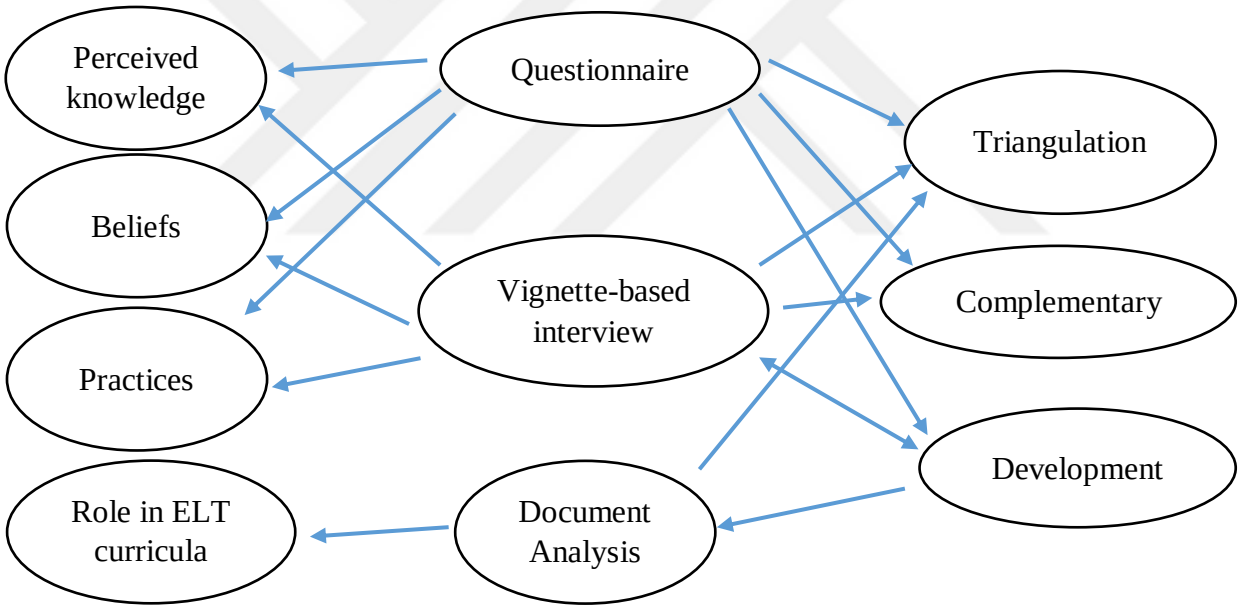

Figure 5. Illustration of the purposes in mixed method.

Greene et al. (1989) indicate that "triangulation seeks convergence, corroboration, correspondence of results from the different methods" (p. 259). The rationale behind triangulation is to enhance the validity with the help of maximising or counteracting heterogenic sources against the bias of inherent method, of inquirer, of inquiry context, and of substantive theory. Therefore, the data of this study were triangulated to increase the validity. To elaborate on this situation, the study used a questionnaire on self-reported levels

and beliefs of ICC for quantitative data; used the vignette-based interview to reduce the self-reported ideas on the practice of ICC for qualitative data. Also, ELT department curricula were scanned to give insight into the practices of the teachers. The triangulation seeks to enhance validity for potential gaps between the self-reported ideas and the real situation.

"Complementarity seeks elaboration, enhancement, illustration, clarification of the results from one method with the results from the other method" (Greene et al., 1989, p. 259). The aim is to have more comprehensive data exploring different dimensions of the phenomenon. In this regard, the study followed a questionnaire and interview, as well as document analysis to have an understanding of the perceived levels, beliefs, and practices of in-service teachers, while reasoning the results on the curricula in ELT departments.

Finally, "development seeks to use the results from one method to help develop or inform the other method, where development is broadly construed to include sampling and implementation, as well as measurement decisions" (Greene et al., 1989, p. 259). Thence, the questionnaire of this study informed the development of the vignette-based interview to seek the beliefs and practices of teachers more; and all instruments informed the document analysis of the ELT curricula to provide reasons for the results.

Within the framework of sequential explanatory approach, this study collected the data in "QUAN → QUAL" way (Edmonds & Kennedy, 2017, p. 196); respectively in four stages of the questionnaire, interview, and document analysis, following one stage after another rather than collecting simultaneously. To serve the purposes of triangulation, complementary, and development, this study intended to support and justify the quantitative data with the qualitative one, and vice versa. A sequential explanatory research design is used for further explanation and interpretation with the help of follow-up qualitative data (Creswell, 2003), for triangulation. After collecting and analysing the quantitative data, the qualitative data is collected and analysed; and the latter helps to explain and/or elaborate on the former one (Ivankova, Creswell & Stick, 2006), which serves the purpose of complementary and development.

3.2. Research Setting

The context of this study comprises the universities in Turkey and their EFL lessons. The reasons behind these contexts were identified and provided in detail in the following parts.

Turkey is a country whose official language is Turkish, and Turkish culture including its different cultures with minor differences is the dominant culture in the country. Thus, people living in Turkey share the language and culture; they may not use English in their daily lives, and they may not come across multicultural events frequently. In addition, the fact that they are exposed to English mostly in classes hints at the EFL contexts where the learners experience the foreign language in schools, and they might not practice the language outside of the classes. Likewise, the classes broadly consist of the dominant Turkish culture, which might not bring multiculturality on macro levels. Thus, ICC is usually a component of English lessons most of the time, making ICC crucial in English lessons.

The rationale behind the EFL context in Turkey within this study is to examine the teachers' beliefs, attitudes, behaviours, and so on since ICC has an essential role in EFL lessons. When compared to ESL contexts which can enable their learners with first-hand interaction with the foreign language and different cultures, the situation in EFL contexts is rather challenging. Thus, the field requires exploring deeper to understand the current situation, current teaching practices, and the current role of ICC in the Turkish EFL context within the universities.

The English lesson is covered in universities in several ways depending on the purpose of the program. General English and English as Specific Purposes (henceforth ESP) can be regarded as the two main kinds of English courses in universities in Turkey. Most universities offer an intensive one-year prep school for General English within the Foreign Languages Departments. By the end of prep school, universities aim to achieve their students at least B1 level. Furthermore, several hours of General English and/or ESP for 1st, 2nd, 3rd, and 4th classes are offered by either Foreign Languages or Modern Languages Department. ESP depends on the department of the students meeting their future needs of English, while General English courses target to equip the learners with higher levels of English for the purpose of communication and language use.

Universities follow the curriculum developed by the Council of Higher Education in Turkey. They can be free to develop their course materials for the lessons they offer (Law of Higher Education, 1981) rather than following a nationwide course material for those lessons. Prep schools of universities generally follow main course textbooks focusing on grammar and vocabulary teaching besides the textbooks for four skills of listening, reading, writing, and speaking. Since the main target is to achieve at least B1 level English, the learners are

exposed to the aforementioned language skills via various textbooks. In other respects, the General English course in the departments also uses the main course and/or four skills textbooks, while some courses are skill-specific such as academic writing and oral presentations. The General English courses may prefer the follow-up textbooks of higher levels such as B2, C1, and so on for their lesson contents. Likewise, the main intention is to empower the learners with higher levels of English to serve the purpose of healthy communication.

The relationship between the university context and the current study can be traced back to two main factors. Initially, the materials that the universities develop or use may create freedom of adaptation of the courses with an opportunity of integrating ICC. Also, the textbooks used by the universities may be rich in terms of providing knowledge and/or activities about different cultures. Especially, current textbooks by different publications pursue a similar goal of culture integration. These situations may naturally promote ICC in English lessons. Additionally, the learner group who is adult learners is more motivated for self-learning (Ahmad & Majid, 2010); therefore, they may be more open to different cultures with the awareness of the importance of ICC. Besides, they may simply have an interest in different cultures. In both cases, they become a more available learner group for the study. Therefore, this study adopted the university context for inquiry due to the factors of the advantages of materials and the availability of the learners.

3.3. Participants

The study involved 77 participants in total in the research site. For the questionnaire, the participants were sampled in convenience sampling, in which available and willing participants join in the study (Dörnyei, 2007). The reasons for utilising this sampling are to supply the necessary amount of data and to reach an appropriate sample for conducting the study. The willingness of the participants is also another reason since the data for this study requires answers with self-evaluation, which is possible with willingness. Hence, the population of this study was the EFL instructors working in universities in Turkey. The sample size was 77 participants who completed the ICC Questionnaire.

Among the 77 participants, 56 of them were female and 21 were male. The ones between the age of 26-30 with the percentage of 77,9 outnumbered other age groups that were 5,2% between 21-25; 7,8% between 31-35; 5,2% between 36-40; and 3,9% 41 and over. Similarly,

a majority of the participants were ELT Department graduates with 74% while others were graduates of other departments of English Language and Literature, Translation and Interpreting Studies, American Culture and Language, and English Linguistics. The teachers' current degrees varied; 54,6% of them were BA graduates while 40,2% were master's graduates and 5,2% of them were Ph.D. graduates. Their teaching experiences varied in different ranges as 61% had 1-5 years which were called novice, and the rest 39% were called experienced teachers. 19,5% of the participants had no abroad experience while the rest had. Finally, nearly a quarter of the participants took courses related to ICC whereas 75,3% did not have any. Since the size of some strata in the undergraduate department, latest degree and teaching experience were too small (N<5) for statistical analysis, they were regrouped into two groups of ELT and non-ELT for the undergraduate department; graduate and post-graduate for the latest degree; novice and experienced for teaching experience. The new strata provided insights into differences and similarities within the groups. Table 2 provided detailed information about the participants.

Table 2

Demographic Information of the Participants

Categories	Stratum	N	f
Gender	Female	56	72,73
	Male	21	27,27
Age	21-25	4	5,19
	26-30	60	77,92
	31-35	6	7,79
	36-40	4	5,19
	41 and over	3	3,90
Undergraduate Degree	ELT	57	74,02
	Non-ELT	20	25,98
Latest Degree	Graduate	42	54,55
	Post-graduate	35	45,45
Teaching Experience	Novice	47	61,05
	Experienced	30	38,95
Abroad Experience	Yes	52	80,52
	No	15	19,48
Taken ICC Courses	Yes	19	24,68
	No	58	75,32

Regarding the population for the interview phase, 10 instructors among 77 participants were chosen with purposeful sampling and they were interviewed with vignette cases. Purposive

sampling is a non-random sampling technique in which a deliberate choice of participants according to certain qualities (Etikan, et al., 2016). Since the main factor that had a significant difference was the course information, 5 instructors who took course(s) related to ICC and 5 instructors who did not take courses were sampled for the second phase of the study. The iteration, which means that more participants can be added to fill in the gaps after gathering data from a certain number of participants (Dörnyei, 2007), was stopped when the saturation was reached. The latter term means that the further collected data adds no longer new concepts, but it turns out to be a piece of repetitive information (Dörnyei, 2007). After collecting data from 10 participants, saturation was reached. Their ages were mostly between 26 and 30 (n=9). 7 of the participants were graduates of the ELT department for their BA degree, while the rest was graduate of non-ELT departments. 6 participants were BA graduates, whereas 3 were MA and 1 was Ph.D. graduates. Except for Matt, all participants had abroad experience. Finally, 5 participants took courses related to ICC while the other 5 did not. Table 3 gives details about the interviewees.

Table 3

Profile of Participants at the Second Stage of Research

N	Name (Pseudo)	Age	Gender	Undergraduate Degree	Latest Degree	Teaching Experience	Abroad Experience	ICC Course
1	Rose	26-30	Female	ELT	BA	6-10	Yes	Yes
2	Donna	26-30	Female	ELT	BA	1-5	Yes	No
3	Matt	26-30	Male	ELT	MA	1-5	No	No
4	Martha	26-30	Female	ELT	MA	1-5	Yes	Yes
5	Amy	26-30	Female	ELT	BA	6-10	Yes	No
6	River	26-30	Female	ELT	BA	1-5	Yes	No
7	David	26-30	Male	Non-ELT	BA	6-10	Yes	No
8	Clara	26-30	Female	ELT	MA	1-5	Yes	Yes
9	Peter	41 and over	Male	Non-ELT	PhD	16 and over	Yes	Yes
10	Melody	26-30	Female	Non-ELT	BA	1-5	Yes	Yes

3.4. Data Collection

3.4.1. Instruments

The data was collected from four different instruments: ICC questionnaire, vignette-based interview, and document analysis. They were explained in detail below.

3.4.1.1. Questionnaire

This study benefitted from the ICC Questionnaire developed by Shirazi and Shafiee (2017). They adapted the questionnaire from the questionnaires of " Gönen and Saglam (2012), Tian (2013) and Han (2009) studies" (as cited in Shirazi & Shafiee, 2017, p. 276). The constructed questionnaire has 25 items within Likert-scale with the aim of exploring the in-service teachers' perceived levels of ICC. This questionnaire was chosen since it perfectly matches Byram's (1997) dimensions of ICC. It includes 5 subsections: Attitude, referring to respect and openness, and curiosity and discovery for other cultures; Skills, referring to acquisitive and applicative skills; Knowledge, referring to cultural and sociolinguistic knowledge; Importance, of ICC for teachers; and Relevance, of teaching ICC (Shirazi & Shafiee, 2017). "Cronbach's alpha reliability coefficient for the questionnaire was .85, and the content validity of this instrument was verified by three experts in the field of ELT" (Shirazi & Shafiee, 2017, p. 276). The fact that the questionnaire was piloted also ensures the directions and items in it.

3.4.1.2. Vignette-based Interviews

The study utilised vignette-based interviews to collect qualitative data. Vignettes are short stories framed with hypothetical characters in specific instances, distancing the phenomena from the respondents (Finch, 1987). Vignettes are more objective toned with non-personal statements; hence, they are less threatening (Wilks, 2004) for collecting data, leading to more genuine results, eliciting biased and unreliable self-reports (Alexander & Becker, 1978). Vignettes determine "what are thought to be the most important factors in the decision-making or judgment-making processes of respondents" (Alexander & Becker, 1978, p. 94), offering several advantages. The first advantage is that the respondent is less likely to have conscious prejudice since s/he is asked about how to handle a situation about someone else. Another advantage is the variation of characteristics in vignette cases creates the opportunity for precise estimation of the results of variables in the respondent's judgements (Alexander & Becker, 1978).

Due to the elements provided above, this study took the opportunity of vignette cases. Within the scope of the study, six vignette cases were created. Literature review, personal experience, needs analysis with in-service teachers, and expert opinion were realised for internal validity. To begin with, the literature directed this study to Tian (2013). According

to his study, Tian (2013) reached the results of six barriers to teaching and integrating ICC in English lessons:

- Limited teaching resources
- Limited time in each teaching period
- Limited cultural contents in the textbooks and teaching materials
- Pressure for the students to pass national English exams
- (Teachers') Unfamiliarity with the cultural topics
- Students showing little interest in cultural topics or activities. (Tian, 2013, p. 123)

On the basis of these six barriers, 6 cases were created after integrating the researcher's personal experience and in-service teachers' in-class experiences. Thereafter, the vignette cases were checked by three expert people in ELT. Face validity was also checked by an expert scholar in testing and evaluation in ELT. According to the feedback from the experts, the cases were revised and turned into the current version (see APPENDIX II). Each case was followed by five interview questions. The first part of the cases was shown to the participants and asked two questions about determining the intercultural issue and suggestion for the instructor for that lesson. Then, the participants were shown the rest of the case and followed by questions about their reactions regarding the instructor's action or practice in the case, what the participants would do in that case, and whether they had a similar experience. Finally, four interview questions about the participants' main goals in EFL teaching, their views on ICC as a goal, their in-class ICC practice, and how they took their actions.

3.4.1.3. Document Analysis

The last part of the study consisted of the document analysis of the curricula in the ELT departments of universities in Turkey. One university was purposively chosen from each geographical region of Turkey, which are Central Anatolian, Marmara, Aegean, Mediterranean, Black Sea, Eastern Anatolian, and Southern Anatolian Region; to address different universities all around the country. The criteria of the university to be chosen was having the highest ranked university according to the latest university entrance exam in 2021 (The Council of Higher Education, 2021). Within the scope, the highest ranked universities in each region were determined as Boğaziçi University, Middle East Technical University, Dokuz Eylül University, Akdeniz University, İnönü University, Ondokuz Mayıs University, and Gaziantep University (see Table 4). After determining the universities, the websites of the current curricula of ELT departments were scanned to find courses related to ICC.

Table 4

The List of the Universities of Which Curricula Were Examined

Name of the University	The Region
Middle East Technical University	Central Anatolian Region
Ondokuz Mayıs University	Black Sea Region
Boğaziçi University	Marmara Region
Akdeniz University	Mediterranean Region
Dokuz Eylül University	Aegean Region
İnönü University	South Anatolian Region
Gaziantep University	South-eastern Region

3.4.2. Procedure

The study had three data collection stages. The first stage was applying the questionnaire to collect quantitative data. 77 in-service teachers from different cities in Turkey answered the questionnaire to gather evidence for the teachers' perceived levels of ICC, in other words, their ICC knowledge, beliefs, attitudes, and practices. After this stage was completed, the next step was to collect the qualitative data. The results of the participants were analysed and 10 of them were selected purposively. As for the second phase, the 10 participants were interviewed with the vignette-based interview questions. The interviews were recorded and transcribed. After the data collection of interviews and the findings about practices lead to the document analysis. As the final stage, the document analysis of the ELT curricula of different universities in Turkey was performed. The current courses were scanned within their course category, ECTS credits, and content; and the related ones were noted for analysing. The data was collected throughout 3 months (see Table 5).

Table 5

Data Collection Timeline

Time	Activity
March 21, 2021 – April 25, 2022	Collecting data for the questionnaire; Selecting participants for interviews.
May, 1 2022 – May 15, 2022	Interviewing with the participants.
May 13, 2022 – May 20, 2022	Collecting curriculum catalogues of the universities; Analysing the courses regarding ICC.

3.5. Data Analysis

3.5.1. Quantitative Data

The quantitative data of this study were analysed via the IBM SPSS Statistics program by using statistical and descriptive analyses. The answers collected from 77 participants on Google Forms were entered into the program and the data were coded according to the 5-point Likert scale (strongly agree, agree, no opinion, disagree, and strongly disagree). The subcategories of the questionnaire were Attitude, Knowledge, Skill, Relevance, and Importance; therefore, the means of each section and the mean of all items were calculated. Initially, the reliability tests were performed on the items, and it was found .847 Cronbach's Alpha statistics, referring to a quite reliable questionnaire (see Table 6).

Table 6

Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
,847	25

Following the reliability tests, factor analysis was conducted with the mean scores of the total items within the scope of two variables that were the years of experience and whether the course(s) is taken. The first variable was regrouped into two groups as novice teachers and experienced teachers since the sample size of the ones having 11-15 years of experience (n=4) and those having 16 and over years of experience (n=5) were too small for valid statistical analysis. Since the sample size was bigger than 30 (novice n=30, experienced n=47), Kolmogorov-Smirnov values were taken into consideration for both groups. The significance value was higher than .05 with the value of .20 for both; therefore, the results indicated that the data held normal distribution (see Table 7).

Table 7

Tests of Normality for the Experience Variable

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Experience	Statistic	Df	Sig.	Statistic	df	Sig.
Total Mean	Novice	,078	47	,200*	,988	47	,892
	Experienced	,096	30	,200*	,959	30	,294

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Additionally, the Skewness and Kurtosis values also evidence the normal distribution in case the values are between +2 and -2 (George & Mallery, 2010). When the test results were examined, the Skewness and Kurtosis values were -.224 and .440 for novice teachers and -.280 and -.730 for experienced teachers that met the requirement of normal distribution (see Table 8).

Table 8

Normal Distribution Statistics for the Experience Variable

Descriptives					
	Experience			Statistic	Std. Error
Total Mean	Novice	Mean		4,3200	,04227
		95% Confidence Interval For Mean	Lower Bound	4,2349	
			Upper Bound	4,4051	
		5% Trimmed Mean		4,3251	
		Median		4,3200	
		Variance		,084	
		Std. Deviation		,28977	
		Minimum		3,60	
		Maximum		5,00	
		Range		1,40	
		Interquartile Range		,36	
		Skewness		-,244	,347
		Kurtosis		,440	,681
	Experienced	Mean		4,2760	,06746
		95% Confidence Interval For Mean	Lower Bound	4,1380	
			Upper Bound	4,4140	
		5% Trimmed Mean		4,2852	
		Median		4,2200	
		Variance		,137	
		Std. Deviation		,36951	
		Minimum		3,52	
		Maximum		4,84	
		Range		1,32	
		Interquartile Range		,59	
		Skewness		-,280	,427
		Kurtosis		-,730	,833

The factor analysis for the course variable was also conducted. Table 9 showed the values of the groups of the ones having course(s) and the ones not having courses. That the significance value higher than .05 meant that there was normal distribution within the scope of this variable.

Table 9

Tests of Normality for the Course Variable

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Course	Statistic	Df	Sig.	Statistic	df	Sig.
Total Mean	No	,083	58	,200*	,973	58	,214
	Yes	,124	19	,200*	,956	19	,501

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Furthermore, the Skewness and Kurtosis values supported the normal distribution with the values of -.390 and -.110 for the ones not having courses, and -.095 and -1.021 for the ones having courses (see Table 10).

Table 10

Normal Distribution Statistics for the Course Variable

Descriptives				
Course			Statistic	Std. Error
Total Mean	No	Mean	4,2552	,04147
		95% Confidence Interval For Mean — Lower Bound	4,1721	
		95% Confidence Interval For Mean — Upper Bound	4,3382	
		5% Trimmed Mean	4,2606	
		Median	4,2800	
		Variance	,100	
		Std. Deviation	,31583	
		Minimum	3,52	
		Maximum	4,84	
		Range	1,32	
		Interquartile Range	,40	
		Skewness	-,390	,314
		Kurtosis	-,110	,618
	Yes	Mean	4,4484	,06919
		95% Confidence Interval For Mean — Lower Bound	4,3031	
		95% Confidence Interval For Mean — Upper Bound	4,5938	
		5% Trimmed Mean	4,4449	
		Median	4,4800	
		Variance	,091	
		Std. Deviation	,30157	
		Minimum	3,96	
		Maximum	5,00	
		Range	1,04	
		Interquartile Range	,48	
		Skewness	-,095	,524
		Kurtosis	-1,021	1,014

After assuring the normal distribution, parametric tests were utilised to reach the consequence of whether there is a significant difference between the groups in the variables of experience and course, in order to answer the research questions. Since the variables consist of two groups as novice and experienced for experience, and the ones who took courses and the ones who did not for the course variable, T-tests were performed. Finally, to find the correlation between each other, the regression was analysed for each subcategory of the questionnaire: Attitude, Knowledge, Skill, Importance, and Relevance.

3.5.2. Qualitative Data

The interviews with 10 participants were transcribed in order to scan the documents. Both MAXQDA, a software program for the data analysis of the qualitative and mixed method studies, and manual scanning were utilised to reach codes and themes. On MAXQDA, the transcribed documents were transferred, and codes were created. The codes “The problem/issue”, “Suggestion for the Instructor”, “Reaction to the Practice”, “Hypothetical Practices for the Cases”, and “Related Experience” were created, and the data were grouped accordingly. Another code “Excerpts” was created to include the related excerpts from the participants. The recurring ideas were grouped under the same themes. The data was presented within the categories of the six vignette cases, and the teachers’ beliefs and practices.

Finally, the websites of the ELT curricula of the universities were scanned to find related courses to ICC. The keywords of “culture”, “intercultural”, “intercultural competence”, and “intercultural communicative competence” were utilised to distinguish the courses within the curricula. Some of the universities provided only the name of the courses with links on them to have further information such as the content, ECTS, etc. after clicking on the links, while some others provided the name of the course, content, and ECTS credits together on the same page. During the search of the keywords mentioned above, it was realised that some courses had ICC in their content, not in their names. Therefore, the keywords were extended to “lingua franca", "World Englishes", "society" and "approaches". For example, in the case of an encounter with a course whose name had “lingua franca” but no “culture”, it was further researched its content to find ICC. If the course met the ICC criteria on its name and/or its content, it was counted as the course related to ICC. The suitable ones were noted with their course category, ECTS credits, and their content.

3.6. Validity

Validity of a study means the trustworthiness of the study (Creswell & Poth, 2018). Validation can be established with some criteria in terms of three groups: researcher's lens, participant's lens, and reader's or reviewer's lens; of which Creswell and Poth (2018) recommend at least two of the validation strategies should be performed. To begin with, this study met the criterion of having evidence through triangulation of multiple data sources within the researcher's lens. This study collected data through the questionnaire, the interviews and the document analysis of the ELT curricula. Another covered researcher's lens validation strategy was disconfirming evidence and/or discovering negative cases. The results of the questionnaire, interview, and the document analysis were given within a realistic assessment; they were not refined to fit them to the themes or codes of the study. In terms of participant's lens, this work ensured member checking or considering participant feedback. Especially, the first interviewee's experiences and suggestions were taken into consideration to collect the data in the possible best way. Reader's or Reviewer's lens was the final strategies that were covered. The external supervisions of the thesis supervisor and the institution enabled the external audits for this study. The supervisor checked every step of the study while the institution checked it in a general way. One other strategy was about peer reviewing. The vignette cases created within the scope of the study were completed with the help of the in-service teachers' in-class experiences and of the experts in the field. Finally, giving a rich description throughout the study was a general intention of the study. The detailed descriptions of the participants, context, and instruments of the study stood as an example of this strategy. Eventually, this study ensured six validation strategies suggested by Creswell and Poth (2018), the following Table 11 showed the summary of the validation of this study.

Table 11

Validation of the study

Validation Strategies	Sub-categories of the Strategies	This paper ensures the strategy by;
Researcher's Lens	Triangulation	Questionnaire, interview & document analysis
	Discovering negative case analysis or disconfirming evidence	Realistic assessment of the results of the questionnaire, interview, and document analysis
Participant's Lens	Member checking or seeking participant feedback	Taking into consideration of the first interviewee's experiences/advices during the interview
Reader's or Reviewer's Lens	Enabling external audits	Checks of the whole study by the thesis supervisor, and the institution
		Checks of the Vignette cases by experts in the field
	Having a peer review or debriefing of the data and research process	Creating vignette cases with the contributions of in-service teachers' experiences and experts' suggestions
	Generating a rich, thick description	Detailed descriptions of the participants, context, and instruments of the study

3.7. Reliability of the Qualitative Data

Reliability is the process of ensuring the study's consistency, its being stable during the research time, researchers, and research methods (Miles & Huberman, 1994). This study aimed to assure the reliability from various aspects. To begin with, reliability could be achieved in the case of obtaining the interviews with good-quality devices for recording, and by transcribing the recordings indicating the pauses and overlaps of the speech (Creswell & Poth, 2018). Additionally, blind coding could be utilised without having expectations for the answers. Within the process of the current study, the interviews were recorded and saved on various digital platforms such as the researcher's personal computer, and her personal cloud accounts. Moreover, the recordings were transcribed including the pauses and gap-fillers like "well". The transcribed files were also saved on various platforms.

Another step for reliability was utilising a computer programme (Creswell & Poth, 2018). For this study, MAXQDA software, which is a software program for the data analysis of the

qualitative and mixed method studies, was benefitted. The transcribed documents were transferred to the program and codes were created referring to the interview questions for the vignette cases. Thus, the codes "The problem/issue", "Suggestion for the Instructor", "Reaction to the Practice", "Hypothetical Practices for the Cases", and "Related Experience" were created, and the data was grouped accordingly.

Afterwards, reliability of intercoder agreement, meaning multiple coders used for the analysis of the transcribed data, was accomplished with the contributions of an expert in the field (Creswell & Poth, 2018). Following the steps offered by Creswell and Poth (2018), a common platform for coding was utilised with the second coder. She was acknowledged with the five codes created by the researcher: "The problem/issue", "Suggestion for the Instructor", "Reaction to the Practice", "Hypothetical Practices for the Cases", and "Related Experience". Following, to address the 10% of the qualitative data (Miles & Huberman, 1994), the answers collected from one participant were shared with the second coder confidentially. The researcher and the second coder coded the themes separately. Then, they shared the results with each other and compared them. Once common themes were settled, the researcher continued coding in a consistent way.

3.8. Ethical Considerations

In scientific studies, one of the major concerns is the confidentiality and privacy of the collected data and the participants. Halai (2006) offers four methods for ensuring confidentiality: informed consent form, the confidentiality of the shared information, participants' being called anonymous, and not giving any harm to the participants. In this direction, the current study obtained the research ethics committee approval (see Appendix III). Also, both the questionnaire and vignette-based interview data collection tools included an informed consent form that was approved by the participants before collecting the data (see Appendix I and Appendix II). Furthermore, to assure the confidentiality of the information and the participants' anonymity, they were given pseudonyms. Thence, the identity of the participants and their institutions remained anonymous. The consent forms also informed the participants of the benefits and risks, if any, of the study.

3.9. Role of the Researcher

Although the role of the researcher may not be seen in quantitative studies since the participants and the researcher act independently (Simon, 2011), this mixed method study has qualitative parts that allow seeing the researcher's role. A research depends on the person's perception of the studied field for a specific time, and the perception is shaped by the researcher's personality and by the interactions with the participants, leading to the conclusion of the researcher's being his or her own "research instrument" (Punch, 1998, p. 158). With this phrase, it is meant that the researcher has an important role in the construction of the study. Therefore, I would like to provide some background information of mine that is related to the construction of the study in order to enlighten the reasons behind my choices of the topic, the participants, and the instruments.

To begin with, I am a graduate of the English Language Department from a state university in Turkey. During my BA years, I have attended the Erasmus Program for 5 months, and I have lived in Spain. While living in Spain, I had a great deal of opportunities that I encountered and met different cultures, cultural situations, people from all around the world, the cultural elements such as food, music, and so on. Due to my passion for travelling, I had the opportunity of visiting many countries, which means I met more people, more cultures, and more situations. All these experiences started to create curiosity about culture, and the relationship between culture and language. Another piece of information from my BA years is that I learned many foreign languages. I have started learning EFL when I was 10 years old. However, in my bachelor's program, it was compulsory to take another foreign language course for at least three levels. Thus, I chose the German language, I took 4 levels (up to B2 level); then, I continued the German lessons with a minor degree in the German Language. During the minor degree, I had a chance to take courses in which I could learn more about German culture. Apart from English and German, I took Japanese for 3 levels as another foreign language. Our instructor was Japanese; therefore, both the course and the instructor provided several cultural elements during the courses. Finally, as a result of my experience in Spain, I learnt a basic level of Spanish there. The different accents I came across, the expressions used in daily life, and some specific words reflecting Spanish culture were a couple of the cultural elements of the language. Eventually, the aforementioned information from my BA education part directed me to the topic of ICC. Thence, I had the desire for

investigating the in-service teachers' ICC levels and their practices with the help of the questionnaire and the vignette-based interview.

The main reason for the third data collection part of this study, which is document analysis, is that I took a couple of courses during my BA and MA degrees. The contents of the courses were quite different from each other that one of them focused more on comparing cultures, one of them focused only on British and American culture, and one of them was about introducing different countries while it did not have "culture" neither in its name nor its scope. Therefore, I wanted to research the courses related to ICC to understand their content and importance in the curricula.

The fact that I am a graduate of the ELT department was another director for the participants and the context of the study since my in-class practices raised the awareness of ICC in EFL contexts. I currently work as an EFL instructor at a state university in Turkey; similarly, it led me to think that the participants should be instructors at universities since the program may be more available to adapt courses within the scope of ICC and the students who are adult learners are mature enough for the sensitivity of the topic. Hence, the participants were EFL instructors at Turkish universities.

In the light of my background, I decided to conduct a study on the EFL instructors' perceived levels of ICC and their actual in-class activities regarding ICC with the help of the questionnaire and the vignette-based interview. Moreover, I analysed the ELT curricula of the universities to shed light on the current situation of ICC in ELT curricula.

CHAPTER IV

FINDINGS AND DISCUSSION

The current study has scrutinized ICC in teaching in the Turkish EFL context. A mixed method research design was followed to investigate the facets of ICC in the teacher dimension: the perceived levels of the teachers and their actual in-class implementations regarding ICC in Turkish universities, as well as the teacher education dimension as examining the curriculum of the ELT departments. With regard to enlightening the issue, this chapter offered findings from the questionnaire which provided information about the participants' backgrounds. The findings of the collected data via different instruments were classified regarding each research question as follows:

- What are the in-service teachers' perceived levels of ICC: Knowledge, beliefs, and perceptions?
- What are the actual in-class practices of the in-service teachers regarding ICC?
- How is ICC integrated into the current curriculum of ELT departments in Turkey??

The quantitative data sheds light on the first research question; the qualitative data informs the rest of the questions. Therefore, for the question 1, the questionnaire results were provided; for the second question, interview results were given; and ELT curricula analysis is presented for the final research question.

4.1. Research Question 1: What are the In-Service Teachers' Perceived Levels of ICC: Knowledge, Beliefs, and Perceptions?

The data of the teachers' perceived levels of ICC; their knowledge, skills, beliefs, and practices, were collected through the ICC questionnaire. Initially, 82 participants attended

the questionnaire; however, 77 of them were valid with all questions answered and with no outliers. 5-point Likert-scale (strongly agree, agree, no opinion, disagree, and strongly disagree) was used to reach the data. Since the questionnaire was divided into 5 sub-sections as Attitude, Knowledge, Skill, Relevance, and Importance; the mean of each section and the mean of all items were calculated. The mean scores were compared with the average score which is 3.00 corresponding to no opinion. Namely, the scores greater than 3.00 were regarded as the tendency to agree with the items, consequently, high levels of ICC (Shirazi & Shafiee, 2017); and vice versa.

After assuring the normal distribution with the factor analyses, parametric tests were used in order to reach the consequence of whether there is a significant difference between the groups in the variables. Firstly, the T-test for the experience variable was performed. If the significance value is above .05, it is regarded as homogenous distribution and equal variances are assumed. As seen in Figure 1, the significance value (sig.) was .072; therefore, homogenous distribution and equal variances were assumed. Thence after, the two-tailed p value was examined. As the p value .563 was higher than .05, the T-test revealed that there was no significant difference between the novice and experienced teachers in terms of their ICC levels (see Table 12 and Table 13).

Table 12

T-tests for Experience Variable

Group Statistics					
	Experience	N	Mean	Std. Deviation	Std. Error Mean
Total Mean	Novice	47	4,3200	,28977	,04227
	Experienced	30	4,2760	,36951	,06746

Table 13

Independent Samples Tests for Experience Variable

Independent Samples Test									
		Levene's Test for Equality of Variances		T-tests for Equality of Means					
						Significance			
		F	Sig.	t	df	One-sided p	Two-sided p	Mean Difference	Std. Error Difference
Total Mean	Equal variances assumed	3,340	,072	,583	75	,281	,562	,04400	,07547
	Equal variances not assumed			,553	51,256	,291	,583	,04400	,07961

Moreover, the means of both groups novice and experienced were so close to each other. What could be inferred from here may be that experience has little or no effect on the teachers' ICC levels that are knowledge, beliefs, and practices. Thus, it might be said that ICC is not a kind of competence which is developed through time with the experience of teaching. In other words, teachers with many years of experience may not necessarily show that they have high levels of ICC.

Secondly, the results of the T-tests for the other variable, *course*, were made (see Table 14 and Table 15). The significance value (.873) was higher .05; thus, homogenous distribution and equal variances were assumed. Following, the p value of the two-tailed significance was found 0.02 as higher than .05, which meant that there is a significant difference between the participants who got courses related to ICC and the ones who did not.

Table 14

T-tests for Course Variable

Group Statistics					
	Course	N	Mean	Std. Deviation	Std. Error Mean
Total Mean	No	58	4,2552	,31583	,04147
	Yes	19	4,4484	,30157	,06919

Table 15

Independent Samples Tests for Course Variable

Independent Samples Test											
		Levene's Test for Equality of Variances		T-tests for Equality of Means							
						Significance				95% Confidence Interval of the Difference	
		F	Sig.	t	df	One-sided p	Two-sided p	Mean Difference	Std. Error Difference	Lower	Upper
Total Mean	Equal variances assumed	,026	,873	-2,340	75	,011	,022	-,19325	,08260	-,35779	-,02871
	Equal variances not assumed			-2,396	31,956	,011	,023	-,19325	,08066	-,35756	-,02893

The T-test results lead this study to make several inferences about the teachers' perceived levels of ICC. The first inference may be the obvious role of the courses on the teachers' ICC levels, hinting at the importance of the teacher training part. As teacher training is one of the main sources for teachers to get ready for teaching, universities share a big part of this issue. Therefore, the curricula they develop, the courses they offer, and the content of the courses have a great effect on the teachers' ICC levels. The literature has revealed the needs and importance of curriculum and teacher training. Zhou (2011) has concluded the need for in-service teacher training programs on ICC teaching along with a supporting curriculum and materials. Cheng (2007) has also found that curriculum is directly related to the participants' understanding of ICC. Another study has stated that the problems in teaching ICC stem from curriculum (Tütüncü, 2014). In the study by Polat and Ogay-Barka (2014), it has been concluded that the teachers from Switzerland show a higher level of ICC than the ones from Turkey; and this is regarded owing to the teacher training curricula in Switzerland. Building rapport with the studies in literature, this study brings the importance of curriculum with regard to the teachers' perceived levels of ICC.

Furthermore, the situation of the importance of curriculum necessitates the examination of the curricula of universities to observe the current condition. Fulfilling the aim, this study also examined the ELT curricula of the universities to find the courses related to ICC. The results were provided in the following parts.

Following the t-tests, the regression was analysed for each subsections of the questionnaire, and all results were found to correlate with each other. Following, a correlation test was conducted. All subcategories were correlated to each other with different degrees. According to Dancey and Reidy (2020), the degrees of correlations provide the relationships of the items and they are calculated with the p value. If the p value is 0, it means zero relationship is observed; the p value between .1 and .3 means a weak relationship; p value between .4 and .6 mean moderate relationship; p value between .7 and .9 means high relationship; and the p value above .9 indicates a perfect relationship of the items. Table 16 showed the correlation tests in detail. The correlation between Knowledge and Relevance (.482), and relevance and importance (.577) showed that there was a moderate positive association between them.

Table 16

Correlation Tests

Correlations							
		Attitude Mean	Skill Mean	Knowledge Mean	Importance Mean	Relevance Mean	Total Mean
Attitude Mean	Pearson Correlation	1	,275*	,128	,117	,195	,494**
	Sig. (2-tailed)		,016	,269	,309	,090	<,001
	N	77	77	77	77	77	77
Skill Mean	Pearson Correlation	,275*	1	,345**	,310**	,380**	,736**
	Sig. (2-tailed)	,016		,002	,006	<,001	<,001
	N	77	77	77	77	77	77
Knowledge Mean	Pearson Correlation	,128	,345**	1	,260*	,482**	,697**
	Sig. (2-tailed)	,269	,002		,022	<,001	<,001
	N	77	77	77	77	77	77
Importance Mean	Pearson Correlation	,117	,310**	,260*	1	,577**	,638**
	Sig. (2-tailed)	,309	,006	,022		<,001	<,001
	N	77	77	77	77	77	77
Relevance Mean	Pearson Correlation	,195	,380**	,482**	,577**	1	,758**
	Sig. (2-tailed)	,090	<,001	<,001	<,001		<,001
	N	77	77	77	77	77	77
Total Mean	Pearson Correlation	,494**	,736**	,697**	,638**	,758**	1
	Sig. (2-tailed)	<,001	<,001	<,001	<,001	<,001	
	N	77	77	77	77	77	77

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

The items on the Knowledge subcategory are as "ICC should provide information about history, geography, and political system; daily life and routines, living conditions, food, and drink; shared values and beliefs; cultural expressions such as music, literature, theatre, film; traditions, folklore, tourist attractions of the foreign culture" (see Appendix I). Namely, these items are related to teaching ICC in classes, teaching the history, geography, daily life, food, values, music and traditions and so on and so forth. On the other hand, the relevance subcategory shares the items about the importance of teaching ICC and the effects of it on the learners can help EFL learners with their English learning (see Appendix I). Therefore,

both categories are about the practice dimension of ICC. What to teach and what the effects of ICC on the learners share a relationship. Moreover, the Importance subcategory offers the items on the importance of ICC teaching to promote the learners' familiarity, to increase their interests, to help them acquire proficiency (see Appendix I). Similarly, this category is more about the teaching ICC, and the Relevance and Importance categories show a moderate relationship, hinting they share items affecting each other.

The results of the quantitative data revealed that the teachers' ICC level were high. Among 25 items, all except for 1 item (item 21 in the Importance category) were higher than 3, the lowest mean was the value 3.71 for the item 3 in the Attitude category. The values evidenced that the teachers' ICC was at high levels. Most participants agreed on the items about the knowledge, belief and practices on ICC. The highest mean among all items of the questionnaire was the first item in the Attitude category "I respect people from different cultures, including their language, values, history, and traditions" (see Appendix I) with the mean of 4.87. Almost all participants strongly agreed on the respect for others. The only item that was below the score 3 was "When you only have a limited number of teaching periods, culture teaching has to give way to language teaching" (see Appendix I). In other words, the teachers tend to prioritise linguistic knowledge over culture and/or ICC. That item showed that linguistic competence in language teaching could be more important than ICC although the majority favoured ICC in their teaching. For detailed information, see Table 17.

Table 17

Mean Scores for the Items on the Questionnaire

Item Statistics			
	Mean	Std. Deviation	N
Attitude 1	4,87	,338	77
Attitude 2	4,64	,647	77
Attitude 3	3,71	1,179	77
Attitude 4	4,27	,927	77
Attitude 5	4,71	,455	77
Skill 6	4,51	,529	77
Skill 7	3,92	,739	77
Skill 8	4,10	,661	77
Skill 9	4,13	,695	77
Skill 10	4,23	,647	77
Skill 11	4,13	,636	77
Knowledge 12	4,13	,767	77
Knowledge 13	4,61	,610	77
Knowledge 14	4,57	,677	77
Knowledge 15	4,60	,634	77
Knowledge 16	4,52	,620	77
Importance 17	4,35	,791	77
Importance 18	4,62	,488	77
Importance 19	4,48	,641	77
Importance 20	4,40	,730	77
Importance 21	2,32	,966	77
Relevance 22	4,38	,608	77
Relevance 23	4,53	,552	77
Relevance 24	4,21	,767	77
Relevance 25	4,61	,542	77

When the variable which had a significant difference between its groups was studied in more detail, the data were analysed from different angles. The participants who had a course or courses regarding ICC was grouped under “yes”; the other participants having no courses

were grouped under “no”. The “Yes” group had higher mean scores for all the subcategories and for total mean than the “No” group. The total mean of the group “Yes” was 4.44 while the total mean of group “No” was 4.25. The Attitude means were 4.56 and 4.40; Skill means 4.48 and 4.06; Knowledge means 4.52 and 4.47; Importance 4.13 and 4.00; and Relevance means 4.53 and 4.39 for the “Yes” and “No” groups respectively. The highest difference among all was in the Skill category that was about the participants’ own ICC such as their recognition of cultural differences, interpreting different signs, reflection, understanding their own culture, empathising, and etc. Therefore, it could be inferred that the ones who took courses would be better at those mentioned skills than the ones who did not have courses. Table 18 below provides detailed information for the mean scores.

Table 18

Mean Scores for Course Variable

Group Statistics					
	Course	N	Mean	Std. Deviation	Std. Error Mean
Attitude Mean	No	58	4,4000	,44956	,05903
	Yes	19	4,5684	,36675	,08414
Skill Mean	No	58	4,0690	,47350	,06217
	Yes	19	4,4825	,41535	,09529
Knowledge Mean	No	58	4,4724	,59318	,07789
	Yes	19	4,5263	,46289	,10619
Importance Mean	No	58	4,0034	,40608	,05332
	Yes	19	4,1368	,43232	,09918
Relevance Mean	No	58	4,3966	,50661	,06652
	Yes	19	4,5395	,48062	,11026

To conclude, the perceived ICC levels of the teachers were high. The literature revealed similar results of teachers’ high levels of ICC (Alaei & Nosrati, 2018; Kim, 2004; Polat & Ogay Barka, 2014). The instructors showed a moderate level of ICC in Kim’s (2004) study. Alaei and Nosrati (2018) concluded that Iranian EFL teachers had high levels of ICC, with a significant relationship between the dimensions of knowledge and respecting other cultures. According to Polat and Ogay Barka’s (2014) study, the participant teachers had middling levels of ICC and they regarded themselves as competent in the dimension of

‘cultural empathy the most; ‘openmindedness’, ‘social initiative,’ ‘flexibility,’ and ‘emotional stability' followed it. In other respects, there were no differences between the groups of novice and experienced teachers, whereas the ones having courses regarding ICC and the ones not having the courses were significantly different from each other. The former group performed higher scores on items than the latter group. This study shared a common finding with the literature about the teacher training aspect of ICC. Kim (2004) also found that there was a positive association between the teachers’ ICC levels and their formal training. As this study found a similar result, it could be concluded that the teacher training part had great importance on teachers. This result played an important role in the later phases of the study that are interviews and document analysis. The participants who would be interviewed were categorised according to whether they took courses or not. Plus, the document analysis of the ELT curricula of universities was uttered great importance as a need of the leading results of the questionnaire data.

4.2. Research Question 2: What are the Actual In-Class Practices of the In-Service Teachers Regarding ICC?

The findings of the vignette-based interview were given within two phases. The first one was the general views of the participants involving the general interview questions for the teaching EFL and teaching ICC explaining the participants’ priorities, beliefs, and needs; and the other phase covered the vignette cases and the answers by the participants showing their beliefs and practices of teaching culture/ICC. Hence, the participants answered the questions at the end of the interview, and their answers were coded thematically. Their priorities for teaching EFL, their views of ICC in ELT, and their practices of ICC were provided.

Following the first phase, the participants answered the questions about the vignette cases including their beliefs about the issue on ICC, their suggestions for the instructors in the vignette cases, their reaction after reading the rest of the cases, their hypothetical actions/practices regarding the situation in the cases, and finally their experience related to the situation of the cases. The answers were explained in detail in the following parts within the order of the vignette cases.

4.2.1. Teacher's Beliefs and Practices Related to Culture and ICC

The participants were asked four interview questions about their EFL teaching goals, ICC goals, ICC practices, and training regarding ICC. Table 19 provided the answers within the themes.

Table 19

Themes and Subthemes of the Participants' Beliefs and Practices of ICC

Theme	Main Goals in EFL Teaching	ICC as a Goal	Culture Integration into the Course
Subthemes	- to have Ss* communicate fluently - to arouse Ss' interest in the language - to lower Ss' anxiety level - to make Ss proficient in English - to have Ss being good and global citizens - to have Ss comprehend literary texts - to improve Ss' 21st century skills - to have self-confident Ss for speaking - to make Ss realise the meaningful and necessary side of English - to help Ss have a sense of world - to help Ss develop empathy	- Important because of ELF - Highly important in language teaching - Not a main goal, but a necessary means for the goals - Entertaining - Important for not having Ss be protective or conservative - Utopic to have it as a main goal - Not covered much in real	- Coursebooks - Adding more cultural information into the existing materials - Technology - Comparing different cultures - Sharing experiences - Offering different channels, platforms or materials - Preparing extra activity - Role playing - Discussion activities - Explaining the linguistic differences from the aspect of culture

*students

Communication was the most recurring and common goal in language teaching for the participants. They prioritised speaking, to be able to use the language to understand others, shortly communication, over everything. Since the participants' students were in the EFL context, the classroom environment could be the only place for practising the language; therefore, it may be the one which was placed special emphasis. Some other goals circled around communication such as having self-confidence for speaking, lowering their anxiety, having the students proficient in the language, and so on. Martha mentioned the 21st century skills; Matt, David, Amy, and Rose indicated having students as global citizens and

developing their sense of the world. The latter participants were of the belief that the teacher was the facilitator in the class.

> *"It's about making a habit formation because we're in the EFL setting like the only opportunity they have for most of them is in the classroom." (Matt)*
>
> *"The teacher is more in role of the guide in rather than, you know, the one who teaches everything. I'm going to draw an analogy here. I find teaching English like watering your plants. You just put this seat into the students. And let them go away with it. You just watered them from time to time. … They do the growing up." (David)*

When the participants specifically asked about ICC as a goal in EFL teaching, most of them agreed on the high importance in language teaching because English was lingua franca and was used by great numbers of people all around the world. Since the language was used by people from different cultures, it was quite essential to include ICC in the EFL lessons in order to raise more competent individuals.

> *"That's why we have to learn about different cultures as well because we are not going to talk to English or American people only, we are going to talk especially with people from other countries and cultures as well. Educational life, in trade, in finance, I don't know… The purpose may vary, certain that we are going to communicate with people from different cultures as a medium, as a communication medium." (River)*
>
> *"I think it's also the most important part of teaching language because language and culture they cannot be thought in different context" (Melody)*

On the other hand, Peter and Donna indicated the ideal and real versions of ICC as a goal. Ideally, they believed that it should be in the centre of language teaching; yet, it was not covered much in real situations. The priorities of language teaching were different such as grammar, vocabulary, etc. Also, David regarded ICC not as a main goal but as a helper in reaching the goals of language teaching, as well as an entertaining tool in the lessons.

> *"Culture and language, they are indispensable; so we cannot separate it from each other. It should be in the centre. But what I do is I put vocabulary teaching in the centre and sometimes I focus more on the other competencies. So I disregard the cultural content." (Donna)*

These findings could be interpreted behind the reason that the institutions, the curriculum, and the general EFL teaching do not place ICC in the centre. In other words, ICC may not be given the deserved importance. It may be seen in the curriculum in theory; however, the practice may be far from the theory. Another inference from the situation could be about testing. Teachers teach what is to be tested. If ICC is not an item to be tested, it may be condemned to be in the background instead of the main focus of the courses. Literature hints

at similar results. Mirzaei and Forouzandeh (2013) have reached the conclusion that L2 motivation of learners help improve their ICC levels; thence, programs and activities motivating learners should be integrated into the EFL curriculum. In parallel with this study, to motivate learners and enhance their ICC levels, the curriculum should be designed accordingly, giving the required importance to ICC and including ICC in testing and/or various parts of education.

Another point of this study was how the participants integrate ICC into their lessons. A variety of answers showed that all participants put their efforts on integrating ICC. Some of them (Amy, Rose, Matt, and River) follow the coursebook contents that were rich in terms of ICC, while some add extra materials to those contents. Technology (using videos, audios, photographs etc.) was one of the ways of integration. They believed that technology could be more interesting for the students and include them more in the lessons and cultural contents. Shared experiences of the participants were another common integration way. The ones having abroad experiences or having foreign friends shared their experiences in their classes. Comparing different cultures, both different cultures than students' own culture and students' own culture and another culture, was another most utilised practice. Role-playing and discussion activities followed them.

> *"In our English books, there are so many things related to culture and we can easily integrate cultural knowledge or intercultural communicative competence in it. So, I just do my best, like whenever I find the gap, I just put it there." (Rose)*

Finally, when the participants were asked about how they took their actions in integrating ICC, most of them stated having no specific training. Moreover, Rose indicated having no specific training for the interview, although she specified that she had taken a course regarding ICC on the demographic part of the questionnaire. This may prove that the content of the courses regarding ICC in ELT curricula may not be related or may not be serving the practical purposes of ICC. David shared that they attended some courses or conferences regarding ICC, while some stated that they integrated ICC intuitively. Donna indicated that she had taken a course related to ICC; however, it was based on theory, not practice.

> *"It could just come up in the moments where I think, when I teach something and something else comes up, and I suddenly think it is a good idea to bring culture into this". (David)*

> *"I took some training; but it was not in the practice part, so just theoretically I learned how to teach culture, how to integrate culture into my lessons. But, when we have a* look at the reality, … it doesn't match with the reality, so I feel demotivated as well." *(Donna)*

The participants also believed that meaningful training, serving practical purposes, could be beneficial for them. Peter stressed the first-hand experience for the sake of ICC and teaching ICC.

> *"To be able to integrate culture, other cultures into your own teaching, you have to know about them. You have to be open, you have to have some kind of first-hand experience. Or just research…" (Peter)*

To conclude, it was proved once again that ICC had an important place in EFL teaching. The beliefs and practices of the instructors who are the participants of this study varied; yet, they managed to include ICC in some ways. Some participants put a great emphasis on ICC while some include them when necessary or as long as other variants like time and curriculum allowed. The answers of the participants directed to the issues that the courses regarding ICC in ELT curricula with the purpose of enhancing the future teachers' ICC were quite important; and that the place of ICC in the EFL curricula, and in the testing part should be reconsidered.

4.2.2. Vignette A

Vignette A was about a lesson in which a student asked the instructor about a specific culture in the content, with which the instructor was unfamiliar; the instructor answered the student quickly and changed the subject to a familiar culture, which was British culture.

Table 20 showed the answers for Vignette A given by the participants in detail.

Table 20

Themes and Subthemes for Vignette A

Themes / Subthemes	The problem/issue	Suggestion for the Instructor	Reaction to the Practice	Hypothetical Practices for the Cases	Related Experience
VIG A	- Instructor's unfamiliarity with the culture - Unpreparedness of the instructor	- Coming to the class having prepared - Admitting and researching and/or learning together with Ss* - Learning quickly without making Ss notice - Assigning the activity as homework	- Disapproving the instructor's action / practice in general - Disapproving the instructor's changing topic to the familiar cultures - Disapproving the instructor because of too much focus on the cultures of the UK and the USA - Finding the instructor's action off topic - Approving the compensation strategy	- Admitting and researching and/or learning together with Ss - Learning quickly without making Ss notice - Involving Ss with an activity - Encouraging Ss to learn different cultures	- Changed the topic to the familiar culture - Admitting not knowing & Researching and learning together - Going to the lesson having prepared - Encouraging Ss to learn different cultures

*students

From the first part of the case, all participants successfully identified the issue about teaching culture/ICC here as the instructor's unfamiliarity with the culture. Some participants (Clara, Martha, and Peter) also identified the problem as the instructor's not being prepared well enough for the course. At that point of the teaching, the participants offered several suggestions for the rest of the lesson. "Admitting that s/he did not know the culture, searching about it in the class time and turning the process into a learning together with the students" was the most recurring suggestion by the participants (n=8). In this way, the activity would be more student-centred.

> *"She should just tell the students that she is not well prepared she's not in a position to answer the question in a way that could satisfy the students and maybe look up together the answer." (David)*

> *"Maybe they can spend some part of the next class for getting information about Omani culture on the net for like 5 minutes. She can arrange some groups, give some themes for the groups. They can specifically find for example Omani culture, like one group can search on the food rather one can search on some traditions whether one can find about their location in the world and something like that. We discuss it in like 15 minutes." (Rose)*

This suggestion was followed by "coming to the class having prepared beforehand". They indicated that the content of the lesson was apparent, and it should have been expected that the students would ask a question about it. Therefore, the instructor should have gone to the class in a well-prepared way. Another suggestion was "learning about the unfamiliar culture without making the students notice". This suggestion may lead to the notion that the teacher is a role model in the class and know everything. Finally, Melody suggested "assigning the unfamiliar culture as homework" so that both the students would research on it and the teacher would feel better.

After the participants were shown what the instructor did for the rest of the case, their reactions to the instructor's action/practice were asked. The majority of the participants disapproved his/her action: River, Rose, and Donna found the British culture off-topic; Melody, Peter and Donna indicated that changing the culture to the familiar one was not professional, even misleading for students; while Peter and Amy disapproved the instructor's action because of his/her too much focus on the UK culture which was the popular culture. They stated that British and American cultures were the two popular cultures known by a great number of people in the world; however, there were many people from different cultures. So, they expected from the instructor to integrate more cultures around the world into the lesson.

> *"The number of people who speak English as a second language or as a foreign language is more than the people who speak it as a native language. That's why it doesn't belong to Britain or America or Australia. It belongs to the world, actually, and that's why I think she's trying to escape." (Amy)*

Hence, the instructors continued referring to those two cultures, it may create a misunderstanding among the students that those cultures are more superior or more important, which was given in some participants' answers as a concern.

> *"Just because the UK and the US have the official languages as English does not necessarily mean that people from these countries are only eligible to speak the language. I think practice is practice. There are many things that we can learn from other cultures and in several cases, we have better speakers from countries other than the UK and the US. If Başak thinks and agrees with this, this would be some kind of judgmental decision about the superiority of nations and societies. I don't think this is a useful practice for students." (Peter)*

On the other hand, Matt and Melody found this action applicable believing that it was a good compensation strategy. Matt agreed on the students did not notice the instructors' unfamiliarity with the culture. This participant was the one who suggested learning the topic without making the students notice. Thus, the notion of the teacher as a role model continued throughout the case for this participant. Additionally, David related the instructor's action to his.

When the participants were asked what they would do in this case, in the shoes of the instructor, they provided several ideas. Similar to the suggestions for the instructor, the most common idea was "admitting and learning with the students". So, they saw no problem in admitting that the teacher did not have to know everything as a human being, and creating more interactive teaching with student integration. Another idea was creating an activity in which the instructor assigns roles/tasks to students to make the teaching as interactive and research-based possible, with the similar purpose of the previous idea. Peter indicated that he would encourage the students to learn about different cultures all around the world. Lastly, Matt chose to learn quickly without being noticed by students, who was the instructor holding the role-model belief.

As the final question for this case, the participants were asked whether they had an experience like this case, which was being unfamiliar with the culture. 8 out of 10 participants expressed that they had a relatable experience. While some of them were able to tell it clearly, some others could not remember much of the experience. According to the excerpt of their experience, Rose, Clara, Martha, and Amy utilised the theme of "admitting,

researching and learning together", while Melody and Donna indicated that they changed the topic to the familiar culture. Melody who changed the topic to a familiar culture was the one who approved the instructor's action. The other two experiences were about going to the class prepared and encouraging students to learn about different cultures.

As Vignette A was considered in general, it could be said that the participants managed to determine the issue of teaching culture/ICC. In the case of an unfamiliar culture, "admitting not to know and searching and learning with students at the time of the class" was the most common teaching strategy seen in the suggestion, hypothetical ideas, and in-class experience parts. Another prominent idea regarding ICC was the awareness of different cultures around the world rather than the popular cultures such as British and American. The participants who stressed this issue were among the ones who got courses related to ICC. Moreover, it can be concluded that the teaching strategies did not contradict the suggestions and hypothetical practices for this case; the ones who suggested admitting students not knowing the culture admitted in the real experience; the ones who supported changing the topic changed it in the experience part. The participants had a tendency to experience what they suggested and vice versa.

4.2.3. Vignette B

The second case was about a lesson planning phase of a course, the textbook of which covered only English idioms while the instructor wanted to add more cultures. However, s/he failed to relate the other idioms to the existing theme of the content; therefore, s/he quitted the extra activity. The answers for Vignette B were provided in Table 21.

Table 21

Themes and Subthemes for Vignette B

Themes / Subthemes	The problem/issue	Suggestion for the Instructor	Reaction to the Practice	Hypothetical Practices for the Cases	Related Experience
VIG B	- Topics' being complicated and confusing - Integrating extra cultural activity into the course content - Activity's being unrelated - Instructor's being inexperienced - Losing focus of the Ss* regarding the theme - The lack of the cultures that the textbook covers	- Assigning the activity as homework - Continuing with the original activity - Using / relating the activity with a smooth transition - Ignoring the activity - Integrating technology for the activity	- Disapproving the instructor's action in general - Feeling empathy with the instructor - Approval of the instructor's behaviour	- Assigning the activity as homework - Involving Ss with the activity - Spending more time to plan the activity - Comparing and contrasting the cultures - Continuing with the activity - Directing Ss to a different topic / culture -Integrating technology - Translating - Asking to the management to change the theme of the lesson for the activity - Ignoring the activity	- Translating idioms and having cultural inferences - Comparing and contrasting different cultures - Following the cultural content instead of the curriculum - Role play activity of the idioms - Explanation of language and culture relationship - Hurrying up to include both cultural elements and follow the course content - Lack of motivations due to the Ss' lack of attention span

*students

Half of the participants found the problem in this case as "integrating extra cultural activity into the existing course content." They assumed that culture integration was not easy for the instructor. The second problem was activities' being unrelated to the lesson content. This problem may be attached to the previous one. Another view was the instructor's being inexperienced. A couple of participants believed that if the instructor were experienced enough, then s/he would find a better way to integrate culture into the lessons. The other problems were the topic itself, losing the students' focus with an unrelated activity, and the lack of different cultures in the textbook. The main problem, in this case, was the textbook's covering only a limited number of cultures, and it was determined only by Amy. Since the textbook covers only English idioms, the instructor in the case had trouble in finding and relating different cultures within the context.

Regarding the suggestion for the instructor, the majority of the participants (n=6) advised to use or relate the activity with a smooth transition. In that way, the instructor was able to both integrate different cultures into the lesson and not waste the previously spent time on the subject. Continuing the activity as it was, ignoring the activity, assigning it as homework,

integrating technology for the activity, and basically ignoring the activity were the other suggestions by the participants. When they were shown the rest of the case, many participants felt empathy with the instructor that they could relate to the time-consuming extra material preparation issue. Their empathy leads they may quit culture/ICC teaching in the cases of heavy workload. Some participants approved of the action of the instructor while some others disapproved.

What the participants would do in that case varied. "Spending more time to plan a better activity" was the most preferred way for this case. Since the participants liked the instructor's intention for integrating different cultures, they indicated that the idea was good, it only needed to be better. Assigning idioms from different cultures to the students, creating group work activities, comparing and contrasting cultures with their idioms, and asking management to find a medium way to integrate the cultural content into the lesson were some other hypothetical situations. Only Buket agreed on continuing the same kind of activity; the other 9 tried to include the activity in some ways such as assigning homework, creating group work activities, and so on; which showed a general awareness of teaching ICC. Moreover, the one quitting the activity was among the ones who did not take a course regarding ICC.

Finally, the participants' experiences differ in terms of a case like this: the textbook's not covering different cultures. 8 participants provided a related experience. 3 of them stated they compared and contrasted different cultures within this context. Translating idioms and having cultural inferences, following the cultural content instead of the textbook, role-play activities, and feeling in a hurry to cover both textbook and extra cultural activities were some other experiences told by the participants.

> *"Textbook is not the Bible. Definitely. I don't have to follow it, at least I think." (David)*

To evaluate Vignette B and the given answers, the participants, except for one, could not identify the textbook as a problem. 9 participants failed to catch the main point focusing on the integration of the activity. However, if the book covers only the two popular countries; then, there is a serious problem. When they saw the rest of the case, they expressed the feeling of empathy. Normally, they might disapprove of the instructor's action; but instead, they felt empathy because they have related the instructor to themselves so much that they may avoid judging the instructor, which prevents objectivity regarding the issue.

Another aspect is that the participants do not solely follow textbooks, especially in the cases of not involving different cultures. According to them, they may adapt or omit textbooks to include more cultural content in it. This finding supports the literature in terms of textbooks. Özışık (2018) has claimed that among the problems related to integrating ICC in EFL lessons are textbooks. Furthermore, Kelahmetoğlu-Tunçer (2019) has reached the result that ICC is not a direct aim in the textbooks, but it has only a place in the content part of the books in terms of knowledge and raising awareness for other cultures. In addition, Demirel (2016) has added that the content part of the coursebooks does not serve well regarding the goals, aims, and general interest; the part is also insufficient regarding ICC components. Finally, Çetin Köroğlu (2013) finds that the textbook Life is not adequate to improve learners' ICC now that the sub-dimensions of ICC are not covered in the book. Those studies in the literature showing the insufficient place of ICC in EFL teaching have been supported by the findings of Vignette B. The fact that the participants do not follow the coursebooks only but also adapt shows the deficiency of the textbooks in terms of ICC.

4.2.4. Vignette C

The case described the situation of an instructor sharing his/her experience abroad with good intentions but without relating it to the content due to the lack of training, and their students thought that s/he is showing off with the abroad experience. The instructor realised the expressions of his/her students and for the next lesson, s/he related his/her experience with the course content by asking about the students' culture and then sharing the experience. Table 22 provided the detailed answers from the participants.

Table 22

Themes and Subthemes for Vignette C

Themes / Subthemes	The problem/issue	Suggestion for the Instructor	Reaction to the Practice	Hypothetical Practices for the Cases	Related Experience
VIG C	- No problem - Instructor's not being able to relate his/her cultural knowledge to the lesson - Problematic planning - Unrelated activity - Oversharing - Misunderstanding by Ss*	- Continuing including culture - Lessening sharing experiences - Finding more relatable ways of sharing his/her knowledge - Going back to the topic (for that lesson)	- Approval of making the topic interesting for Ss - Good to learn from his/her mistakes - Approval of relating the topic to the content from familiar to unfamiliar cultures	- Changing the topic - Recovering with an activity - Quitting up sharing for that lesson - Involving Ss - Learning the lesson from one class, and better preparing for another one - Relating the topic to the content of the lesson - Comparing cultures to find similarities / difference - Supporting your experience with proofs	- Ss' general curiosity / interest with cultural topics - Ss' lack of participation in case of an uninteresting culture for them - Changing the topic according to the Ss' reactions - Starting with a related introduction of the cultural topic - Starting from familiar culture for Ss to unfamiliar ones

*students

This case was one of the issues which the participants determined from various views. Some participants did not recognise an obvious problem here, while some indicated that the instructor was misunderstood by the students. Some believed that it was bad planning whereas some thought the instructor was oversharing. 4 of the participants agreed on the instructor's not being able to relate the knowledge to the lesson content. They did not directly identify the issue in this case; however, they were close enough to understand the problem.

"Creating context is also very hard, difficult job for teachers I think." (Clara)

The reasons why others could not find the problem may be that they were not aware of their deficiency on this topic, and they may be in the same way as the instructor in the case. As Clara admitted, creating context may be hard for the participants. Even so, they may feel the opposite is normal, which means they may think that providing the cultural content without giving it within a context is normal and expected practices of ICC. If they have never had any training regarding the issue, they may think in that way. Therefore, they may not be aware of not relating the cultural content to the context.

The instructor was advised as lessening sharing experiences by most of the participants. Finding more relatable ways of sharing his/her experience was another suggestion that serves as a solution to the problem. The main problem here could be the instructor did not know how to do it. Continuing sharing cultural experiences and going back to the lesson at that

point when the expressions of the students were recognised were the other two suggestions for the course. After seeing the rest, the participants' reactions were mostly positive as the instructor learned from his/her mistake, making the topic more interesting for students, and s/he tried to relate the topic from familiar to unfamiliar cultures.

> *"I think we just want to teach our students whatever we observe in other cultures or any part of the life. It's not a bad intention. We have good intentions but good intentions are not enough." (Rose)*
>
> *"She finally understood what her mistake is and provided the context in this next text OK. Obviously she uses lifestyle, a similar lifestyle in Turkey to which the students relate, and after that she gives her example in Porto that gives this context rather than just straight up balls to the walls … Definitely makes it much easier for students to understand and relax, and it also picked their curiosity." (David)*

Their hypothetical answers for the case vary. Involving students, relating the topic to the course content, learning a lesson from one class, and preparing for the other accordingly were among the popular ones. Changing the topic, and comparing cultures to find similarities were the others. When it comes to their experiences, they stated that their students mostly have a curiosity about different cultures. Additionally, Amy told that the students may show less participation in case of an uninteresting topic for them. Changing the topics according to the students, starting from familiar to unfamiliar, and starting with an interesting pre-activity were other strategies from the participants' experiences.

The case of having difficulty in relating the cultural experience to the lesson content was not directly detected by the participants. They indicated that the instructor could not relate the cultural content to the lesson, there was a misunderstanding by the students, or there was no problem; however, they did not mention the difficult situation of creating meaningful contexts for cultural knowledge. This case could directly be related to the teacher training where the teachers learn or develop strategies for integrating cultural content in meaningful contexts. One reason why the participants could not see it may be they were not aware of their being lack for this point. They may not be aware of such an existing problem. Another reason why they saw no problem may be that they take their actions in teaching ICC in this way and they regard it as normal.

4.2.5. Vignette D

Vignette D happened in a classroom consisting of repeat students; while the instructor was providing extra cultural knowledge about a country, a student interrupted the instructor by

asking for if they can go back to the lesson. Then, the instructor explained that culture was also an important part of language learning, and s/he continued with the cultural activity. Table 23 provided the details.

Table 23

Themes and Subthemes for Vignette D

Themes / Subthemes	The problem/issue	Suggestion for the Instructor	Reaction to the Practice	Hypothetical Practices for the Cases	Related Experience
VIG D	- No problem - Exam pressure - Ss'* ignorance of culture in language learning - Bad timing for involving culture - Ss' level of English for understanding the topic	- Continuing with the activity - Explaining the reasons behind the activity - Going back to the lesson content	- Approving the instructor's action (explaining the reasons the behind the activity) - Disapproving the instructor's action due to the loss of Ss' interest - Adapting the lesson according to the Ss' needs	- Doing the same (explaining the reasons behind the activity) - Learning the Ss' needs and interests - Going back to the lesson - Including the Ss -Encouraging Ss to meet different cultures all around the world - Insisting on teaching culture to change the general view of the Ss towards cultures	- Explaining the importance of culture in language learning - Continuing the activity with the interested Ss - Following the course content in case of an exam pressure - Ss' general curiosity / interest with cultural topics - Ss' concern with the exam pressure - Ss' deviating the topic to the culture they are familiar - Joking about oneself in case of an expression of boredom on Ss' faces

*students

The problem identification part went well for this case as many participants realised the exam pressure. Another consensus on the problem was the students' ignorance of the culture in language learning. Bad timing for the activity and the students' level of English for understanding the topic were other problems according to the participants. They suggested continuing with the activity, whereas some participants advised going back to the courses content. Another group suggested explaining the importance and the reasons behind these kinds of activities to the students.

> *"Teaching culture, you know, they say that actually language has not four skills, Language has five skills and one of them is culture." (Martha)*

When the participant read the rest of the case, 8 participants approved the instructor's action of explaining the reasons behind the activity. The others disapproved because they thought that the interest of the students was lost and they would stop learning the topic there.

"I think as stating that it will help their English and learning about different cultures an explicitly saying this is helpful and I adore him or her. This is good." (Clara)

For this case, most participants indicated they would do the same with the instructor; provide a logical explanation and the importance of the culture in language learning. Rose indicated that she would prefer to go back to the course. David would learn the students' needs and adapt the activities accordingly, while Donna and Amy argued that they would insist on culture teaching in spite of those kinds of reactions believing that the students' general view towards culture may change.

Lastly, the participants shared their experiences similar to the case. The prominent strategies were explaining the importance of culture in language learning, and continuing the activity within the consideration of the students' needs. The participants valued involving ICC in their courses and while doing so they wanted their students to understand the logic in it. Thus, they preferred explaining the reasons behind the activities. Another experience was about following the course content only in case of an exam pressure. Here, it was inferred that ICC became less important than linguistic competence. Although the participants indicated that they give prior importance to ICC, they also tended to skip ICC in cases of exam pressure. Moreover, to continue with the cultural content in such a case, some of the participants utilised different strategies like deviating the topic to the culture that the students were familiar with. This strategy may carry the meaning of integrating culture in an interesting way for the learners.

This case of exam pressure directed to different practices. Some participants agreed on explaining the logic of ICC and continue including ICC, whereas some preferred to go back to the lesson which focused on linguistic competence. This case could be one of the examples of the difference between the participants' self-reported questionnaire answers in which they stated ICC is highly important and should be integrated into the lessons and their actual practices. When it comes to the barriers such as exam pressure, some participants have indicated they would skip cultural content. In the contexts of Turkish universities and EFL learning, exams constitute an important part of the course. It could be inferred that exam pressure is felt quite much in the preparatory schools of the universities. So, this situation leads to the question of whether the instructor should include ICC in their lessons for those cases or not.

4.2.6. Vignette E

In Vignette E, the instructor arranged an online meeting with a Korean friend of his/hers in order to integrate culture his/her lessons. At the time of the lesson, s/he announced that they had a guest speaker; however, some students grumbled and left the class earlier. After the meeting, the students indicated speakers from the USA, or the UK would be more interesting and the instructor agreed with them. Table 24 provided answers in detail.

Table 24

Themes and Subthemes for Vignette E

Themes / Subthemes	The problem/issue	Suggestion for the Instructor	Reaction to the Practice	Hypothetical Practices for the Cases	Related Experience
VIG E	- Ss' lack of interest in / ignorance of culture - Language barrier for the Ss* - Problematic lesson planning	- Explaining the reasons behind the activity - Raising Ss' interest with the culture before the activity - Trying to learn the reasons of Ss' behaviours - Informing Ss before the activity - Organising another voluntary activity of the culture that Ss are interested in - Continuing with the activity	- Approving the instructor's action because of learning Ss' needs and interests - Disapproving the instructor's action because of the attitude towards English cultures only - Disapproving the instructor's action in general	- Informing Ss before the activity - Raising Ss' interests before the activity - Reasoning the importance of World Englishes - Creating a more relatable and related activity - Learning the reasons of the Ss' attitudes - Losing motivation for such activities	- Ss' general curiosity / interest with cultural topics - Offering options for Ss - Having a guest speaker but without planning much - Insisting on teaching cultures to change the general view of the Ss towards cultures - Ss' deviating the topic to the culture they are familiar - Comparing different cultures

*students

Except for one, all participants successfully identified the issue in this case as the students' lack of interest in the culture or their ignorance of culture. Some participants also added the language barrier as a problem of participating in the activity. On the other hand, planning of the course was regarded as another problem owing that the students did not know what culture they would come across and behaved in that way. When their suggestions for the instructor were asked, they answered with a variety of ideas. The recurring suggestion was providing an explanation for the reasons behind the activity, raising the students' interest in the culture before the activity, and informing the students before the activity. The participants who suggested the latter believed that the problem came from the fact that the students did not know the activity. They held the belief that they would have been more

interested in the activity if they had known beforehand. Another suggestion was for the end of the activity which focused on learning the reasons for the students' behaviours and their expectations. In this way, the instructor would collect quick data on what his/her students' needs and expectations were. Organising another activity considering the students' interests was the following suggestion. One last suggestion was to continue the activity with the ones who were interested. They believed that the ones who were interested would be hindered if the instructor quitted the activity.

> *"Maybe the students don't find the Korean culture interesting enough, OK. Or maybe the accent barrier may come in. We don't know how accurate the Korean guys accent is. It maybe it might make the situation the English harder for the students to understand. Hence they start to leave and lose focus." (David)*

Having seen the rest of the case, only some participants approved of the instructor's action indicating that s/he wanted to learn the reason for those behaviours and would learn what his/her students want; in order to create a better activity that was appealing to more students. On the other hand, other participants disapproved of the instructor's action due to his/her attitudes toward the two popular English cultures. What they stated was that it was the instructor's responsibility to raise the curiosity of different cultures around the world. So, instead of following British and American culture, the instructor could have explained the logic behind it.

> *"Well, just because the UK and the US have the official languages as English does not necessarily mean that people from these countries are only eligible to speak the language. I think practice is practice. There are many things that we can learn from other cultures and in several cases, we have better speakers from countries other than the UK and the US. If Başak thinks and agrees with this, this would be some kind of judgmental decision about the superiority of nations and societies." (Peter)*

What the participants would do in such a situation varied. Informing the students before the activity, raising their interests in the culture, and reasoning about the importance of World Englishes were the most common ones. Learning the students' point of view on their previous behaviours and creating more relatable activities were some other practices of the participants. Finally, River indicated that she would lose her motivation if she encountered a situation like this.

A couple of participants indicated that their students have generally curious about different cultures, so they did not have an experience like this case. Some other participants told that they insisted on bringing different cultures all around the world instead of British and American cultures when they experienced their students' lack of interest in the culture. They

did so in order to change their students' general beliefs of ignorance of other cultures. They expected that their students would get used to hearing different cultures and value them more; therefore, their attitudes towards other cultures would change. Another participant experienced a similar situation of lack of interest and she started to compare other cultures with Turkish cultures instead of leaving other cultures. Donna experienced that her students wanted to deviate the topic to the culture which was familiar to them. As in the suggestions, Amy asked her students first, and then she created an activity of inviting a guest speaker to the class. Finally, Rose invited a guest speaker to the class; the experience was not about students' being less interested in the culture but about her being unprepared. She admitted that she did that activity without planning much and it went from culture learning to using the guest speaker as a dialogue filler person. This participant, Rose, was the one who mentioned the unpreparedness or need for good lesson planning for the other cases. She either was not aware of herself while doing so, or she may feel regretful for her actions and experiences and she started to pay extra attention to that issue.

All in all, the prominent ideas for the case of students' having a lack of interest and/or their ignorance of other cultures were about explaining and reasoning the importance of different cultures around the world. Some participants touched on the subject of World Englishes as the UK and the USA were not the only speakers of English, but there were a great majority of speakers of English who came from different cultures all around the world. Some of their ideas and experiences showed the students might be asked about their preferences, the instructor might grab their attention before bringing the culture, and reasoning the importance of different cultures. It could be said that the participants might be aware of the importance of ICC, and some of them were willing to integrate ICC into their lessons.

4.2.7. Vignette F

The last case was about a class with a tight curriculum. While they were learning compare and contrast paragraph, one student offered a video of beauty standards of two countries, and the instructor liked the idea. However, s/he refused sadly because of the tight schedule. Answers from the participants were given in Table 25.

Table 25

Themes and Subthemes for Vignette F

Themes / Subthemes	The problem/issue	Suggestion for the Instructor	Reaction to the Practice	Hypothetical Practices for the Case	Related Experience
VIG F	- Possibility of the content's being inappropriate - No problem - Tight schedule / curriculum	- Coming to the lesson having prepared well - Using more relatable countries - Watching the suggested video - Watching the video after being sure of its appropriateness - Involving more countries to the activity	- Having empathy with the instructor - Disapproval of the instructor's action for not creating a space for the activity - Disapproval of the instructor's action for not keeping the words when promised to Ss*	- Consulting to the management to adapt the content of the lesson - Creating time for the activity - Ignoring culture in case of time limitations - Assigning as homework	- Adapting the lesson content with the inclusion of culture - Sometimes exceeding the course hour - Going with the flow - Going back to the lesson in case of severe conditions of curriculum

*students

For the final case of tight schedule/curriculum, some participants anticipated the problem that the content of the video that was offered by the student might be inappropriate while some regarded no problem in this case. Only Peter and Rose identified the problem of a tight curriculum. Therefore, the suggestions focused more on the video part. More than half of the participants suggested watching the video whereas two of them suggested it after being sure of its content was appropriate. A couple of participants focused on the countries on the video and they offered to add more or change them. In addition, River blamed the instructor for not coming to the lesson in a well-prepared way; believing that the instructor must have thought of such a video as the student offered.

After seeing the rest and realising that the instructor had to reject the video because of the tight curriculum, all participants felt empathy with the instructor and told that they understood his/her very well. They found the case quite relatable to their teaching career. Although they empathised with the situation, Rose and Martha did not approve of the instructor's action much; Rose believed that the instructor could have found some other ways to integrate culture, while Martha and Donna indicated that the instructor promised to watch the video which s/he should not have done before being sure, and not showing the video may cause the instructor to lose credibility in the class.

"What can a teacher do if the curriculum is too tight?" (Martha)

For this case, all participants felt empathy for the instructor in the case because they found the situation considerably relatable. These actions of the participants may be regarded in two different ways. The first one is that if the participants' reaction is regarded as negative, then it might signal their ICC levels are not high. The second way is that the outer effects such as the testing system may intervene in the instructor's teaching ICC if their reaction is regarded as positive.

For such a situation, the participants offered to create time for cultural content despite the tight curriculum believing that ICC was a key point in classes. Some participants stated they would skip the cultural content in cases of the tight curriculum while a few would assign the activity as homework not to take from the class time. Another idea was consulting with the management department about the content of the lesson whether the culture could be integrated more or not. According to the participants' experiences, half of them admitted that they followed the schedule and/or curriculum in such a case of severe conditions. On the other hand, some participants said that they adapted the course with the inclusion of cultural content. Melody experienced that she exceeded the course hour in order to include culture. Few participants indicated that they generally went with the flow; for one lesson, they followed the schedule, and for another they kept the cultural content.

> *"They don't really see this as part of the curriculum because this is not going to be asked in a test. So, maybe this should be part of the assessment and evaluation in a classroom." (Peter)*

This final case was one of the situations in which the participants' answers were the opposite. They all empathised with the instructor in the vignette case. When it comes to the suggestions and experiences, some participants firmly hold the belief that ICC should be in the lesson while others stated they had to follow the curriculum or the schedule.

> *"You have to assess what you teach, not teach what you assess actually." (David)*

The cases in Vignette F and Vignette D were covered in the questionnaire with an item that "When you only have a limited number of teaching periods, culture teaching has to give way to language teaching." (see Appendix I). This item had the lowest mean score among others, which hints that in cases of time, curriculum, and exam limitations the participants tended to put ICC into the background. The participants may not be the ones to blame for these cases since they have to teach what is to be tested. Here, the problem may lead to the goals and objectives, and testing and evaluation parts of EFL teaching. Since the testing part does not include ICC in it, it may not be much appropriate to wait for the instructors to include

ICC in the first place in their lessons. Therefore, the testing and evaluation, and curriculum parts of EFL teaching should consider this issue.

Another reason for such actions that the instructors may be holding the traditional belief. They may believe that grammar, vocabulary, and the four skills were the main parts of EFL teaching while teaching culture was like a hobby in the lesson providing a couple of background information. So, the linguistic competence may be more important than ICC for teachers. The literature has also proved that when EFL teachers are asked about their understanding and pedagogical practices of ICC, most acknowledged the importance of ICC in EFL education; however, cultural self-awareness is not found in the teachers' in-class practices, according to them (Cheng, 2012). If this is agreed upon, then the curriculum of the ELT departments that raises those teachers should take this situation into consideration; by including ICC and by teaching ICC into the ELT courses with a deserved value.

The participants thought of themselves in a similar situation to Vignette F, and they all felt empathy. One other implication could be the necessary action in such cases. The case pushes the instructor to the linguistic knowledge within the limitations of the EFL curriculum. In this case, ICC might be put in the background to fulfil the curriculum which is designed accordingly. That may bring a question mark of whether the instructors are right about their actions and whether they should skip culture teaching and/or teaching ICC.

One could agree on the positive effects of the vignette-based interview on the participants when compared to the interview, a traditional data collection tool. First, participants elaborated on the topics more thanks to the vignette cases. In normal interviews, the participants may not recall their practices immediately when they are asked. With the advantages of vignette cases, the participants were given the first part of the case, they were asked to evaluate the situation to detect the problem of teaching ICC and to provide suggestions for overcoming the problem. Then, the rest of the case was shown and the participants were asked to evaluate the practice/actions of the instructor; which allows them to judge the situation of teaching ICC more objectively since they are not talking about themselves, but they are talking about someone else's practices. If they were the ones who were talked about, then they would feel more sympathy and even feel right for the case. Following, the case started to turn from the case to the participants and they were asked for hypothetical practices for the case. Finally, they shared their actual in-class practices. All the

process may lead the participants to remember the activities that s/he has done. They may relate the situations in the cases to their own practices.

Furthermore, Rose, David, and Amy indicated that they loved the cases and this kind of interview. Instead of a classic interview in which the participants are asked open-ended questions, the vignette-based interview has offered a more enjoyable way for it. The participants indicated they found some cases quite relatable to their real-life experiences such as the one with the students asked if they went back to the lesson and the one with the students' thoughts about showing off. Those cases may revive the experiences of the participants and allow them to elaborate more on the issues.

To summarise, ten participants were presented six vignette cases and asked several questions that inquired about the problem within the case, the reaction of the participants to the instructor's practice, the participants' hypothetical practices for the cases, and their related in-class experiences. To begin with, participants were mostly able to determine the problem regarding teaching ICC. Unfamiliarity with the culture, the lack of cultures in the textbook, the difficulty in relating the cultural content within the lesson, students' lack of interest in the culture, exam pressure, and tight curriculum/schedule were among the problems that the participants found. The mentioned problems matched with Tian's (2013) six teaching ICC barriers respectively: instructor's unfamiliarity with the culture, limited cultural content in the textbooks, limited teaching resources, students' little interest in the culture, exam pressure on the students, limited time. Additionally, the participants indicated the lacking cultural diversity in the textbooks. This result agrees with some studies in the literature (Karabinar & Yunuslar Güler, 2012; Marrs, 2014; Özışık, 2018). Textbooks either are not enough for teaching ICC (Karabinar & Yunuslar Güler, 2012) or cover dominant western cultures (Özışık, 2018). In both cases, the teachers spend too much time for preparing extra materials for covering cultural contents (Marrs, 2014). As this study concluded, textbooks should be re-designed accordingly to meet the needs of ICC. As well as these six problems, some other problems were noted by the participants. Problematic lesson planning, little experience of the instructor, confusion of the topics, instructor's oversharing of his/her experience, and the language barrier for the students were among them. These problems may also be added to the barriers to teaching ICC besides Tian's (2013) barriers.

The participants' reactions to the instructor's practice for the case varied. Some participants approved the instructor's practice for the case because they fancied the instructor's

compensation strategy (e.g. changing the subject to a familiar culture), making the topic interesting for students with related activities, learning from the mistakes, relating the topic from familiar to unfamiliar, learning the students' needs, and reasoning the logic behind the activities. These reactions may be seen as a representation of the high ICC levels of the participants with the aim of increasing their students' ICC. However, the first reason that is the compensation strategy may lead in the opposite direction. A few instructors appreciated the compensation strategy of changing the topic. If the instructor changes the cultural topic to his/her familiar one in the situation of the instructor's unfamiliarity with the culture, then the learners would be exposed to a limited number of cultures, which are mostly popular English cultures like British and American cultures or which are some specific cultures the instructor is interested and/or experienced. In that way, their students may not be exposed to ICC much. Furthermore, this situation may hint at the gap between their perceived levels of ICC and their in-class practices. This finding also shows certain similarities with the literature implying the gap between the teachers' perceptions and practices (Osman, 2015; Sercu et al., 2005; Young & Sachdev, 2011). On the other hand, the participants disapproved of the instructor's practices in the case due to changing the topic to familiar ones, too much focus on the UK and the USA cultures, losing students' interests, and not being able to create a space for the activity. These reasons may be seen as drawing a correspondence with the results of the questionnaire. The instructor's perceived levels of ICC were high, and their reactions to the practices of the instructor in the case may represent their awareness.

The participants provided several activities for what they would do in that situation. They mostly tended to use or integrate the cultural content within their lesson by involving the students, raising their interests, reasoning the activities, encouraging students for ICC, assigning the activity as homework, and so on. These kinds of activities reflect their intention of integrating culture into their lessons. If they cannot find enough time, for example, they would prefer assigning the activity as homework instead of skipping it. These ideas may represent their awareness, beliefs, and perceived levels of ICC.

Finally, they shared their in-class practices related to the situation of the case. Most participants stated that their students enjoy the cultural contents, therefore, the instructor's experience with the culture. One of the strategies of teaching ICC was comparing and contrasting different cultures. Translation of different languages into English, role-play activities, and having a guest speaker were some other experiences. Some participants stated

that they could change the cultural topic to the familiar one for the students. Starting with a familiar culture, such as students' own culture, and continuing with the unfamiliar one was another experienced technique by certain participants. Another experience shared by a few participants was insisting on teaching cultural contents even if the students showed little interest, in order to change the general view of the students towards culture. This idea may serve the aim of raising awareness of ICC and encouraging students for learning ICC. In other respects, while some participants followed cultural content even though they had limited time, some prioritised lesson content in cases of exam pressure and tight curriculum, and some hurried for covering both the lesson content and cultural content. The fact that some participants followed lesson content in case of exam pressure and severe conditions of curriculum showed parallelism with Abu Alyan's (2011) study that found the linguistic competence had higher importance in-class practices. Although the participants support the importance of ICC, they may prioritise other factors such as exams and curriculum over ICC. Table 26 summarised the themes and subthemes consisting of the answers for the six vignette cases provided by the participants of this study.

Table 26

Summary of the Themes and Subthemes for the Vignette Cases

Themes	The problem/issue in teaching ICC	Reaction to the Instructor's Practice	Hypothetical Practices for the Cases	Related Experience
Subthemes	- Instructor's unfamiliarity with the culture - Topics' being complicated and confusing - Instructor's being inexperienced - Losing focus of the Ss* regarding the theme - The lack of the cultures that the textbook covers - Instructor's not being able to relate his/her cultural knowledge to the lesson - Unrelated activity - Oversharing - Misunderstanding by Ss - Ss' lack of interest in / ignorance of culture - Language barrier for the Ss - Problematic lesson planning - Exam pressure - Tight schedule / curriculum	- Approval of the instructor's actions / practices; - for the compensation strategy - for making the topic interesting for Ss - for learning from his/her mistakes - for relating the topic to the content from familiar to unfamiliar cultures - for learning Ss' needs and interests - for explaining the reasons the behind the activity - Disapproving the instructor's actions / practices; - in general - for changing topic to the familiar cultures - for too much focus on the UK and the USA cultures - for the loss of Ss' interest - for not creating a space for the activity - Finding the instructor's action off topic - Feeling empathy with the instructor	- Admitting and researching and/or learning together with Ss - Learning quickly without making Ss notice - Involving Ss with the activity - Encouraging Ss to learn different cultures - Assigning the activity as homework - Spending more time for planning - Comparing and contrasting the cultures - Directing Ss to a different culture -Integrating technology - Translating - Asking to the management to integrate culture - Learning the lesson from one class, and better preparing for another one - Relating the topic to the content - Explaining the reasons behind the activity - Learning the Ss' needs and interests - Not including culture - Insisting on teaching culture to change the general view of the Ss towards cultures - Raising Ss' interests - Reasoning the importance of World Englishes - Creating a more relatable and related activity - Consulting to the management for culture integration	- Changed the topic to the familiar culture - Admitting not knowing & Researching and learning together - Preparing well before the lesson - Encouraging Ss to learn different cultures - Translating - Comparing and contrasting different cultures - Following the cultural content instead of the curriculum - Role play activity - Explanation of language and culture relationship - Hurrying up to include both cultural elements and follow the course content - Lack of motivations due to the Ss' lack of attention span - Ss' general curiosity / interest with cultural topics - Ss' lack of participation in case of an uninteresting culture for them - Changing the topic according to the Ss' reactions - Starting with a related introduction of the cultural topic - Starting from familiar culture for Ss to unfamiliar ones - Continuing the activity with the interested Ss - Following the course content in case of an exam pressure - Ss' concern with the exam pressure - Ss' deviating the topic to the culture they are familiar - Joking about oneself in case of an expression of boredom on Ss' faces - Offering options for Ss - Having a guest speaker but without planning much - Insisting on teaching cultures to change the general view of the Ss towards cultures - Ss' deviating the topic to the culture they are familiar - Adapting the lesson content with the inclusion of culture - Exceeding the course hour - Going with the flow - Going back to the lesson in case of severe conditions of curriculum

*students

4.3. Research Question 3: How is ICC Integrated into the Current Curriculum of ELT Departments in Turkey??

The curricula of the ELT departments of the seven universities were scanned with certain keywords such as “culture”, “intercultural” etc. According to the results, eleven courses in total were offered by the universities. The most common courses were “Approaches to English Language Learning and Teaching”, “Language and Culture”, and “Language and Society”; six universities out of seven had these courses in their curriculum. These courses were followed by “World Englishes and Culture” and “Turkish Cultural Geography” which were seen in the curricula of the five universities among the seven. Except for the course “Sociolinguistics and Language Teaching” offered by Boğaziçi University, all other courses were elective. Table 27 below showed the details about the courses.

Table 27

The Courses Related to ICC in ELT Curricula

Courses	Type of the course	Out of 7 universities
Approaches to English Language Learning and Teaching	Elective	6
Language and Culture	Elective	6
Language and Society	Elective	6
World Englishes and Culture	Elective	5
Turkish Cultural Geography	Elective	5
Sociolinguistics and Language Teaching	Elective / Must (n=1)	2
English as a Lingua Franca-Aware Teacher Education	Elective	1
Varieties of English	Elective	1
History of German Culture	Elective	1
History of English Culture	Elective	1
Sociocultural Dimension in Language Teaching	Elective	1

In the following table (Table 28), the emerging themes on the content of the courses and their ECTS credits were provided.

Table 28

Emerging Themes of the Courses

Courses	Emerging themes	ECTS
Approaches to English Language Learning and Teaching	• Principles • Difference between ESL and EFL • Modern approaches and methods • Current trends in FLT • Social, cultural and economic aspects of teaching EFL • The role of communication in the world • ICC	3/4
Language and Culture	• Language and culture • Language and world view • Language and nationalism • Linguistic taboos • National language policy • Role of language in culture/ICC • Role of Turkish among other cultural elements • Multiculturalism • ICC	3/4/4.5
Language and Society	• Relationship between language and society, • Raising awareness for – social context, social hierarchies, and identities • Language and class/gender/ethnicity/sexuality/ age • Language standardisation • Geographical and social differences • Social stratification and language communities • Language change • Language and culture	4/4.5
World Englishes and Culture	• Developing awareness for world Englishes and culture • National and local cultures • Culture in ELT • Cultural differences for effective communication. • Global English and World Englishes • Differences between the language use • Reflection of English on the teaching language • Language and culture • Lang education in cultural contexts	4/4.5
Turkish Cultural Geography	• Raising awareness about the Turkish culture • Geography • Politics • History • Social structure • Turkish cultural heritage	3
Sociolinguistics and Language Teaching	• Language in its sociocultural contexts • Language contact • Intercultural communication • Linguistic landscape	4/6 (Must)
English as a Lingua Franca-Aware Teacher Education	• The spread of the modern English • Varieties of English • English as a Lingua Franca • Pedagogical implications of ELF	8
Varieties of English	• Development and diversification of varieties of English • Development and diversification of varieties of English • Factors that determine the emergence of Englishes • Linguistic, cultural, and ideological issues of English • World Englishes • English as a lingua franca	4

Courses	Emerging themes	ECTS
History of German Culture	German Civilization during different historical periods - Middle Ages - Renaissance - Baroque - Enlightenment - Classicism - Romanticism - During the Second German Empire - Between 1919-1945 - After WWII - Between 1965-1990 - After reunification	4.5
History of English Culture	• Historical development of England • Cultural changes in England • Social structure and traditions • Historical developments and social life, art, literature and language	5
Sociocultural Dimension in Language Teaching	• Teaching sociocultural dimensions of FL • Role of culture in language teaching • Intercultural relations and foreign language • Sociocultural dimensions of methods and approaches in language teaching • Sociocultural elements on the textbooks • Point of views for the target culture	3

The emerging themes of the courses met the requirements of the keywords “culture”, “intercultural”, “intercultural competence”, “intercultural communicative competence”, “lingua franca", "World Englishes", "society" and "approaches". In other words, all courses touched on the subject of culture.

When the results were checked, it was found that all universities had at least three courses related to ICC. The content of the courses covered cultural elements/dimensions; however, only three of the courses among eleven ones covered ICC directly. This situation brought some arguments to discuss. The first one is that having "culture" in contexts may not guarantee ICC. ICC is beyond culture itself; it is the ability to have healthy communication with people from all around the world. Acquiring cultural knowledge or concepts may help develop ICC; however, to a certain extent. Therefore, the aforementioned courses, except for the ones which had ICC directly in their content, may not serve an ICC goal as expected. Namely, the question of whether having "cultural" content encapsulating culture would be enough for ICC or not is emerged here. As Şallı-Çopur (2021) has indicated that including both local and global cultures and improving ICC with the help of formal education might become a necessity rather than a preference in the global world of large populations and communication across borders. Following the study, the lesson contents should integrate ICC in them to serve the emerging need.

According to the literature, the ELT program had an important role in the teachers’ ICC levels (Sevimel-Şahin, 2020). Moreover, educational intervention is one of the best ways of

gaining ICC (Zhang, 2017). Yet, with a few courses, especially with little content on ICC, it may not be possible to increase the teachers' ICC levels; consequently, it may not be possible to increase students' ICC levels, either.

In other respects, each university had a maximum of 6 courses related to ICC. The courses related to ICC appear in less than 5% of the curriculum, having more than one hundred courses. It is stated in the literature that the place of ICC in teacher education is insufficient and there is a great need for it (Şen, 2020). Moreover, ICC development is not given the deserved attention (Duisembekova, 2020). The literature and the results of this study have common points as a few courses may not provide the need for teacher education.

Most courses related to ICC are elective courses (see Table 28). Elective courses in the curricula create certain situations. Initially, elective courses require a quorum of the students to be opened for that semester. Therefore, it is not guaranteed that the aforementioned courses related to ICC are available all the time. Plus, they may not be available for years. Another issue is that the elective courses regarding ICC do not mean that every graduate of the university has attended the course(s). When the course capacities, the students'(teachers') interests, and the quorum requirement were taken into account, not every graduate of ELT departments has taken a course/courses related to ICC. Even, this number may be much less than expected as this study proved that only 25% of the participant were enrolled in a course related to ICC. This situation agrees with the literature that points out most teachers do not have explicit training for teaching ICC (Demircioğlu & Çakır, 2015). One of the clear reasons may be the courses' status as elective.

CHAPTER V

CONCLUSION

5.1. Summary of the Study

This study seeks to investigate the in-service teachers' perceived levels of ICC and their actual in-class practices. In line with this purpose, both qualitative and quantitative data constituted the mixed method, explanatory research. ICC Questionnaire developed by Shirazi and Shafiee (2017) was utilised to collect quantitative data; the vignette-based interview and document analysis were used for the qualitative data. Initially, 77 participants were enrolled in the questionnaire to reach the teachers' perceived levels of ICC: knowledge, skills, beliefs, and practices. 10 of the participants joined the vignette-based interview to reach their actual in-class practices. Finally, the ELT curricula of 7 universities from seven different regions of Turkey were examined to explore the current situations of the ELT departments in terms of the courses related to ICC they offered.

5.1.1. Teachers' Perceived Levels of ICC

The questionnaire results revealed that the participants showed a high level of ICC. Among the 25, all items except for 1 item (item 21 in the Importance category) were higher than the mean score 3, which meant that all participants agreed on the items about knowledge, skills, beliefs, and practices of ICC. Also, the lowest mean score (except for item 21) was the value 3.71 for item 3 in the Attitude category, which proved that all participants had high levels of ICC. Item 21 in the Importance category was about culture teaching and language teaching in case of a limited time, having the mean score of 2.32. The mean score meant that the

participants tended to prioritise language teaching over culture teaching in case of time and curriculum limitations.

T-tests for the variable of experience and course were performed for data analysis. There was no significant difference between the experienced and novice teachers. These findings lead that working experience had little or no effect on the teachers' ICC levels. Therefore, it could be concluded that ICC was not a skill that improved over time and teaching experience. The T-tests for the course variable showed a significant difference between the participants who took courses related to ICC and the ones who did not. The result hinted at the obvious and important role of the courses in the teachers' ICC levels. Therefore, teacher training had a huge effect on the teachers' ICC levels. Covering an important part of the teacher training, universities should include ICC in the courses they offered and should arrange the content accordingly. These findings also necessitated the examination of the current situations of the curricula of the ELT departments in Turkey.

5.1.2. Teachers' Actual In-class Practices Related to ICC

According to the interview questions, the answers were coded and grouped into themes. Initially, the general interview questions for teaching EFL, ICC as a goal in EFL teaching, and their in-class practices were coded. For the first code of the general aim in EFL teaching, communication was the most recurring and common goal for the participants. They prioritised speaking in such a context as EFL where the learners were exposed to English mainly in the classroom environment. Other goals were around communication such as having self-confidence for speaking, lowering their anxiety, having the students proficient in the language, and so on. Although they believed that ICC should be at the centre of language teaching, it was not covered much in real situations. It may be due to the focus of the institutions, the curriculum, and the general EFL teaching regarding ICC. Another view could be that ICC may be seen in the curriculum in theory; however, the practice may be far from the theory. Finally, ICC may not be given much importance because it was not an item in testing.

The participants' ICC integrations into their lessons varied proving that all participants put efforts into this issue. Following coursebook content that is rich in ICC, preparing extra materials, integrating technology, sharing their own experiences, comparing different cultures, role-playing, and discussion activities were among the common practices. On the

other hand, when the participants were asked about their actions of ICC integration, most of them stated that they had no specific training. Impressively, a few participants who stated having no specific training also indicated that they took courses in BA or MA. This may prove that the content of the courses in ELT curricula may not be related or may not be serving the practical purposes of ICC. Additionally, some participants attended some courses or conferences, while some integrated ICC intuitively.

Throughout the vignette cases, the participants were able to determine the problem or issue of ICC teaching most of the time. They offered numerous suggestions for the instructor in the case, shared their reactions to the instructor, provided hypothetical practices for themselves, and told their in-class experiences. Among the hypothetical practices were admitting and researching and/or learning together with students, encouraging students to learn about different cultures, spending more time for planning, integrating technology, explaining the reasons behind the activity, and raising students' interest in different cultures and so on and so forth. Their in-class experiences were circled around changing the topic to the familiar culture, encouraging students to learn about different cultures, translating, role-play activities, explaining the language and culture relationship, starting from familiar cultures for students to unfamiliar ones, and so on.

The cases Vignette F and Vignette D were about the exam pressure and time restrictions within ICC teaching, corresponding to the ICC Questionnaire item 21. The results showed similarity; in cases of time, curriculum, and exam limitations, the participants tended to put ICC into the background. The reason for this result may be the goals and objectives of the EFL course and/or the testing and evaluation part of the course. If the content of the lesson does not attribute importance to ICC and/or if the ICC is not an item to be tested, then the instructors do not naturally put ICC in the centre of their lessons. Therefore, the curriculum of the EFL courses has great importance in teaching and learning ICC. Another reason could be the beliefs of the participants. If they were raised with the notion that grammar, vocabulary, and the four skills were the most important competences in EFL teaching, they might have skipped ICC in their lessons thinking that ICC was only a piece of background information like a gap filler activity. If this is the situation, then the curriculum of ELT departments may be responsible for this issue, which one more time necessitates the exploration of ELT curricula for teacher training.

The vignette cases, on the other hand, created a positive effect on the participants. They elaborated on the topics more with the help of the vignette cases recalling practices. They were also given the chance of evaluating the situations more objectively since the instructors in the cases were someone else, not themselves. The transition from different people to themselves also helped them to recall their practices and to be aware of their actions in terms of ICC. Additionally, some participants especially indicated that they loved the vignette cases, and they preferred vignette-based interviews over the classic interviews with open-ended questions.

5.1.3. The Role of ICC in ELT Curricula

The curricula of the ELT departments of the seven universities were scanned with certain keywords such as “culture”, “intercultural”, “lingua franca” etc. The results showed that eleven courses in total were offered by the universities. The most common courses were “Approaches to English Language Learning and Teaching”, “Language and Culture”, and “Language and Society”; six universities out of seven had these courses in their curriculum. However, the content of only three of those courses covered ICC directly, whereas others covered culture/cultural elements. Including "culture" in the course content may not guarantee ICC since it is beyond culture itself; it is the ability to have successful communication with people from different cultures. Having cultural knowledge or concepts may help develop ICC; yet to a certain extent. Therefore, the aforementioned courses, except for the ones having ICC, may not serve an ICC goal as expected.

In addition to the course contents, each university offered maximum of six courses regarding ICC. The amount of the courses appeared less than 5% of the curriculum, which has more than one hundred courses. Furthermore, the offered courses are elective courses mostly. The problem with the elective courses is that they are not available all the time due to requiring quorum and that it is not guaranteed that all the graduates of the department have taken a course regarding ICC. These results may bring the problem of the insufficient place of ICC in the ELT curricula. Also, ICC is not given the deserved importance within the ELT curricula of the universities in Turkey.

5.1.4. Pedagogical Implications

The findings of the current study have several implications for foreign language education. The first of them is the teacher training aspect of ICC. Raising competent teachers would help raise competent students. Also, this study has found that the teachers having an ICC-related course had higher levels of ICC than the ones who did not have any courses about ICC. Therefore, the education of teachers plays a great important role in this situation. Teachers should be offered courses related to ICC. Furthermore, those courses should be available for students. Having one course related to ICC may be a requirement for graduation or a course about ICC may be a must course to be sure that all graduates have a related course. Last but not least, teacher educators should be equipped with the required and relevant competency to convey the knowledge of ICC.

The second implication is about the problems regarding teaching ICC. The participants of this study determined several problems in response to the vignette cases. They mentioned the barriers in Tian's (2013) study as well as some additional problems of problematic lesson planning and the language barrier for the students. These two problems may also be added to the list of teaching ICC barriers.

Another implication of the study is about prioritising teaching ICC. Some participants indicated that they followed the linguistic content of the course instead of cultural content. This situation may be regarded as a negative preference for ICC; however, it can be a needed situation. Teachers are responsible for teaching what is to be tested. If the curriculum and exam system cover linguistic competence more, then the teachers may have to prioritise them. Thus, instead of teachers, it should be the curriculum and the testing and evaluation system to be blamed for this situation. The curriculum should cover ICC more, and testing and evaluation system should evolve itself to serve the needs of ICC.

Textbooks are one other topic for the implications. Both the literature (e.g. Karabinar & Yunuslar Güler, 2012; Marrs, 2014; Özışık, 2018) and this study revealed the deficiency of the textbooks within the frame of ICC. They either do not cover cultural items much or they focus on the dominant cultures. Instead, they should integrate different cultures around the world to successfully address ICC. If this situation is achieved, the teachers would spend less time for developing extra materials and they would not have difficulty in relating the activities with the course content since it will already have it. Additionally, the students would be exposed to different cultures.

Finally, the vignette-based interview is one strength of this study. The implication here is that the participants may be regarded as they answered the interview questions with a more objective stance. If the interview had not consisted of vignette cases, then the participants may have answered with self-reports that are more subjective, present more ideal ways practices rather than actual in-class practices, and do not reflect the ideas of the participants that much. Hence, the interview questions for the topic of ICC and in-class practices of ICC may include vignette cases in them.

5.2. Limitations of the Study

Fulfilling the aim of exploring in-service teachers' ICC levels, in-class practices, and the current situation of the role of ICC in ELT curricula, this study has certain limitations. The first of them is the participant number. 77 participants have involved in the questionnaire and 10 participants have involved in the vignette-based interview. Therefore, there are limitations on the generalizability of the results. Also, the participants were regrouped into experienced and novice teachers owing to the small number of them (16 and over years of experience n=5). Hence, different results may be reached with different or more participants. Additionally, the balanced numbers of experience may lead to different results. The final limitation is about the curricula of the ELT departments. The content of the courses is available in some curricula provided on the website while some curricula do not provide it. Thus, further research may be conducted by examining the courses related to ICC and their detailed contents to reach different results or compare the results with this study.

5.3. Suggestions for Further Research

Since the limitation of the study is the participant number, further studies can be conducted with more participants. Also, the number of the years of experience may be equally represented. The current study has collected quantitative data via the ICC Questionnaire to reach teachers' ICC levels; it has collected the qualitative data via vignette-based interviews to reach the actual in-class practices of the teachers following their ICC levels, and the curriculum that has an important effect on the teachers has been scanned within the seven universities. After reaching the ICC levels and practices, observation could be done to have further results for the actual in-class practices of the teachers. Even, the vignette-based

interview results and observation may be compared. On the other hand, the curricula of EFL departments in state universities have been analysed. Further research may increase the number of the universities and/or include private universities and compare the curricula of the two types of universities. Further research on this topic will contribute to the literature.

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APPENDICES

Appendix I. ICC Questionnaire

Dear Participant,

This scale is designed to find out *EFL instructors' perceived levels of intercultural communicative competence (ICC) and their actual in-class practices* as a part of Gazi University English Language Teaching Master Program. It composes of 2 separate parts and includes questions that will be answered according to the participants' own intercultural communicative competence and the in-class practices regarding ICC. Your participation will provide valuable data for the study. All information will be kept strictly confidential and you will remain completely anonymous throughout. Your participation is voluntary and you may withdraw at any time. The information you give will only be used for this study. Thank you in advance for your help and cooperation.

Supervisor

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PART I: DEMOGRAPHIC FORM

Your gender: ☐ Female ☐ Male

Your age: ☐ 20-25 ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ 46 and over

Years of experience: ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16 and over

Highest degree of education: ☐ Bachelor ☐ Master ☐ PhD

Your graduation department from Bachelor's degree:

☐ English Language Teaching

☐ English Language and Literature

☐ Translation

☐ Other: ……..

Please specify below if you have been to other countries. If there are more than 5, please write them in an order of importance regarding your contact with the culture.

Name of the Country	Purpose (study/visit/vocation/work,etc.)	Length of time

Your experiences in other countries in total:

☐ less than 6 months

☐ 6 months – 1 year

☐ above 1 year

Please specify below if you had taken courses/in-service training related to teaching culture and/or ICC.

Name of the Course	Degree/Institution	Category: Must/Elective

Name of the in-service training	Institution	Category: Must/Elective

PART II: ICC QUESTIONNAIRE (Shirazi & Shafiee, 2017)

ATTITUDE	**Strongly disagree**	**Disagree**	**No opinion**	**Agree**	**Strongly agree**
1. I respect people from different cultures, including their language, values, history, and traditions.					
2. I don't judge people because they're from a different culture.					
3. I accept that there are some times that I may not always understand differences between cultures.					
4. I look for opportunities to interact with culturally different people.					
5. Teaching culture develops attitudes of openness and tolerance towards people and cultures.					
SKILL					
6. I'm able to recognize cultural differences between my own and other cultures.					
7. I can interpret different signs (e.g. gestures/ visual					

marks) or languages (e.g. local expressions and phrases) from different cultures.					
8. My Intercultural Communicative Competence (ICC) has promoted reflection on cultural differences.					
9. ICC has promoted my increased understanding of our own culture.					
10. ICC has promoted my ability to empathize with people living in other cultures.					
11. ICC has promoted my ability to handle intercultural contact situations.					
KNOWLEDGE					
12. ICC should provide information about history, geography, and political system of the foreign culture.					
13. ICC should provide information about daily life and routines, living conditions, food and drink, etc. of the foreign culture.					

14. ICC should provide information about shared values and beliefs of the foreign culture.					
15. ICC should provide information about a variety of cultural expressions such as music, literature, theatre, film, etc. of the foreign culture.					
16. ICC should provide information about traditions, folklore, tourist attractions, etc. of the foreign culture.					
IMPORTANCE					
17. In the language classroom, teaching culture is as important as teaching the language.					
18. It's important to promote students' familiarity with the culture, and the civilization of the countries where the foreign language they are learning is spoken.					
19. Teaching ICC increases students' interest in learning a foreign language.					

20. Teaching culture assists students to acquire a level of proficiency in the foreign language that will allow them to read literary works in the foreign language.					
21. When you only have a limited number of teaching periods, culture teaching has to give way to language teaching.					
RELEVANCE					
22. Teaching ICC can help EFL learners with their English learning.					
23. Teaching ICC can be of use in oral/written communications EFL learners have in future.					
24. ICC should be taught in language classes whether the context is EFL or ESL.					
25. All in all, teaching ICC is a relevant and worthwhile activity in language classes.					

Appendix II. Vignette-Based Interview

Dear Participant,

This interview is designed to find out *EFL instructors' perceived levels of intercultural communicative competence (ICC) and their actual in-class practices* as a part of Gazi University English Language Teaching Master Program. It composes of 2 separate parts: the first part includes 6 vignette cases about teaching culture/ICC and 5 questions under each case; and the second part includes questions that will be answered according to in-class practices regarding ICC/teaching ICC. Your participation will provide valuable data for the study. All information will be kept strictly confidential and you will remain completely anonymous throughout. Your participation is voluntary and you may withdraw at any time. The information you give will only be used for this study. Thank you in advance for your help and cooperation.

Supervisor

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INSTRUCTOR INTERVIEW GUIDE

Vignette A

"Defne is an instructor at a university in Turkey. She teaches General English to EFL learners. She teaches 4 hours a week per class. The textbook that she teaches covers the language skills thematically. Especially, the reading texts consist of different cultures all around the world.

In one reading text, it gives little information about Omani culture, with which she is unfamiliar. She asks students to read the text and to do the following tasks such as comprehension questions without touching upon the Omani culture. One student asks for more information about the Omani culture; however, Defne does not know much about it."

1. **What issues about teaching culture/ICC have come up in this situation?**

2. **What should the instructor do in such a situation?**

"…When one student asks for more information about the Omani culture, she tries to answer the question quickly; and then she gives another example from the British culture, which she is familiar with, continuing giving extra information about the latter culture."

3. **What do you think about the instructor's actions/practice of teaching?**

4. **What would you do?**

5. **Have you experienced any similar situations? If so, what was your reaction?**

Vignette B

"Bulut is an instructor at a university in Turkey. He teaches grammar and vocabulary based main course to EFL learners in prep school for 20 hours per week. The learners also have four-skill course for 10 hours per week. The textbook for the main course focuses on grammar and vocabulary alongside with reading.

For one lessons of his, the topic for vocabulary is the idioms. The textbook gives common English idioms and with a definition-match activity in a half of a page and continues with another grammar topic. Bulut thinks it is the best time for mentioning some other cultures beside English, to show how different cultures appeal to different events. He searches idioms in different languages online, he finds some idioms; however, the idioms and their vocabulary are quite unrelated to the context and theme of the unit of the textbook."

1. **What issues about teaching culture/ICC have come up in this situation?**

2. **What should the instructor do in such a situation?**

"…He realises that this procedure of planning an extra material both will take so much time of him and will be an extra workload for the students, which demotivates him for the activity. Then, he decides to follow only the book for that lesson."

3. **What do you think about the instructor's actions/practice of teaching?**

4. **What would you do?**

5. **Have you experienced any similar situations? If so, what was your reaction?**

Vignette C

"Doğa is an instructor teaching General English to EFL learners at a university in Turkey for 3 years. She has been abroad for studying and travelling. She has the curiosity of knowing about other cultures around the world. In her lessons, she wants to utilise what she learned/experienced during her trips in abroad, believing that it is good for teaching culture. On the other hand, she finds it difficult to create contexts for the cultural knowledge to cover in her lessons.

In one lesson, she teaches a listening task, the topic of which is the life styles in the USA. She asks her students for more ideas, then, she tells a story she observed in Porto, Portugal that successful university students have right to join the street band wearing black cloak, they play some instruments and collect money for financial support. However, the class cannot relate the story to the topic and thinks that she shows off her trips in abroad."

1. **What issues about teaching culture/ICC have come up in this situation?**

2. **What should the instructor do in such a situation?**

"… Doğa realises the expressions of her students on their face, and wants to learn a lesson from this teaching. On her another lesson to a different class, she plays the listening and asks her students about the student lifestyles in Turkey and around the world. Then, she tells the story in Porto. The students become curious about the tradition and google for more information."

3. **What do you think about the instructor's actions/practice of teaching?**

4. **What would you do?**

5. **Have you experienced any similar situations? If so, what was your reaction?**

Vignette D

"Deniz is an instructor at a university whose language of instruction is English. He teaches reading and listening to "repeat students" at prep school during 10 hours a week. The students are the ones who failed to pass the proficiency exam previous year, and they study at prep school for the second and last time. Hence, the students are more stressful when compared to other students.

In one listening task, the audio gives information about Mexican clothing styles. Deniz believes that it is a right time to provide extra information about the culture and starts to give some information while asking more questions about the students' own culture and comparing the cultures. One student raises her hand and says "can we go back to our lesson?"."

1. **What issues about teaching culture/ICC have come up in this situation?**

2. **What should the instructor do in such a situation?**

"…Deniz states that learning about different cultures will also help learning English, and he continues with the activity until the end of the lesson."

3. **What do you think about the instructor's actions/practice of teaching?**

4. **What would you do?**

5. **Have you experienced any similar situations? If so, what was your reaction?**

Vignette E

"Başak is an instructor at a university in Turkey and teaches ESP. She is passionate about travelling and learning other cultures; thus, she reads, travels, get into touch with people from different cultures and so on. She decides to bring some of her friends and her class together in one lesson. She asks her friend from South Korea and arranges an online meeting in her teaching time.

On the day of online meeting, she announces to the class that they will have a guest speaker online and that they can ask him questions to practice speaking and learn about his culture. Some of her students grumble about the activity. As Başak's Korean friend talks, some other students want to leave earlier. Only a couple of students are interested in the meeting."

1. **What issues about teaching culture/ICC have come up in this situation?**

2. **What should the instructor do in such a situation?**

"…After the meeting, some students state that it would be more beneficial if the guest speaker were from UK or the USA. Başak thinks and agrees with the students."

3. **What do you think about the instructor's actions/practice of teaching?**

4. **What would you do?**

5. **Have you experienced any similar situations? If so, what was your reaction?**

Vignette F

“Çınar is an instructor at a university whose language of instruction is English. He teaches productive skills (speaking and writing) for 20 hours per week. The curriculum of the university is quite scheduled and tight. The lesson follows a textbook with good topics and activities in it offering several opportunities of different cultural activities.

In one lesson, he tries to finish the topic of a compare and contrast paragraph writing, one student comes up with an idea of watching a video comparing beauty standards of two countries (Spain and India). Çınar loves the idea since it can be followed by a great discussion activity.”

1. **What issues about teaching culture/ICC have come up in this situation?**

2. **What should the instructor do in such a situation?**

“…At first, he thinks that he can use some time from the next week and checks his notes. In the end, he has to refuse the idea sadly indicating that the topic for next week may take more time than provided.”

3. **What do you think about the instructor’s actions/practice of teaching?**

4. **What would you do?**

5. **Have you experienced any similar situations? If so, what was your reaction?**

FINAL REMARKS

1. **What are your main goals in EFL teaching?**

2. **What do you think about "Intercultural Communicative Competence" as a goal?**

3. **How do you integrate culture/ICC into your lessons?**

4. **How do you take your actions while teaching culture/ICC? Do you have any specific training regarding the situation?**

5. **Is there anything you want to add regarding the topic?**

Appendix III. Ethics Committee Approval

Evrak Tarih ve Sayısı: 09.03.2022-E.310149

T.C.
GAZİ ÜNİVERSİTESİ
Etik Komisyonu

Sayı : E-77082166-302.08.01-310149 09.03.2022
Konu : Bilimsel ve Eğitim Amaçlı

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Üniversitemiz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı **Yüksek Lisans Öğrencisi Zehra Sultan KUMRU YAĞMURKAYA'nın, Doç.Dr.Asuman AŞIK'ın** danışmanlığında yürüttüğü ***"Intercultural Communicative Competence:Exploring Efl Teachers' Perceived Levels and Actual Practices"*** adlı tez çalışması ile ilgili konu Komisyonumuzun **08.03.2022** tarih ve **05** sayılı toplantısında görüşülmüş olup,

İlgilinin çalışmasının, yapılması planlanan yerlerden izin alınması koşuluyla yapılmasında etik açıdan bir sakınca bulunmadığına oybirliği ile karar verilmiş ve karara ilişkin imza listesi ekte gönderilmiştir.

Bilgilerinizi rica ederim.

Araştırma Kod No: 2022 - 295

Prof. Dr. İsmail KARAKAYA
Komisyon Başkanı

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Sayın Doç. Dr. Asuman AŞIK

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Publications

1. Kurt Keskin, F., Kumru-Yağmurkaya, Z. S., Maya D. (2019, November 30). *Eğitim Fakültesi ve Pedagojik Formasyon Gruplarındaki İngilizce Öğretmenlerinin Mesleki Yeterliliklerine İlişkin Görüşlerinin İncelenmesi* [Conference Presentation]. ITEAC III. Uluslararasi Öğretmen Eğitimi ve Akreditasyon Kongresi, Ankara, Turkey.

2. Kumru-Yağmurkaya, Z. S. (2021, November 26-27). *An Analysis of Citations in ELT Research Article Introductions Written by Turkish and Non-native EFL Authors* [Conference Presentation]. ULEAD 2021 Annual Congress 15th International Congress of Research in Education, Ankara, Turkey. https://docs.google.com/document/d/1F0nTeqwvOl2K36ZSf8qRuMIazxaVxqiu/edit?usp=sharing&ouid=104351022770912401890&rtpof=true&sd=true

3. Kumru-Yağmurkaya, Z. S., Aşık, A. (2022, May 27-29). *The role of intercultural communicative competence in ELT curriculum in Turkey* [Conference Presentation]. AELTE 2022 21st Century Challenges in English Language Teaching, Ankara, Turkey. https://www.inoed.org/conference-programme/

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