

**REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL STUDIES
ENGLISH LANGUAGE TEACHING DEPARTMENT**

**INVESTIGATING INSTRUCTORS' AND PRE-SERVICE TEACHERS'
INTERCULTURAL SENSITIVITY IN FOREIGN LANGUAGES
DEPARTMENT**

Seren IŞIK

MASTER OF ARTS

ADANA / 2019

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MASTER OF ARTS

ADANA / 2019

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ABSTRACT**INVESTIGATING INSTRUCTORS' AND PRE-SERVICE TEACHERS'
INTERCULTURAL SENSITIVITY IN FOREIGN LANGUAGES
DEPARTMENT****Seren IŞIK****Master of Arts, English Language Teaching****Supervisor: Assist. Prof. Dr. Meryem AKÇAYOĞLU MİRİOĞLU****August 2019, 61 pages**

The aim of this study is to measure the intercultural sensitivity levels of prospective teachers and teaching staff in English, German and French teaching departments. 156 prospective teachers studying English, French and German programs at the Department of Foreign Languages of the Faculty of Education at Çukurova University and a total of 26 faculty members teaching in these departments took part in this study.

Intercultural sensitivity levels of teacher candidates have been examined according to gender, grade level, known foreign languages, age, and type of education, foreign countries and duration variables. The intercultural sensitivity of the lecturers will be examined according to variables such as gender, seniority, age, academic title and the department studied.

This study is a descriptive study in the screening model and it can be said that it was planned according to mixed design. Intercultural sensitivity levels of pre-service teachers and teaching staff in the English, French and German departments were measured by the “Intercultural Sensitivity Scale developed by Chen and Starosta (2000) and adapted to Turkish by Üstün (2011). In addition, 26 faculty members teaching currently at Çukurova University Foreign Languages Department have been asked open-ended questions with a semi-structured interview tool.

Keywords: Intercultural sensitivity, intercultural communication, English German and French departments, pre-service teachers.

ÖZET

YABANCI DİLLER BÖLÜMÜNDEKİ ÖĞRETİM ELEMANLARI VE ÖĞRETMEN ADAYLARININ KÜLTÜRLERARASI DUYARLILIKLARININ İNCELENMESİ

Seren IŞIK

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Danışman: Dr. Öğretim Üyesi: Meryem AKÇAYOĞLU MİRİOĞLU

Ağustos 2019, 61 sayfa

Bu çalışmanın amacı İngilizce, Almanca ve Fransızca öğretmenliği bölümündeki öğretmen adayları ile öğretim elemanlarının kültürlerarası duyarlılık düzeylerini ölçmektir. Çukurova Üniversitesi, Eğitim Fakültesi Yabancı Diller Bölümündeki İngilizce, Fransızca ve Almanca programlarında eğitim gören 156 öğretmen adayı ile bu bölümlerde eğitim veren toplam 26 öğretim elemanı bu çalışmada katılımcı olarak yer almıştır.

Öğretmen adaylarının kültürlerarası duyarlılık düzeylerini cinsiyet, sınıf düzeyi, bilinen yabancı diller, yaş, öğrenim türü, bulunan yabancı ülkeler ve süre değişkenlerine göre incelenmiştir. Öğretim elemanlarının kültürlerarası duyarlılık düzeyleri ise yine cinsiyet, kıdem, yaş, akademik unvan ve çalışılan bölüm olmak üzere incelenmiştir.

Bu çalışmanın tarama modelinde betimsel bir çalışma olup karma desene göre planlandığı söylenebilir. İngilizce, Fransızca ve Almanca bölümündeki öğretmen adayları ve öğretim elemanlarının kültürlerarası duyarlılık düzeyleri Chen ve Starosta (2000) tarafından geliştirilen ve Türkçeye Üstün (2011) tarafından uyarlanan “Kültürlerarası Duyarlılık Ölçeği” ile ölçülmüştür. Bunun yanısıra 26 öğretim elemanına yarı yapılandırılmış görüşme aracıyla açık uçlu sorular sorulmuştur.

Anahtar kelimeler: Kültürlerarası duyarlılık, kültürlerarası iletişim, İngilizce Almanca ve Fransızca bölümleri, öğretmen adayları.

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ABBREVIATIONS

AmE	: American English
BrE	: British English
CLT	: Communicative Language Teaching
EFL	: English as a Foreign Language
ELT	: English Learning and Teaching Department
ELT	: English Language Teaching
EIL	: English as an International Language
ESL	: English as a Second Language
ICC	: Intercultural Communication Competence
L1	: Native Language
L2	: Second Language
LLP	: Lifelong Learning Program

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CHAPTER I

INTRODUCTION

In this study the first chapter presents basic information about the study. It is composed of seven sections and concludes with the definitions of key terms.

1.1. Background to the Study

In such an international and globalized world the importance of culture is gaining incredible attention in language education, especially in teacher education because language and culture are closely intertwined and hence they are inseparable. A language teacher is expected to teach both the language and the culture of the language as the subject of discussion. . According to Byram and Risager (1999), a language teacher's role is described as a person who acts as a mediator between the languages being taught and their cultures. In this way, the language teacher enables the learners to be aware of the differences and similarities, if any, between the home culture and the target cultures to prevent possible misunderstandings and communication breakdowns.

Indeed, culture and language are so closely linked that teaching a language isolated from its culture may be considered ineffective as language is best understood within a cultural context of the language taught. Also, language is an important tool to understand the cultural aspects of the society where the language is spoken.

Since language is a way of communication and a way of sharing our experiences, it plays a crucial role in our lives. Society and the culture would not exist if there were no languages. We can say that language is a powerful tool in transmitting the information it holds and it is a mirror of a society and the society's culture. At this point, ignoring the culture of the target language and teaching only the grammatical, lexical parts or teaching only the vocal utterances is insufficient. Language teaching is not only a technical endeavour in itself but also it requires cultural aspects. Therefore, in order to comprehend the language fully, it should involve grammatical, lexical, vocal elements; as well as cultural aspects, intercultural communication skills, cultural components in realistic and authentic contexts.

Bearing this in mind, the main aim of this study was to investigate intercultural sensitivity of both instructors and pre-service teachers in the English, German and French departments at Education Faculty Foreign Languages Department, at Çukurova University.

1.2. Statement of the Problem

Many changes have occurred in the world and also in Turkey with the rapid changes and globalization. The formal boundaries among the countries have become increasingly more permeable. And, less tangible borders such as cultural norms are rapidly changing as well (Earley, Ang, & Tan, 2006, p. 1). Most of the EFL Classrooms in Turkey lack both authenticity and cultural elements that need to be integrated into the language teaching process in the world of changes and globalization.

1.3. Purpose of the Study

This study explored the intercultural sensitivity of 26 instructors who are currently teaching English, French and German in the Foreign Languages Department at Çukurova University and 156 pre-service teachers who have been in the Foreign Languages Department at Çukurova University, Adana. The main purpose of this study was to investigate the participants' intercultural sensitivity to determine whether or not there are differences in their intercultural sensitivity in terms of certain demographic and background variables related to their intercultural experiences.

As reported by Çakır, (2006, p. 154) to simply speak and understand a language does not necessarily contemplate acquiring the comprehension of grammar and vocabulary, but also culture specific information that is incorporated into the language. Additionally, he points out that communicating internationally requires communicating inter-culturally, as well.

An important sign of intercultural competence is intercultural sensitivity. Intercultural sensitivity as described by Hammer et al. (2003) is the competence to perceive and know appropriate and distinguishing cultural features of the language studied and the participants' own culture. In this regard, intercultural differences and/or similarities among the participants have been examined. In this study data was collected from instructors and pre-service teachers in the departments of English, German and French Foreign Languages Department, Çukurova University. To conclude, this study aimed to investigate the intercultural sensitivity of instructors in terms of various variables such as age, gender, years of teaching, department they teach at, academic title length of seniority, foreign languages they speak time spent in a foreign country. Pre-service teachers have been examined according to their age, gender, year of study, department they study, foreign languages they speak and time spent in a foreign country.

1.4. Significance of the Study

There have been many studies conducted by several researchers which aimed to investigate intercultural sensitivity of teachers' and students. In our study, we aimed to investigate intercultural sensitivity levels of specifically pre-service student teachers and instructors in the Foreign Languages Department, at Çukurova University.

Although there have been many studies conducted on intercultural sensitivity, it still needs to be explored as the world continues to become more culturally diverse and much attention is given to the need for people to foster a greater intercultural perspective. Therefore, students trained to become teachers of foreign languages and instructors were the focus in this study.

1.5. Definitions of Terms

The definitions of key terms are provided in this section in order to give readers an insight into the frame of the present study and the terms defined below are used in given meanings throughout this study.

Culture: It is difficult to define the term of culture which is a intricate and have a menaing in depth. Byram's (2008) definition for culture is "shared beliefs, values and behaviours of a social group" in some cases the social group in question might be a family in a narrow circle or a nation in a broader circle. Language once used to be regarded as a mean for information exchange only, but now it stands for a more sophisticated concept in terms of communication system. This communication system includes speech, writing, gestures and symbols.

Cultural self- awareness: As Deardorff defines ; to understand how an individual's own culture has shaped his or her identity and world view is one of the most fundamental elements of intercultural competence.

Sociolinguistic awareness:To be able to achieve basic local language skills, grasping the differences in verbal and non-verbal communication and adjusting the speech to accommodate nationals from other cultures.

Comprehension of trends , global and glocal issues: According to Deardorff comprehension and understanding of global/glocal issues and trends tells us the meaning of globalization/glocalization and some implication of relating micro level issues to global macro level forces.

Intercultural Competence: Intercultural competence can be defined as the ability to develop the targeted knowledge, skills and attitudes that lead to predictable behaviour and effective communication that works appropriately in intercultural interactions.

Intercultural Sensitivity: To function and communicate effectively in another culture, people must foster a keen interest in other cultures too, they must be aware and sensitive enough to realize the cultural differences, and also be willing to adapt their behaviour as of respect for the people belonging to other cultures from all around the world.

Intercultural Awareness : Intercultural awareness is a conscious comprehension of the roles in which the individuals are effective, flexible and meaningful in authentic communication. In such correspondences; roles, the frameworks in the communication and the cultural differences are well interpreted and well understood.

Global Citizenship: Global citizens are the people who have high awareness levels of the world from a wider perspective and they can understand the importance of their existence and place on it. They are able to think and act both locally and globally in a balanced and proper manner. By working with the other individuals to make the planet more fair and liveable they gladly take an effective role in their society.



Figure 1. Core Skills for Global Citizens (adapted from an open source in web)

Erasmus Program: The Erasmus programme which is a programme of education in the European Union, promotes collaboration and cooperation between education institutions in Europe. By providing grants and financial support, to the individuals or to the institutions, the leading aim of this programme is to create mutual projects with the exchange students, administrative and academic personnel.

Retrieved August, 2019 from <http://international.deu.edu.tr/en/erasmus-program-tanitimi/>

Mevlana Exchange Program: Mevlana Exchange Programme is a programme which aims the exchange of students and academic staff between the Turkish higher education institutions and higher education institutions of other countries. It differs from Erasmus Program with the notion that; in Mevlana Exchange Program, all of the higher education levels are included regardless of the region the participants study or they live. Retrieved August, 2019 from <https://uluslararasi.yok.gov.tr/en/international-students/exchange-programmes/mevlana>)

1.6. Research Questions

In the direction of this general purpose, answers to the following questions will be explored:

1. How interculturally sensitive are the instructors teaching in the Foreign Languages Department, Education Faculty in Çukurova University?
2. Are there any significant differences between intercultural sensitivity levels of the instructors in the Foreign Languages Department in terms following variables?
 - Age
 - Gender
 - Years of teaching
 - Department they teach
 - Academic Title
 - Length of Seniority
 - Foreign languages they speak
 - Time spent in a foreign country
3. How interculturally sensitive are pre-service teachers studying in the Foreign Languages Department in Çukurova University?
4. Are there any significant differences between intercultural sensitivity levels of pre-service teachers in the Foreign Languages Department in terms of following variables?
 - Age

- Gender
- Year of study
- Department they study
- Foreign languages they speak
- Time spent in a foreign country

Are there any significant differences between intercultural sensitivity level of the instructors and pre-service teachers in the Foreign Languages Department?

1.7.Limitations

There are some limitations of this study and these limitations might be opportunities for further studies in the future. One of these limitations is the sample used in this study. These pre-service teachers and instructors might provide different results compared to a bigger population. Such a study might also be carried out with other pre-service teachers and instructors at Foreign Languages Department for generalizations which are more comprehensive and broader. Another limitation of this study was that all the participants were Turkish Citizens living in Turkey. Similar study might also be implemented with non-Turkish pre-service teachers and non-Turkish instructors.

CHAPTER II

REVIEW OF LITERATURE

This chapter gives detailed information about how different variables affect dimensions of intercultural communication competence and language learning.

2.1. Language and culture

Language and culture are considered to be inseparable elements. As has been noted by many authors (e.g. Bhabha, 1994; Buttjes, 1990: 55; Hinkel, 1999; Jiang, 2000; Kramsch, 1998; Witherspoon, 1980), cultural backgrounds strongly influence the individuals communication patterns and how people interpret and process the messages in their inner world. The connection of the culture and language is important in the educational settings. Learners of the targeted language should be immersed in that language's culture. The more familiar the learners become, the easier the cultural elements are understood. Numerous experts suggest an explicit focus on culture in English Language Teaching (ELT) contexts (e.g. Byram & Fleming, 1998; Byram & Risager, 1999; Lange & Paige, 2003).

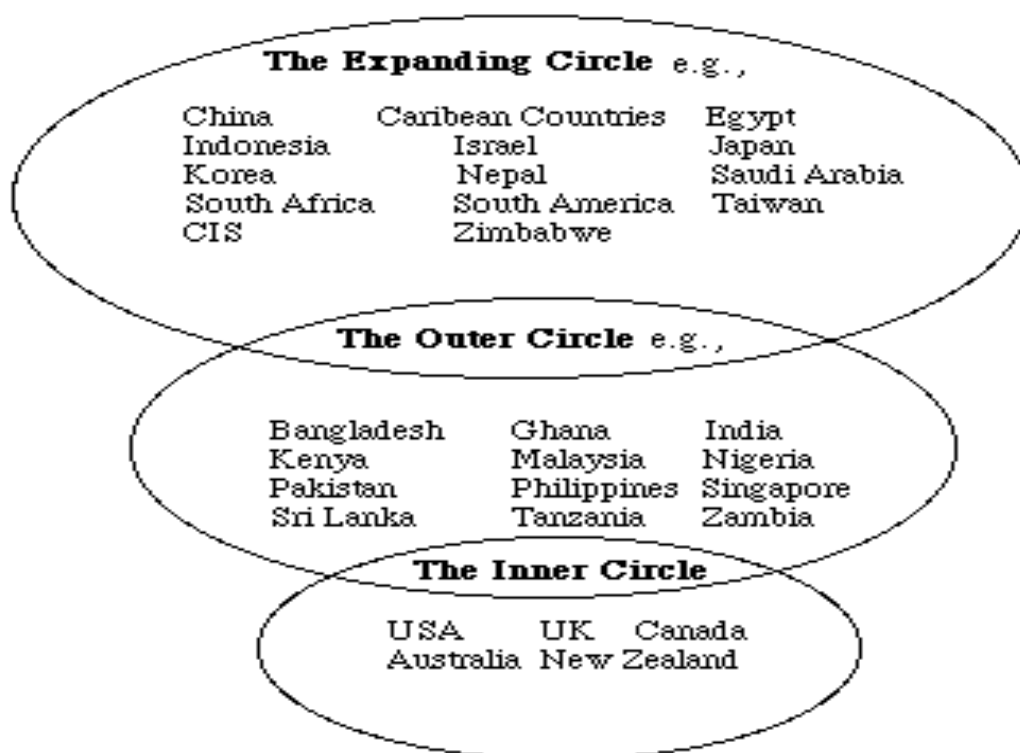


Figure 2. Kachru's Three-Circle Model (1992)

2.2. The Globalization and Cultural issues

The globalization of the English language is leading to new challenges for English language and culture teaching. In modern times now English does not belong to any single nation or group (Crystal, 2001: 21, 130; Jenkins, 2003: 162–168). In this respect, English teaching professionals and program designers need to reassess and rethink the answers to such questions as whose culture should be inserted and taught, which objectives should guide culture teaching, and how culture-related course materials should be designed and selected. This is also true for German and French languages as well although these two languages are not in rapid spreading as English language.

2.3. Culture and ELT

Hall and Hall (1990: 136) clearly say that ‘Culture determines what we perceive, how we react to situations, and how we relate to other people’. Hofstede (1984: 31), taking a slightly different approach, views culture as the ‘collective programming of the mind which distinguishes the members of one human group from another’. Drawing attention to social inequality and class conflict, Spivak (1990: 123) asserts a even more critical definition, reflecting culture as ‘the site of a struggle, a problem, a discursive production, an effect structure rather than a cause’. Another powerful and insightful culture definition in language teaching settings comes from Kramsch who identifies culture using the definition of ‘membership in a discourse community that shares a common social space and history, and a common system of standards for perceiving, believing, evaluating, and acting’. Some educators thought culture and language are possible to teach separately within a classroom setting. But the target culture of the language already exists with various elements in the language classrooms despite some sort of attempts to remove it. Culture is present during in our teaching process in our classrooms whether with the verbal and nonverbal components. It is either explicitly or implicitly living within the environment we live and teach. Culture is taught implicitly, for example, when teachers correct students’ word choices or grammar (Cook, 1999: 194–196). Cultural messages are also relayed through teachers’ choices of instructional methods and educational materials, or what has been termed the ‘hidden curriculum’ (Cunningsworth, 1995). Also, students’ perceptions of languages and the learning process are culturally derived and may differ drastically from those of their foreign teachers (Anderson, 1993: 102).

A central concern in Foreign Languages Department, therefore, should be to raise awareness of the importance of culture in language education (Wright, 1996: 37). Since culture is woven into language learning contexts whether the focus is explicit or not, the question to this answer is not that it should be taught but how it should be taught. Intercultural communication skills should be fostered in the pre-service teachers in an organized and well planned curriculum including the vital components such as communication, culture, connections, comparisons and different community's knowledge.

2.4. Intercultural Communication Competence and Intercultural Sensitivity

Intercultural communication is a kind of communication between members of different cultures which can be defined as the members of different nationalities, ethnic group or socioeconomic status. Intercultural communication can occur in any of the contexts; from intimate two person communication to formal mass communication. The significance given to the intercultural communication competence is gaining value as a result of the impact of rapid changes in the world and globalization on the society. The idea of that the world is shrinking to a global village is gaining popularity among world citizens. This idea makes people, educators, organizations, and communities to seriously think about how to find both easy and effective ways to communicate smoothly avoiding any barriers and cultural obstacles in two ways dialogues. In an international communication, participants' frame of reference changes and thus the way of communication becomes more difficult to understand and more complicated. This difficulty reveals that our communication behaviours and the attitudes are distinct from others. "Intercultural communication competence (ICC) is conceptualized as an individual's ability to achieve their communication goal while effectively and appropriately utilizing communication behaviours to negotiate between the different identities present within a culturally diverse environment" (Portalla& Chen 2010: 21). ICC has three dimensions; these are intercultural awareness (cognitive aspect), intercultural sensitivity (affective aspect), and intercultural effectiveness (the behavioural aspect) (Chen &Starosta 1996).

The 21st century language pre-service teachers should be trained to have the necessary skills to effectively teach foreign languages to future generations. One of the five 5C's of 21st century skills focuses on culture which is described as *'the study of the language and of the people who speak the language. The two are impossible to separate.*

Authentic audio, video clips, internet resources, music, etc. offer insight into the lives of those who speak the language and provide a way for students to learn about the culture by studying the products, practices and perspectives of the target area cultures and comparing them with their own.



Figure 3. “21st Century Skills: National Standards – The 5Cs

2.5. Culture and ELT Materials

Although it is often not realised by English teachers, ELT materials are in no sense ‘neutral’ or ‘value-free’ educational aids. Cunningsworth (1995: 90) asserts that ‘course books will directly or indirectly communicate sets of social and cultural values which are inherent in their make-up’. This ‘hidden curriculum’, he suggests, ‘may well be an expression of attitudes and values that are not consciously held but which nevertheless influence the content and image of the teaching material, and indeed the whole curriculum’. Alptekin (1993: 138) clarifies this issue further, pointing out that: most textbook writers are native speakers who consciously or unconsciously transmit the views, values, beliefs, attitudes, and feelings of their own English-speaking society – usually the United States or United Kingdom. As such, when learners acquire a new set of English discourse as part of their evolving systemic knowledge, they partake of the cultural system which the set entails.

2.6. Multiculturalism in Turkey

Culture is a way of life developed and shared by a group of people and passed down from generation to the next generation. Culture is learned, it’s not innate. It provides coherent framework for organizing our activity and allowing us to predict the behaviour of

the others. Locating on a multicultural geography; Turkey is a bridge between Europe and Asia thus having various frameworks of cohesive cultural elements. Anatolian Peninsula hosted lots of empires and civilizations as a result Turkey's multicultural environment shaped by these experiences. This mosaic of cultures can be seen everywhere such as; social organization, customs and traditions, religion, arts and literature, forms of government, economic systems and language for sure. Bearing this in mind teachers of foreign languages and the materials design professionals in Turkey should be aware of this richness and they must be highly sensitive to the cultural differences within all parts of the country if the aims and objectives are aimed to be implemented meaningfully.

Foreign student population in Turkey is on increase and this is an important point to take into consideration. Due to the political issues in the neighbouring countries the number of refugee children coming to Turkey still continues to increase. Turkey is becoming a place for immigrants and a higher education destination of foreign students. This information suggests that many teachers including Turkish government state schools and private schools are likely to have students from different cultures. This change tells us that language teaching process should definitely include cross-cultural skills, intercultural competence, conscious knowledge of culture and cultural self-awareness.

The readiness of the pre-service teachers should be seriously taken into consideration although some important aspects still are not acknowledged enough about the relationship between pre-service teachers' attitudes with intercultural sensitivity and multiculturalism. The notion of preparing students for a diverse world still has an important place in the status in general teacher education programs. As a result, preparing teachers for diversity is not readily present in general teacher education agenda only some individual programs include cultural diversity or multiculturalism related topics.

2.7. Intercultural Sensitivity and Teachers of Foreign Language

The leading purpose of contemporary and modern education is to equip learners with several types of competences which are important for both their future personal and professional life in this globalized world. And one of these competences, communication skills, has a component whose development can mainly be the responsibility of foreign language teachers. During foreign language classes, a certain amount of time should be allocated to increase international understanding by enabling the students to grasp the life, thinking and literature of people who speak it. As Stern (1983) suggests, students should

not only study the linguistic and cultural context (language and culture) but also should be made aware of the relationship between language and culture.

To be successful in this mission intercultural awareness, sensitivity and competence are all required if a foreign language learner is to achieve intercultural communication competence and as a result being able to function as competent communicators in possible situations requiring speakers of diverse linguistic, ethnic and religious backgrounds, which are now considered as important goals of foreign language teaching (Dombi 2016; Han 2013).

Although once the focus was more on perspectives of information exchange , Michael Byram (1991) highlighted the importance of training abilities originating the concept of Intercultural Communicative Competence (ICC) and this ability is defined as : The ability to negotiate cultural meaning and adopt efficient communicative conducts (in contexts of contact between different cultures). In Yılmaz andÖzkan(2016) study with English language instructors and students the findings display that instructors and students seemed to acknowledge the importance of intercultural awareness in English language teaching, their perspectives didn't indicate a thorough intercultural point of view

CHAPTER III

RESEARCH METHODOLOGY

This chapter narrates the phases of the study under six main titles and includes the process of the pilot study at the very last.

3.1. Research Questions

This study aimed to reveal the intercultural sensitivity of both the instructors in the foreign languages departments and the students studying to become teachers of English, German and French languages in the same departments; therefore, the research questions below serve this purpose:

In the direction of this general purpose, answers to the following questions will be explored in this process:

5. How interculturally sensitive are the instructors teaching in the Foreign Languages Department, Education Faculty in Çukurova University?
6. Are there any significant differences between intercultural sensitivity levels of the instructors in the Foreign Languages Department in terms of the following variables?
 - Age
 - Gender
 - Years of teaching
 - Department they teach
 - Academic Title
 - Length of Seniority
 - Foreign languages they speak
 - Time spent in a foreign country
7. How interculturalsensitive are pre-service teachers studying in the Foreign Languages Department in Çukurova University?

8. Are there any significant differences between intercultural sensitivity levels of pre-service teachers' in the Foreign Languages Department in terms of the following variables?
 - Age
 - Gender
 - Year of study
 - Department they study
 - Foreign languages they speak
 - Time spent in a foreign country
9. Are there any significant differences between intercultural sensitivity level of the instructors and pre-service teachers in the Foreign Languages Department?

3.3. Research Design

In the research field, there have been various kinds of research designs; Creswell (2014) states that *qualitative*, *quantitative* and *mixed methods* research designs are regarded as frequently used designs. Here in this study mixed method design was adopted since both qualitative and quantitative data that both provide a thorough understanding of findings as the researcher test and compare different kinds of data at one time.

The data collection tools enumerated in the quantitative data section are the focal point of this study and they are concurrently followed by qualitative data collection tools, which makes this study a *sequential transformative design*. Creswell (2003) reports that a *sequential transformative design* is flexible in terms of allowing researchers to determine whether quantitative or qualitative data is going to be collected first according to their goals and also, researchers might use these two different kinds of tools at the same time. Both the order of data collection tools and their analyses might interchange during the data collection and data analysis. Although the data collection process started with a quantitative data collection method, the quantitative and qualitative data were simultaneously gathered and analyzed all together during the interpretation phase of this very study.

3.4. Participants

This study was conducted on a voluntary basis with 156 participants who enrolled to the teacher education programs at Foreign Languages Teaching Department involving English, German and French Language Teaching. The participants were all senior pre-

service teachers. And 26 instructors from these three departments participated in the study. The participants were chosen according to the *purposive sampling* method which also known as judgment is sampling. As Johnson and Christensen (2012) point out, this method is used not only in qualitative and but also in quantitative studies. Palys (2008) defines purposive sampling as a result of strategic decisions that will lead researchers to the most relevant sampling according to their objectives and similarly, Johnson and Christensen (2012) elucidate that this is a method where researchers can analyze the features of a group according to their interest and select those who have the necessary features in that group. Moreover, Creswell (2005) explains that researchers test their probable participants to figure out if they provide adequate knowledge of the research topic or not thanks to this method.

3.5. Data Collection Tools

The two data collection tools including the intercultural sensitivity scale, semi-structured face-to-face interviews and document analysis. The scale involved 23 items with 5-point Likert scale. The pre-service teachers were supposed to complete the scale in one-hour session. Patton (1999) touches upon triangulation as a way of ensuring the data by enlarging the methods used in gathering data so as to get a full understanding of the phenomena.

3.5.1. Intercultural Sensitivity Scale

There were 23 items/statements in this scale. Each item in the scale had 5 options: *Totally Agree, Agree, Not Agree, Disagree, Totally Disagree*. The scale was analyzed by *Statistical Package for Social Sciences* (SPSS) edition 20. The scale was presented in Appendix 1.

Intercultural Sensitivity Scale (ISS) was developed by Chen and Starosta (2000) and adapted into Turkish by Üstün (2011). The 23-items scale was based on 5-likert scale and the choices were: 5=strongly agree, 4=agree, 3=uncertain, 2=disagree, and 1=strongly disagree. The 23 item model consists of five sections; interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment, and interaction attentiveness. It was employed to measure the participants' intercultural sensitivity level. This scale is normally applied to test how individuals feel when communicating with people having cultural backgrounds other than their own. This scale has an alpha reliability

coefficient of 0.86 according to the study conducted in the United States by Chen and Starosta (2000).

3.5.2. Interview

Each of the instructors was face-to-face interviewed for approximately 20 minutes in a negotiated room at the Department. The researcher scheduled and conducted the interviews and followed the routines starting with probing questions to detailed ones. The participants felt free and comfortable to extend the targeted issues. The questions were presented in Appendix 2.



CHAPTER IV

FINDINGS

This section presents the findings of the study that has been collected based on two collection tools. The quantitative data has been obtained by Intercultural Sensitivity Scale developed by Chen and Starosta (2000) and the qualitative data has been obtained with semi-structured interview. Following that the qualitative data analysis results will be outlined with the semi-structured interview given to the instructors of the English, German and French Departments at Çukurova University.

4.1. The scale and item analysis

The analysis from SPSS version 20 provided the descriptive statistics of the scale as well as chi-square calculations. Scales are given to the English Department's pre-service teachers and instructors.

Item-by-item analysis is given below:

Table 1.

Analysis of Item1

Pre-service Teachers' Views on Intercultural Sensitivity

Item1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	88	58,7	58,7	58,7
	2,00	57	38,0	38,0	96,7
	3,00	1	,7	,7	97,3
	4,00	1	,7	,7	98,0
	5,00	3	2,0	2,0	100,0
	Total	150	100,0	100,0	

Table 2.

Analysis of Item 2

Pre-service Teachers' Views on Intercultural Sensitivity

Item2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	3	2,0	2,0	2,0
	2,00	9	6,0	6,0	8,0
	3,00	8	5,3	5,3	13,3
	4,00	64	42,7	42,7	56,0
	5,00	65	43,3	43,3	99,3
	5,00	1	,7	,7	100,0
	Total	150	100,0	100,0	

Table 3.

Analysis of Item 3

Pre-service Teachers' Views on Intercultural Sensitivity

Item3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	32	21,3	21,3	21,3
	2,00	66	44,0	44,0	65,3
	3,00	47	31,3	31,3	96,7
	4,00	3	2,0	2,0	98,7
	5,00	2	1,3	1,3	100,0
	Total	150	100,0	100,0	

Table 4.

Analysis of Item 4

Pre-service Teachers' Views on Intercultural Sensitivity

Item4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	31	20,7	20,7	20,7
	2,00	42	28,0	28,0	48,7
	3,00	57	38,0	38,0	86,7
	4,00	19	12,7	12,7	99,3
	5,00	1	,7	,7	100,0
	Total	150	100,0	100,0	

Table 5.

Analysis of Item 5

Pre-service Teachers' Views on Intercultural Sensitivity

Item5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	21	14,0	14,0	14,0
	2,00	63	42,0	42,0	56,0
	3,00	51	34,0	34,0	90,0
	4,00	11	7,3	7,3	97,3
	5,00	3	2,0	2,0	99,3
	5,00	1	,7	,7	100,0
	Total	150	100,0	100,0	

Table 6.

Analysis of Item 6

Pre-service Teachers' Views on Intercultural Sensitivity

Item6					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	8	5,3	5,3	5,3
	2,00	32	21,3	21,3	26,7
	3,00	30	20,0	20,0	46,7
	4,00	59	39,3	39,3	86,0
	5,00	20	13,3	13,3	99,3
	5,00	1	,7	,7	100,0
	Total	150	100,0	100,0	

Table 7.

Analysis of Item 7

Pre-service Teachers' Views on Intercultural Sensitivity

Item7					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	10	6,7	6,7	6,7
	2,00	2	1,3	1,3	8,0
	3,00	12	8,0	8,0	16,0
	4,00	61	40,7	40,7	56,7
	5,00	65	43,3	43,3	100,0
	Total	150	100,0	100,0	

Table 8.

Analysis of Item 8

Pre-service Teachers' Views on Intercultural Sensitivity

Item8					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	90	60,0	60,0	60,0
	2,00	29	19,3	19,3	79,3
	3,00	9	6,0	6,0	85,3
	4,00	13	8,7	8,7	94,0
	5,00	9	6,0	6,0	100,0
	Total	150	100,0	100,0	

Table 9.

Analysis of Item 9

Pre-service Teachers' Views on Intercultural Sensitivity

Item9					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	10	6,7	6,7	6,7
	2,00	13	8,7	8,7	15,3
	3,00	34	22,7	22,7	38,0
	4,00	70	46,7	46,7	84,7
	5,00	23	15,3	15,3	100,0
	Total	150	100,0	100,0	

Table 10.

Analysis of Item 10

Pre-service Teachers' Views on Intercultural Sensitivity

Item10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	28	18,7	18,7	18,7
	2,00	76	50,7	50,7	69,3
	3,00	31	20,7	20,7	90,0
	4,00	10	6,7	6,7	96,7
	5,00	5	3,3	3,3	100,0
	Total	150	100,0	100,0	

Table 11.

Analysis of Item 11

Pre-service Teachers' Views on Intercultural Sensitivity

Item11					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	22	14,7	14,7	14,7
	2,00	74	49,3	49,3	64,0
	3,00	37	24,7	24,7	88,7
	4,00	12	8,0	8,0	96,7
	5,00	5	3,3	3,3	100,0
	Total	150	100,0	100,0	

Table 12.

Analysis of Item 12

Pre-service Teachers' Views on Intercultural Sensitivity

Item12					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	11	7,3	7,3	7,3
	2,00	15	10,0	10,0	17,3
	3,00	14	9,3	9,3	26,7
	4,00	71	47,3	47,3	74,0
	5,00	38	25,3	25,3	99,3
	5,00	1	,7	,7	100,0
	Total	150	100,0	100,0	

Table 13.

Analysis of Item 13

Pre-service Teachers' Views on Intercultural Sensitivity

Item13					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	53	35,3	35,3	35,3
	2,00	68	45,3	45,3	80,7
	3,00	10	6,7	6,7	87,3
	4,00	14	9,3	9,3	96,7
	5,00	4	2,7	2,7	99,3
	5,00	1	,7	,7	100,0
	Total	150	100,0	100,0	

Table 14.

Analysis of Item 14

Pre-service Teachers' Views on Intercultural Sensitivity

Item14					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	41	27,3	27,3	27,3
	2,00	72	48,0	48,0	75,3
	3,00	14	9,3	9,3	84,7
	4,00	12	8,0	8,0	92,7
	5,00	11	7,3	7,3	100,0
	Total	150	100,0	100,0	

Table 15.

Analysis of Item 15

Pre-service Teachers' Views on Intercultural Sensitivity

Item15					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	16	10,7	10,7	10,7
	2,00	12	8,0	8,0	18,7
	3,00	13	8,7	8,7	27,3
	4,00	60	40,0	40,0	67,3
	5,00	49	32,7	32,7	100,0
	Total	150	100,0	100,0	

Table 16.

Analysis of Item 16

Pre-service Teachers' Views on Intercultural Sensitivity

Item16					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	73	48,7	48,7	48,7
	2,00	56	37,3	37,3	86,0
	3,00	4	2,7	2,7	88,7
	4,00	11	7,3	7,3	96,0
	5,00	6	4,0	4,0	100,0
	Total	150	100,0	100,0	

Table 17.

Analysis of Item 17

Pre-service Teachers' Views on Intercultural Sensitivity

Item17					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	62	41,3	41,3	41,3
	2,00	54	36,0	36,0	77,3
	3,00	11	7,3	7,3	84,7
	4,00	7	4,7	4,7	89,3
	5,00	16	10,7	10,7	100,0
	Total	150	100,0	100,0	

Table 18.

Analysis of Item 18

Pre-service Teachers' Views on Intercultural Sensitivity

Item18					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	12	8,0	8,0	8,0
	2,00	12	8,0	8,0	16,0
	3,00	8	5,3	5,3	21,3
	4,00	37	24,7	24,7	46,0
	5,00	81	54,0	54,0	100,0
	Total	150	100,0	100,0	

Table 19.

Analysis of Item 19

Pre-service Teachers' Views on Intercultural Sensitivity

Item19					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	11	7,3	7,3	7,3
	2,00	18	12,0	12,0	19,3
	3,00	36	24,0	24,0	43,3
	4,00	46	30,7	30,7	74,0
	5,00	39	26,0	26,0	100,0
	Total	150	100,0	100,0	

Table 20.

Analysis of Item 20

Pre-service Teachers' Views on Intercultural Sensitivity

Item20					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	28	18,7	18,7	18,7
	2,00	62	41,3	41,3	60,0
	3,00	28	18,7	18,7	78,7
	4,00	20	13,3	13,3	92,0
	5,00	12	8,0	8,0	100,0
	Total	150	100,0	100,0	

Table 21.

Analysis of Item 21

Pre-service Teachers' Views on Intercultural Sensitivity

Item21					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	13	8,7	8,7	8,7
	2,00	22	14,7	14,7	23,3
	3,00	18	12,0	12,0	35,3
	4,00	69	46,0	46,0	81,3
	5,00	28	18,7	18,7	100,0
	Total	150	100,0	100,0	

Table 22.

Analysis of Item 22

Pre-service Teachers' Views on Intercultural Sensitivity

Item22					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	50	33,3	33,3	33,3
	2,00	80	53,3	53,3	86,7
	3,00	10	6,7	6,7	93,3
	4,00	9	6,0	6,0	99,3
	5,00	1	,7	,7	100,0
	Total	150	100,0	100,0	

Table 23.

Analysis of Item 23

Pre-service Teachers' Views on Intercultural Sensitivity

Item23					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	60	40,0	40,0	40,0
	2,00	59	39,3	39,3	79,3
	3,00	15	10,0	10,0	89,3
	4,00	11	7,3	7,3	96,7
	5,00	5	3,3	3,3	100,0
	Total	150	100,0	100,0	

Same scale has been given to French Department pre-service teachers and instructors. Item-by-item analysis is given below:

Table 24 .

Analysis of Item 1

Pre-service Teachers' Views on Intercultural Sensitivity

Item1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	16	64,0	64,0	64,0
	2,00	7	28,0	28,0	92,0
	4,00	2	8,0	8,0	100,0
	Total	25	100,0	100,0	

Table 25 .

Analysis of Item 2

Pre-service Teachers' Views on Intercultural Sensitivity

Item2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,00	2	8,0	8,0	8,0
	3,00	1	4,0	4,0	12,0
	4,00	11	44,0	44,0	56,0
	5,00	11	44,0	44,0	100,0
	Total	25	100,0	100,0	

Table 26 .

Analysis of Item 3

Pre-service Teachers' Views on Intercultural Sensitivity

Item3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	8	32,0	32,0	32,0
	2,00	6	24,0	24,0	56,0
	3,00	7	28,0	28,0	84,0
	4,00	2	8,0	8,0	92,0
	5,00	2	8,0	8,0	100,0
	Total	25	100,0	100,0	

Table 27 .

Analysis of Item 4

Pre-service Teachers' Views on Intercultural Sensitivity

Item4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	4	16,0	16,0	16,0
	2,00	13	52,0	52,0	68,0
	3,00	4	16,0	16,0	84,0
	4,00	3	12,0	12,0	96,0
	5,00	1	4,0	4,0	100,0
	Total	25	100,0	100,0	

Table 28 .

Analysis of Item 5

Pre-service Teachers' Views on Intercultural Sensitivity

Item5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	6	24,0	24,0	24,0
	2,00	11	44,0	44,0	68,0
	3,00	4	16,0	16,0	84,0
	4,00	2	8,0	8,0	92,0
	5,00	2	8,0	8,0	100,0
	Total	25	100,0	100,0	

Table 29 .

Analysis of Item 6

Pre-service Teachers' Views on Intercultural Sensitivity

Item6					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	1	4,0	4,0	4,0
	2,00	7	28,0	28,0	32,0
	3,00	5	20,0	20,0	52,0
	4,00	9	36,0	36,0	88,0
	5,00	3	12,0	12,0	100,0
	Total	25	100,0	100,0	

Table 30.

Analysis of Item 7

Pre-service Teachers' Views on Intercultural Sensitivity

Item7					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	4	16,0	16,0	16,0
	2,00	2	8,0	8,0	24,0
	4,00	8	32,0	32,0	56,0
	5,00	11	44,0	44,0	100,0
	Total	25	100,0	100,0	

Table 31.

Analysis of Item 8

Pre-service Teachers' Views on Intercultural Sensitivity

Item8					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	16	64,0	64,0	64,0
	2,00	3	12,0	12,0	76,0
	3,00	1	4,0	4,0	80,0
	4,00	4	16,0	16,0	96,0
	5,00	1	4,0	4,0	100,0
	Total	25	100,0	100,0	

Table 32 .

Analysis of Item 9

Pre-service Teachers' Views on Intercultural Sensitivity

Item9					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	2	8,0	8,0	8,0
	2,00	7	28,0	28,0	36,0
	3,00	2	8,0	8,0	44,0
	4,00	9	36,0	36,0	80,0
	5,00	5	20,0	20,0	100,0
	Total	25	100,0	100,0	

Table 33 .

Analysis of Item 10

Pre-service Teachers' Views on Intercultural Sensitivity

Item10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	7	28,0	28,0	28,0
	2,00	10	40,0	40,0	68,0
	3,00	2	8,0	8,0	76,0
	4,00	5	20,0	20,0	96,0
	5,00	1	4,0	4,0	100,0
	Total	25	100,0	100,0	

Table 34.

Analysis of Item 11

Pre-service Teachers' Views on Intercultural Sensitivity

Item11					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	8	32,0	32,0	32,0
	2,00	7	28,0	28,0	60,0
	3,00	4	16,0	16,0	76,0
	4,00	4	16,0	16,0	92,0
	5,00	2	8,0	8,0	100,0
	Total	25	100,0	100,0	

Table 35.

Analysis of Item 12

Pre-service Teachers' Views on Intercultural Sensitivity

Item12					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	4	16,0	16,0	16,0
	2,00	3	12,0	12,0	28,0
	3,00	3	12,0	12,0	40,0
	4,00	8	32,0	32,0	72,0
	5,00	7	28,0	28,0	100,0
	Total	25	100,0	100,0	

Table 36.

Analysis of Item 13

Pre-service Teachers' Views on Intercultural Sensitivity

Item13					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	9	36,0	36,0	36,0
	2,00	9	36,0	36,0	72,0
	3,00	2	8,0	8,0	80,0
	4,00	3	12,0	12,0	92,0
	5,00	2	8,0	8,0	100,0
	Total	25	100,0	100,0	

Table 37.

Analysis of Item 14

Pre-service Teachers' Views on Intercultural Sensitivity

Item14					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	10	40,0	40,0	40,0
	2,00	8	32,0	32,0	72,0
	3,00	4	16,0	16,0	88,0
	4,00	2	8,0	8,0	96,0
	5,00	1	4,0	4,0	100,0
	Total	25	100,0	100,0	

Table 38.

Analysis of Item 15

Pre-service Teachers' Views on Intercultural Sensitivity

Item15					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	3	12,0	12,0	12,0
	2,00	5	20,0	20,0	32,0
	3,00	2	8,0	8,0	40,0
	4,00	3	12,0	12,0	52,0
	5,00	12	48,0	48,0	100,0
	Total	25	100,0	100,0	

Table 39.

Analysis of Item 16

Pre-service Teachers' Views on Intercultural Sensitivity

Item16					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	15	60,0	60,0	60,0
	2,00	3	12,0	12,0	72,0
	3,00	3	12,0	12,0	84,0
	4,00	1	4,0	4,0	88,0
	5,00	3	12,0	12,0	100,0
	Total	25	100,0	100,0	

Table 40.

Analysis of Item 17

Pre-service Teachers' Views on Intercultural Sensitivity

Item17					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	11	44,0	44,0	44,0
	2,00	7	28,0	28,0	72,0
	3,00	1	4,0	4,0	76,0
	4,00	2	8,0	8,0	84,0
	5,00	4	16,0	16,0	100,0
	Total	25	100,0	100,0	

Table 41.

Analysis of Item 18

Pre-service Teachers' Views on Intercultural Sensitivity

Item18					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,00	4	16,0	16,0	16,0
	3,00	4	16,0	16,0	32,0
	4,00	5	20,0	20,0	52,0
	5,00	12	48,0	48,0	100,0
	Total	25	100,0	100,0	

Table 42.

Analysis of Item 19

Pre-service Teachers' Views on Intercultural Sensitivity

Item19					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	4	16,0	16,0	16,0
	2,00	3	12,0	12,0	28,0
	3,00	3	12,0	12,0	40,0
	4,00	9	36,0	36,0	76,0
	5,00	6	24,0	24,0	100,0
	Total	25	100,0	100,0	

Table 43.

Analysis of Item 20

Pre-service Teachers' Views on Intercultural Sensitivity

Item20					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	8	32,0	32,0	32,0
	2,00	4	16,0	16,0	48,0
	3,00	7	28,0	28,0	76,0
	4,00	5	20,0	20,0	96,0
	5,00	1	4,0	4,0	100,0
	Total	25	100,0	100,0	

Table 44.

Analysis of Item 21

Pre-service Teachers' Views on Intercultural Sensitivity

Item21					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	2	8,0	8,0	8,0
	2,00	8	32,0	32,0	40,0
	3,00	3	12,0	12,0	52,0
	4,00	8	32,0	32,0	84,0
	5,00	4	16,0	16,0	100,0
	Total	25	100,0	100,0	

Table 45.

Analysis of Item 22

Pre-service Teachers' Views on Intercultural Sensitivity

Item22					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	8	32,0	32,0	32,0
	2,00	6	24,0	24,0	56,0
	3,00	7	28,0	28,0	84,0
	4,00	3	12,0	12,0	96,0
	5,00	1	4,0	4,0	100,0
	Total	25	100,0	100,0	

Table 46.

Analysis of Item 23

Pre-service Teachers' Views on Intercultural Sensitivity

Item23					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	10	40,0	40,0	40,0
	2,00	5	20,0	20,0	60,0
	3,00	5	20,0	20,0	80,0
	4,00	4	16,0	16,0	96,0
	5,00	1	4,0	4,0	100,0
	Total	25	100,0	100,0	

Scales are given to the German Department's pre-service teachers.

Item-by-item analysis is given below:

Table 47.

Analysis of Item 1

Item1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	2	1,3	1,3	1,3
	2,00	4	2,6	2,6	3,8
	3,00	1	,6	,6	4,5
	4,00	64	41,0	41,0	45,5
	5,00	85	54,5	54,5	100,0
	Total	40	100,0	100,0	

Table 48.

Analysis of Item 2

Item2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	1	,6	,6	,6
	2,00	9	5,8	5,8	6,4
	3,00	7	4,5	4,5	10,9
	4,00	73	46,8	46,8	57,7
	5,00	66	42,3	42,3	100,0
	Total	40	100,0	100,0	

Table 49

Analysis of Item 3

Item3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	29	18,6	18,6	18,6
	2,00	32	20,5	20,5	39,1
	3,00	32	20,5	20,5	59,6
	4,00	45	28,8	28,8	88,5
	5,00	18	11,5	11,5	100,0
	Total	40	100,0	100,0	

Table 50.

Analysis of Item 4

Item4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	4	2,6	2,6	2,6
	2,00	19	12,2	12,2	14,7
	3,00	51	32,7	32,7	47,4
	4,00	44	28,2	28,2	75,6
	5,00	38	24,4	24,4	100,0
	Total	40	100,0	100,0	

Table 51.

Analysis of Item 5

Item5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	3	1,9	1,9	1,9
	2,00	12	7,7	7,7	9,6
	3,00	45	28,8	28,8	38,5
	4,00	74	47,4	47,4	85,9
	5,00	22	14,1	14,1	100,0
	Total	40	100,0	100,0	

Table 52.

Analysis of Item 6

Item6					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	18	11,5	11,5	11,5
	2,00	48	30,8	30,8	42,3
	3,00	37	23,7	23,7	66,0
	4,00	39	25,0	25,0	91,0
	5,00	13	8,3	8,3	99,4
	6,00	1	,6	,6	100,0
	Total	40	100,0	100,0	

Table 53.

Analysis of Item 7

Item7					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	5	3,2	3,2	3,2
	2,00	21	13,5	13,5	16,7
	3,00	26	16,7	16,7	33,3
	4,00	58	37,2	37,2	70,5
	5,00	46	29,5	29,5	100,0
	Total	40	100,0	100,0	

Table 54.

Analysis of Item 8

Item8					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	28	17,9	17,9	17,9
	2,00	29	18,6	18,6	36,5
	3,00	9	5,8	5,8	42,3
	4,00	30	19,2	19,2	61,5
	5,00	60	38,5	38,5	100,0
	Total	40	100,0	100,0	

Table 55.

Analysis of Item 9

Item9					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	42	26,9	26,9	26,9
	2,00	17	10,9	10,9	37,8
	3,00	26	16,7	16,7	54,5
	4,00	53	34,0	34,0	88,5
	5,00	18	11,5	11,5	100,0
	Total	40	100,0	100,0	

Table 56.

Analysis of Item 10

Item10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	15	9,6	9,6	9,6
	2,00	26	16,7	16,7	26,3
	3,00	35	22,4	22,4	48,7
	4,00	57	36,5	36,5	85,3
	5,00	23	14,7	14,7	100,0
	Total	40	100,0	100,0	

Table 57.

Analysis of Item 11

Item11					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	4	2,6	2,6	2,6
	2,00	18	11,5	11,5	14,1
	3,00	27	17,3	17,3	31,4
	4,00	78	50,0	50,0	81,4
	5,00	29	18,6	18,6	100,0
	Total	40	100,0	100,0	

Table 58.

Analysis of Item 12

Item12					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	19	12,2	12,2	12,2
	2,00	30	19,2	19,2	31,4
	3,00	26	16,7	16,7	48,1
	4,00	54	34,6	34,6	82,7
	5,00	26	16,7	16,7	99,4
	6,00	1	,6	,6	100,0
	Total	40	100,0	100,0	

Table 59.

Analysis of Item 13

Item13					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	17	10,9	10,9	10,9
	2,00	30	19,2	19,2	30,1
	3,00	16	10,3	10,3	40,4
	4,00	46	29,5	29,5	69,9
	5,00	46	29,5	29,5	99,4
	5,00	1	,6	,6	100,0
	Total	40	100,0	100,0	

Table 60.

Analysis of Item 14

Item14					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	10	6,4	6,4	6,4
	2,00	18	11,5	11,5	17,9
	3,00	15	9,6	9,6	27,6
	4,00	61	39,1	39,1	66,7
	5,00	52	33,3	33,3	100,0
	Total	40	100,0	100,0	

Table 61.

Analysis of Item 15

Item15					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	34	21,8	21,8	21,8
	2,00	29	18,6	18,6	40,4
	3,00	18	11,5	11,5	51,9
	4,00	47	30,1	30,1	82,1
	5,00	28	17,9	17,9	100,0
	Total	40	100,0	100,0	

Table 62.

Analysis of Item 16

Item16					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	34	21,8	21,8	21,8
	2,00	14	9,0	9,0	30,8
	3,00	9	5,8	5,8	36,5
	4,00	51	32,7	32,7	69,2
	5,00	48	30,8	30,8	100,0
	Total	40	100,0	100,0	

Table 63.

Analysis of Item 17

Item17					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	15	9,6	9,6	9,6
	2,00	8	5,1	5,1	14,7
	3,00	12	7,7	7,7	22,4
	4,00	48	30,8	30,8	53,2
	5,00	73	46,8	46,8	100,0
	Total	40	100,0	100,0	

Table 64.

Analysis of Item 18

Item18					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	38	24,4	24,4	24,4
	2,00	30	19,2	19,2	43,6
	3,00	6	3,8	3,8	47,4
	4,00	23	14,7	14,7	62,2
	5,00	59	37,8	37,8	100,0
	Total	40	100,0	100,0	

Table 65.

Analysis of Item 19

Item19					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	10	6,4	6,4	6,4
	2,00	17	10,9	10,9	17,3
	3,00	25	16,0	16,0	33,3
	4,00	41	26,3	26,3	59,6
	5,00	63	40,4	40,4	100,0
	Total	40	100,0	100,0	

Table 66.

Analysis of Item 20

Item20					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	21	13,5	13,5	13,5
	2,00	39	25,0	25,0	38,5
	3,00	26	16,7	16,7	55,1
	4,00	43	27,6	27,6	82,7
	5,00	27	17,3	17,3	100,0
	Total	40	100,0	100,0	

Table 67.

Analysis of Item 21

Item21					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	30	19,2	19,2	19,2
	2,00	23	14,7	14,7	34,0
	3,00	30	19,2	19,2	53,2
	4,00	54	34,6	34,6	87,8
	5,00	19	12,2	12,2	100,0
	Total	40	100,0	100,0	

Table 68.

Analysis of Item 22

Item22					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	12	7,7	7,7	7,7
	2,00	28	17,9	17,9	25,6
	3,00	14	9,0	9,0	34,6
	4,00	67	42,9	42,9	77,6
	5,00	35	22,4	22,4	100,0
	Total	40	100,0	100,0	

Table 69.

Analysis of Item 23

Item23					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	5	3,2	3,2	3,2
	2,00	14	9,0	9,0	12,2
	3,00	26	16,7	16,7	28,8
	4,00	59	37,8	37,8	66,7
	5,00	52	33,3	33,3	100,0
	Total	40	100,0	100,0	

English Language Instructors Quantitative Analysis Results

The results obtained from the scale have been shown with regard to the categories and demographic information that the instructors provided.

Table 69.

Mann-Whitney Test Results of Language Instructors

Ranks				
		Mean	Sum of	
Dept	N	Rank	Ranks	
Total Eng	14	10,79	151,00	
GER	6	9,83	59,00	
Total	20			

Table 70:

Chi-Square Test Results

	Total
Chi-Square	4,933
Df	2
Asymp. Sig.	,085

Table 71.

Nonparametric Correlation between Age and Intercultural Sensitivity

		Total	AGE
Spearman's rho	Total	Correlation Coefficient	1,000
			,331
		Sig. (2-tailed)	.
			,098
		N	26
		26	26
	AGE	Correlation Coefficient	,331
			1,000
		Sig. (2-tailed)	,098
			.
		N	26
		26	26

Table 72.

Nonparametric Correlation between Department and Intercultural Sensitivity

		Total	Dept
Spearman's rho	Total	Correlation Coefficient	1,000
			,319
		Sig. (2-tailed)	.
			,112
		N	26
		26	26
	Program	Correlation Coefficient	,319
			1,000
		Sig. (2-tailed)	,112
			.
		N	26
		26	26

Instructors' Views towards Intercultural Sensitivity

This study aimed to examine the relationship between intercultural sensitivity and the department of the instructors. It was also attempted to determine whether

instructors' views differ according to age and gender and teaching years.

The sample of the study consisted of a total of 26 university instructors 15 female and 11 male instructors teaching at the Foreign Languages Department at Çukurova University. As a result of the analysis, it was found out that intercultural sensitivity and teaching years had positive relationship.

There was not a significant difference in terms of the department of the instructors. When the age-related differences were examined it was found out that teaching years of the instructors and their age had a parallel relationship. However the intercultural sensitivity didn't change significantly according to the age.

With the scale we also confirm the reliability of the Intercultural Sensitivity Scale developed by Chen and Starosta (2000). On the scale, item number nineteen seemed to be validated but less meaningful. The most sensitive group was English German and French department's instructor in order, yet the difference was not important.

The data gathered was analyzed by *Statistical Package for Social Sciences* (SPSS) edition 20. We used nonparametric correlations, Mann Whitney U test, Kruskal Wallis-Test and Chi-square test statistics.

4.2. Interview Analysis with the instructors of Foreign Languages Department

The interview data were analyzed under four different categories:

- A) Affective factors in meeting people from different cultures
- B) Interest in cultural elements and print
- C) Culture in language teaching

The majority of English instructors (n. 11) felt happy and confident while dealing with culture or discussing about culture. They asserted that the significance of culture in daily life encounters. One of the participant's quote best exemplifies this positivity:

P2: *Meeting and interacting with some other people makes me improve my tolerance towards different cultures and their norms. I am becoming more sensitive towards other cultures apart from mine.*

Some participants (n.5) mentioned they prefer songs due to their cultural elements. Some added they would prefer stories just because they involve culture-specific elements.

One of the participants quoted as below:

P4: Songs especially increase my taste towards my life and I learn novel things via exposure to these songs.

Most of the English instructors (n.16) expressed their views about the integration of both target and home cultures in L2 teaching context. Such combinations of cultures enlarge the language learners' horizons in language learning process. The quote below displays this contribution the teaching process:

P3: Target and home culture presentation makes the class interesting and enjoyable for language learners. They have fun with such cultures.

The majority of German language instructors (n. 7) felt satisfied with culture or discussing about culture. They asserted that the significance of culture in daily life encounters. One of the participant's quote best exemplifies this very fact:

P1: Coming across with some other people improve my tolerance towards different cultures.

Some participants (n.3) mentioned they prefer movies since they all involve daily culture.

One of the participants quoted as below:

P6: Movies to a great extent develop my knowledge towards various cultures across the globe.

Most of the German language instructors (n.9) expressed their views about the integration of both target and home cultures in L2 teaching context. The quote below displays this contribution in the teaching process:

P7: Target and home culture presentation leads to fun in class and by this fun, learners can be motivated more.

The majority of French language instructors (n. 6) expressed their desire to communicate with other people from different cultures. One of the participant's quote best exemplifies this desire:

P4: What makes me really happy in my life is that meeting people from different origins expressing their own cultural values.

Few of the participants (n.2) mentioned they prefer songs and jingles due to their fun element.

One of the participants quoted as below:

P8: Songs and jingles increase my awareness towards various cultures.

Most of the French language instructors (n.8) expressed their views about the reference to target language only presentation in any teaching context. The quote below displays this presentation in the teaching process:

P7: Target culture presentation leads to awareness in class and by this awareness, learners can be more knowledge about worldwide issues.

CHAPTER V

DISCUSSION

This chapter confers the findings with the results of previous studies in regard to similarities and differences the participants possess in terms of intercultural sensitivity by giving probable reasons under three main categories. All of the data gathered from the data collection tools are discussed below by referencing to previous related studies in the field.

5.1.Scale and Items

Upon analyzing the departmental factor, ELT department and the participants of this department were found to be more intercultural sensitive based on the SPSS calculations. Findings of the research showed that there is a statistically significant difference between pre-service teachers' intercultural sensitivity levels in terms of their departments at university. The participants of German Language and French Teaching Departments were observed to have overall parallel intercultural sensitivity. However, the instructor participants of these three departments were found to have similar intercultural sensitivity, which may due to the time spent abroad as well as professional experience in their teaching careers.

Intercultural sensitivity levels of pre-service teacher candidates were measured by Intercultural Sensitivity Scale developed by Chen and Starosta (2000). Multivariate analysis of variance (MANOVA), one way analysis of variance (ANOVA), independent samples t- test and two nonparametric tests, Mann Whitney U and Kruskal Wallis H, were also used to analyze the data.

Based on the scale data, female pre-service teachers from the three departments namely, English, French and German, were observed to be more sensitive towards interculturalism and this is most probably the consequence of the number of female participants' attending international exchange programs during their BA education. However, within the instructors' group, there was not any significant difference between female and male instructors and their sensitivity regarding intercultural abilities.

Findings also showed that the age and the instructors of all departments had a positive correlation which indicates that upon becoming more experienced and older, the instructors had much more sensitivity across cultural issues and challenges both in their professional and personal lives. Another reason might be attributed to their exposure to

interaction with foreign colleagues teaching as visiting scholars in their respective departments.

However, the results differed much with the pre-service teachers. When ages of the pre-service teachers become lower, they were open to various cultures without any biases towards different cultures and ethnicities. This finding may be interpreted in relation to globalization and digitalization which young population tend to be more exposed to more when compared to those who are older. The younger generation are much into the digital platforms where such global issues like inter culturalism or multiculturalism are being discussed and highlighted more because of active interactions among the digital literate.

By utilizing Chen and Starosta (2000) scale, we confirmed the reliability of the Intercultural Sensitivity Scale. Item number 19 on the scale seemed to be validated but was found slightly less meaningful. The most interculturally sensitive group was English, German and French departments' instructors in the order, yet the difference was not important. English pre-service teachers and instructors were able to speak or understand an additional language and this may probably lead to understand and be more open to other cultures. The students being acquainted with English from the very early ages at the primary school as a compulsory course, enables participants to feel close to other cultures by relating to the target language being taught to them in their schooling years. English pre-service teachers being much more sensitive towards interculturalism may be linked to their text exposure much more in their schooling years and their interest in cultural elements via these texts covered in a formal or informal learning environment. Since the nature of English as being the one that is the most popular and commonly spoken world language, the participants most probably felt much closer to the various cultures who speak English on the social media particularly.

The pre-service teachers at the German department seemed not to be as much interculturally sensitive when compared to their counterparts in the English department. This may be associated to the position and status of German language which is not popular as English that is the lingua franca or international language. Since this is the case, the participants did not have much opportunity to be exposed to German texts or other multimedia elements in the German language. Such lack of exposure might be interpreted as probably being unaware of various cultures and sympathy towards other cultures. The pre-service teachers in the German department, being overloaded with their future career plans such as tourism, media or translation, rather than being appointed as future German teachers, seemed to be less concentrated on spending time trying to understand, explore or

appreciate different people and their cultures as well as their perspective which may change from culture to culture.

When we discuss intercultural sensitivity levels of the pre-service teachers' in the French department, they were observed to have similar sensitivity levels that of the German pre-service teachers. Also, the number of the French pre-service teachers was fewest when compared to English and German pre-service teachers. This may be one of the reasons in the result of this study regarding their level of sensitivity towards other cultures. The number of the French pre-service participants was the key factor in the study findings.

The analysis of the gathered data within the study indicate that the three groups of the instructors from the English, German and French Language Teaching Departments had parallel results concerning the level of interculturalism. All the participants here at the department had similar professional experience including participating staff exchange programs such as Erasmus and Mevlana and time they spent abroad and their exposure to various cultures via their lesson materials and artefacts. Moreover, having international students in their classrooms might be another factor that enhances and boosts their intercultural sensitivity levels. Also, teacher education programs in Turkey have the curriculum update to embrace diverse cultures and materials across the globe. Within this content, the teacher education programs aim to prepare and equip practitioners to be culturally sensitive professionals who are able to express themselves openly and freely on global platforms.

Namely, for the instructors there was no statistically significant difference between intercultural sensitivity and the department they teach. In other words, the instructors from different departments showed similar intercultural levels.

5.2.Interviews

Semi-structured interview was used with the instructors. Each of the instructors was face-to-face interviewed for approximately 20 minutes in a negotiated room at the Department. The researcher first scheduled a time for the interviews and then conducted the interviews and followed the routines starting with probing questions to detailed ones. The participants felt free and comfortable to extend the targeted issues. As a qualitative research tool, interviews are commonly used to be able to explore perspectives. Interviews are defined as “conversations between researcher and participant in which the researcher

seeks to elicit the participants' subjective point of view on a topic of interest to the researcher'' (Cannold, 2001, p.179).



CHAPTER VI

CONCLUSION

This chapter is the final chapter of the thesis and it aims to summarize and conclude the current study by presenting the important key points. It also aims to give useful recommendations for further studies.

6.1. Conclusion of the Study

This study investigated different variables that play a role in intercultural sensitivity of pre-service teachers and instructors in the English, French and German language teaching departments. It was shown that intercultural sensitivity is based upon multiple important premises according to which people should be encouraged to cross the boundaries existing between cultures (Bennett, 1997).

This study also aimed to provide some understandings about intercultural sensitivity levels of pre-service teachers and their instructors. The results of the study are satisfactory. These satisfactory results could be partly related to the impact of the intercultural courses participants took during their junior year; the results confirm the benefits of such courses. And since not all teacher education programs offer such courses, it is believed that the results have strong pedagogical implications for both individual teacher educators and teacher education program designers.

The findings of this research show that intercultural sensitive teachers are the ones who are exposed to the culture of the target language more and also who have more awareness towards their own cultures, as well. In addition to these findings, participants who speak more than one language are found to be more interculturally sensitive and to have higher intercultural awareness.

Intercultural progress is diverse, complex and multidisciplinary. Therefore, it is significant that teaching curriculums should contribute on strengthening the learners' worldview in order to promote intercultural cultural sensitivity. This might be one of the most meaningful aspect for constructing a deep understanding of the environment each person is dependent on and any teaching programs need to include elements of cultural diversity in their curricula.

This study aimed to offer insights on the intercultural sensitivity of pre-service teachers majoring in the English, German and French language teaching departments and

their instructors in the respective departments. The results of the study are highly satisfactory. These satisfactory results could be associated with the impact of the exchange programs such as Erasmus Lifelong Programs, Mevlana Exchange Program or the intercultural courses the participants took during their junior year and the obtained results verify the benefits of such programs. Since not all teacher education programs offer such opportunities, it is believed that the results have strong pedagogical conclusions for the individual teacher educators and teacher education program designers.

Cultural richness of the learners in different regions where teachers are teaching shows the importance of developing intercultural understanding, intercultural awareness and intercultural sensitivity for the Turkish nation and especially for teachers. It can be easily understood that both in-service and pre-service teachers will have students who are coming from various backgrounds and life experiences. Therefore, their teaching will require large amounts of intercultural communication and intercultural awareness.

It might be agreed on that the population in schools in Turkey will continue to be diverse in the near future and thus teacher education programs should start acknowledging the multicultural preparation of teachers and language educators. We also agree on that in the classroom settings what is communicated, practiced, and perceived greatly affect and have an impact on students and on their academic achievement; hence, it becomes a must that teachers learn how to communicate effectively and cross-culturally in such diverse and mixed settings.

Teaching linguistically, culturally and ethnically diverse students surely presents both challenges and exciting learning opportunities for all teachers and teacher educators as well as students. However, accomplishing this vision is not an easy process. Teaching diverse students efficaciously needs solid willingness to spend extra effort, to reflect critically, to question our assumptions, to be whole hearted, open minded and try to do things in another way. These efforts will result in attitudinal and teaching style changes. Creating a school and/or classroom environment that is accepting, appreciating and recognizing differences, and free from stereotypes and prejudgments will benefit all students and as a result the whole nation by contributing to world peace which is much needed.

Therefore, teacher education curriculum should aim at preparing pre-service teachers in ways that help them view themselves within a culturally diverse society. A similar vision should be accomplished for in-service teachers via professionally designed effective in-service training activities both at local and nationwide (Altan, 2016).

A much closer and serious look at the present situation and long term consequences of intercultural sensitivity in teacher education is now needed. Turkey should be able to successfully train pre-service teachers to become interculturally sensitive educators that able to teach in cross-cultural settings, not only in language teaching departments, but also in other teaching training programs in all other fields of education.

If Turkey wants to be known as a promising and leading country in diversity, equality and democracy, it is highly necessary to have a visionary position in appreciating cultural diversity and respecting ethnic/cultural identities. And it is clear that accomplishing this vision starts with preparing teachers equipped with such qualities and placing such quality teachers in schools.

A change from a traditional view of culture in curriculum into an intercultural perspective in EFL settings will foster students' awareness of the close relationship between language and its culture and it might strongly be realized that teaching culture is a crucial and intertwined part of foreign language teaching. This view will also help to support foreign language teachers' intercultural concepts and will have an agreement on their beliefs and practices in language teaching methodology and syllabus design.

The findings might also be interpreted that supporting intercultural communication sensitivity and including multiculturalism might be a possible measure to avoid ethnocentrism. And it is believed that foreign language teachers will be able to make the paradigm shift come true and in fact there is not a better place than foreign language classroom where intercultural sensitivity could be better nurtured and inspired.

6.2. Implications of the Study

This study has got some implications for policymakers, textbook writers, instructors, pre- and in-service English language teachers, and lastly both NSs and NNSs. The realities of our global world should not be ignored; thus, various cultures should be integrated into the ELT.

The curriculum should also involve target and home cultures to be able to both compare and contrast these cultures. There could be in-service seminars supported by the Turkish government for instructors based on how to deal with culture in an ELT context. Therefore, policymakers should revise and enhance the curricula with various world cultures.

Glocalization is also a term that is recently gained importance in language and learning settings. Glocalization is a term used to refer to the modification of a global product to meet local needs and norms, making it more marketable there (Robertson, 1995). In the twenty-first century, one of the biggest challenges that language teaching professionals and sociolinguist confront is how to locate both global and local values in a balanced and effective way because global and local values are indispensable elements of intercultural awareness. In order to foster one's intercultural awareness, first local and then the global elements must be presented and nurtured attentively. Although these two terms, globalization and localization, might seem to be contrary to each other, they are complementary and interrelated.

Many elements belonging to various cultures are being adapted to the local culture or language as staying attached to the global template. Considering the importance of blending globalization and localization, language teaching professionals and the professionals of material design should adhere to the concepts aforementioned here.



Figure 4. Elements of Glocalization (adapted from an open source in web)

In-service language teachers as well as teachers of other subject, regardless of the level they teach, should simply start to acquaint their students with the cultural elements as richness in their teaching practices. They should have some space for different cultural aspects in their lesson plans and practice them in various ways, such as integrating the cultural elements in the reading or text or teaching the cultural elements through music art

and drama. This kind of approach will help enrich students' geographical, cultural knowledge and listening ability to improve and this will prepare them for the globalized world, too.

6.3. Suggestions for Further Studies

There might be some suggestions for future studies that will reveal culture and language are even more inseparable than we think. For instance, this study was conducted at a state university; therefore the findings cannot be generalized to all state universities. A longitudinal study covering a few universities may reflect better results on various approaches so as to discuss differences and similarities between pre-service teachers. The investigation of a great number of participants' beliefs, approaches, and listening skill can certainly provide a deeper understanding of Turkish pre-service teachers' and Turkish instructors' views on culture and intercultural sensitivity. And also, there might be some comparative studies that will be carried out simultaneously in other countries and be served to the same purpose in order to enable a generalization of intercultural awareness and sensitivity of the students studying at the Foreign Languages Department and for the professionals teaching at the same departments. As an individual, intercultural awareness and intercultural sensitivity are two important merits that we all should try to obtain and nurture.

Even though there have been studies related to culture and ELT, the number of studies with the integration of various cultures into ELT is still not enough. Hence, such studies should be focused much on the literature so that there might be some changes and innovations in this area.

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APPENDICES

Appendix 1.

KÜLTÜRLERARASI DUYARLILIK ÖLÇEĞİ

Bölümünüz :..... Cinsiyetiniz: Kadın() Erkek()

Akademik Unvanınız :..... Mesleki Kıdeminiz.....Yaşınız:

Bildiğiniz yabancı diller:

Yabancı bir ülkede bulundunuz mu? (...) Hayır (...) Evet,

Süresinibelirtiniz.....

<i>Bu ölçek, kültürlerarası duyarlılıkla ilgili maddeler içermekte ve sizlerin her bir madde ile ilgili görüşleriniz araştırılmaktadır. Kimliğinizi belirtmeksizin vereceğiniz cevaplar, bu araştırma dışında herhangi bir amaçla kullanılmayacaktır. Ölçek sonuçlarının güvenilir olması için lütfen hiç bir soruyu cevapsız bırakmayınız. Katkılarınız için teşekkür ederim.</i> <i>Seren IŞIK</i>		Tamamen Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Tamamen Katılmıyorum
1	Farklı kültürden insanlarla etkileşim kurmaktan zevk alırım.					
2	Bence diğer kültürlerin insanları dar görüşlüdür.					
3	Farklı kültürden insanlarla etkileşim kurmak onusunda kendimden oldukça eminim.					
4	Farklı kültürden insanlarla etkileşim kurarken istediğim kadar sosyal olabilirim.					
5	Farklı kültürden insanlarla etkileşim kurarken söze nasıl başlayacağımı daima bilirim.					
6	Farklı kültürden insanların önünde konuşmak bana çok zordur.					
7	Farklı kültürden insanlarla vakit geçirmekten hoşlanmıyorum.					
8	Farklı kültürden insanların değerlerini saygı duyarım.					
9	Farklı kültürden insanlarla etkileşim kurarken çabuk gerilirim.					
10	Farklı kültürden insanlarla etkileşim kurarken kendime güvenirim.					
11	Kültürleri farklı kıranlarım hakkında bir izlenim oluşturmadan önce bekleme eğiliminde olurum.					
12	Farklı kültürden insanlarla birlikteyken sıklıkla cesaretim kırılır.					
13	Farklı kültürden insanlara karşı açık görüşlüyümdür.					
14	Farklı kültürden insanlarla etkileşim kurarken çok iyi gözlem yaparım.					
15	Farklı kültürden insanlarla etkileşim kurarken sıklıkla kendimi işe yaramaz hissederim.					
16	Farklı kültürden insanların davranış biçimlerine saygı duyarım.					

17	Farklı kültürden insanlarla etkileşim kurarken mümkün olduğu kadar çok bilgi edinmeye çalışırım.					
18	Farklı kültürden insanların fikirlerini Kabul <u>etmem.</u>					
19	Bence benim kültürüm diğer kültürlerden iyidir.					
20	Etkileşimimizsırasındakültürelolarakfarklıakranımasıksıkoluml utepkilerveririm.					
21	Kültürel olarak farklı insanlarla uğraşmak zorunda kalacağım Durumlardan kaçınırım.					
22	Kültürel olarak farklı akranıma, sözlerimle ve hareketlerimle onu Anladığımı sık sık belli ederim.					
23	Kültürel olarak farklı olduğum akranımla aramdaki farklılıklardan Zevk alırım.					



Appendix 2. Interview Questions

1. Farklı kültürden insanlarla diyalog kurarken kendinizi nasıl hissedersiniz?
2. Kültürel öğeleri çeren yazılar, metinler okumak, film izlemek, şarkı dinlemek vs. ilginizi çeker mi? Belirtiniz.
3. Yabancı dile eğitimde sadece hedef dilin kültürüne ait içeriklere yer verilmesi gerektiğini düşünüyorum çünkü
.....
.....
.....
.....
.....
4. Yabancı dil eğitiminde hem anadil hem de hedef dilin kültürel öğelerini barındıran içeriklere yer verilmelidir diye düşünüyorum çünkü.....
.....
.....
.....
.....

CURRICULUM VITAE

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Yüksek Lisans Tez Başlığı: Investigating Instructors' and Pre-Service Teachers' Intercultural Sensitivity in Foreign Languages Department

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-

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