

**REPUBLIC OF TURKEY  
ÇANAKKALE ONSEKİZ MART UNIVERSITY  
INSTITUTE OF EDUCATIONAL SCIENCES  
DEPARTMENT OF FOREIGN LANGUAGE TEACHING  
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**TOWARD INTERCULTURAL TEACHER EDUCATION:  
A CASE STUDY OF PRE-SERVICE ENGLISH LANGUAGE TEACHERS**

**DOCTORAL DISSERTATION**

**Supervisor  
Assoc. Prof. Dr. Aysun YAVUZ**

**Submitted by  
Nilgün YÜCEL**

**Çanakkale –2016**

## Declaration

I hereby declare that the doctoral dissertation "Toward Intercultural English Teacher Education: A Case Study of Pre-Service English Language Teachers", which was written by myself, has been prepared in line with the ethical scientific values, and all the sources used are included in the References.

14/01/2015

Nilgün YÜCEL



Çanakkale Onsekiz Mart University  
Graduate School of Educational Sciences

Certification

We hereby certify that the report prepared by Nilgün YÜCEL and presented to the committee in the thesis defense examination held on 14 January 2016 was found to be satisfactory and has been accepted as a thesis for the degree of Doctor of Philosophy.

Thesis Reference No: 1009.85.98.....

	Academic Title	Full Name	Signature
Supervisor	Assoc. Prof. Dr.	Aysun YAVUZ	
Member	Assoc. Prof. Dr.	Ece ZEHİR TOPKAYA	
Member	Assoc. Prof. Dr.	Hasan ARSLAN	
Member	Assoc. Prof. Dr.	Turan PAKER	
Member	Assoc. Prof. Dr.	Şevki KÖMÜR	

Date: .....

Signature: 

Assoc. Prof. Dr. Salih Zeki GENÇ

Director, Graduate School of Educational Sciences

## ÖZET

Bu tez, Türkiye’de İngilizce Öğretmenliği bölümünde okuyan 10 İngilizce öğretmen adayının kültürlerarası iletişime dair görüşlerini inceleyen nicel öğeye sahip nitel bir vaka çalışmasıdır. Kültürlerarası Eğitim dersi, öğretmen adaylarının dil sınıflarında kültürlerarası eğitimin rolüne dair görüşlerini araştırmak amacıyla tasarlanmış ve öğretmen adaylarına sunulmuştur.

Bu çalışmanın verileri, günlükler, odak grup görüşmeler, açık uçlu sorular ve anket aracılığıyla toplanmıştır. Nicel veriler istatistik testler yoluyla analiz edilmiştir. Nitel veriler ise sürekli karşılaştırılmalı analiz yöntemiyle analiz edilmiştir. Veriler, öğretmen adaylarının Kültürlerarası Eğitim dersi öncesinde, kültürlerarası eğitimin yabancı dil sınıflarındaki önemine dair farkındalıklarının oldukça düşük olduğunu göstermiştir. Ders sonrasında, dil öğretiminde kültürlerarası eğitime dair görüşlerinin çeşitlendiği ve daha eleştirel bir yaklaşım benimsedikleri belirlenmiştir.

Bulgular, İngilizce öğretmen adaylarının eğitimde kültürlerarası eğitimin önemli bir yere sahip olduğunu göstermiştir. Bu tez, Türkiye’de belli bir İngilizce Öğretmenliği bölümündeki Kültürlerarası Eğitim dersine dair bulguları sunmaktadır. Bu dersin Türkiye’de ve diğer ülkelerde daha geniş bağlamda ele alınması diğer bölümlere ve müfredat programcılarına fayda sağlayacağı düşünülmektedir.

## ABSTRACT

This dissertation was a qualitative case study with a quantitative component which investigated the perceptions of 10 pre-service English language teachers concerning intercultural education in one particular English Teacher Education Department in Turkey. An Intercultural Education course was designed and given in order to assess its impact on the pre-service English language teachers' perceptions of the role of intercultural education in language classrooms.

The data for this study were collected through diaries, focus group interviews, open-ended questions, and a closed-ended questionnaire. The quantitative data were analyzed statistically whereas constant comparison method was employed to analyze the qualitative data. The data showed that pre-service English language teachers' awareness regarding the role of intercultural education was low before the Intercultural Education course. The data revealed that the pre-service English language teachers' perceptions regarding the role of intercultural education in English classrooms changed and they adopted more critical approach toward the concept of intercultural education after the training.

Overall findings indicated that intercultural education had an important place in the training of pre-service teachers. This dissertation presents the findings regarding Intercultural Education course in a particular English Teacher Education Department in Turkey. It is assumed that other departments and language curriculum designers can benefit by modifying and adapting the course in a wider context in Turkey and other countries.

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TO  
MY PARENTS, *YUSUF* AND *NİMET YÜCEL*  
&  
MY SISTER, *NİLAY AYLİN YÜCEL*  
&  
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FOR THEIR ENDLESS SUPPORT AND LOVE

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## ABBREVIATIONS

CEFR	Common European Framework of Reference for Languages
CHE	Council of Higher Education
CLT	Communicative Language Teaching
CT	Critical Thinking
EIL	English as an International Language
EiCL	English as an Intercultural Language
ELT	English Language Teaching
FLT	Foreign Language Teaching
GT	Grounded Theory
IC	Intercultural Competence
IE	Intercultural Education
IEQ	Intercultural Education Questionnaire
MoNE	Ministry of National Education
NS	Native Speakers
NNS	Non-native Speakers
PSELTP	Primary School English Language Teaching Program
RQ	Research Question
SD	Standard Deviation
SPSS	Statistical Package for Social Sciences

## CHAPTER I

### INTRODUCTION

#### 1.0 Introduction

This chapter starts with the problem statement followed by the purpose and significance of the study. The assumptions, limitations of the study and definitions are presented subsequently. Discussion of the existing literature concerning intercultural education (IE) and foreign language teaching (FLT) are also included in this chapter.

#### 1.1 Problem Statement

Along with its increasing importance, IE has become an outstanding topic in FLT. There are various approaches to IE, which are changing and evolving day by day in line with changing ideas and needs of teachers and learners. Especially in recent years, understanding of IE has changed considerably due to two main reasons.

First, the notion of intercultural speaker has emerged because accepting the native speaker as the model has been criticized (Byram, 1997; McKay, 2002). Subsequently, having learners be exposed just to the native speaker's culture has been outdated. As Myers (2006) claims, "...foreign language learning must go beyond learning 'about' a culture's rituals and histories and engage the learner in a reflective experience of the dialectic between language and culture" (p. 2). That is, language teachers are expected to think critically and reflectively about the complex nature of intercultural interaction.

Second, the penetration of communication technologies and increasing globalization has increased the importance of IE. Different cultures are becoming more and more



interwoven, which also influences the understanding of IE. Intercultural interactions are great chances for dialogue and inspiration (Salo-Lee, 2007). Yet, they can also lead to misinterpretations and communication breakdowns. As Jokikokko (2010) argues that many people are exposed to different cultures even if they have never been abroad since media, education and work open the door for cultural diversity in today's world. This situation attracts the attention to 'internalization at home' and 'interculturality at home.' Accordingly, language educators and researchers should be ready to teach IE and ask: "...what kind of society and internationalization we are aiming at: what are its values, basic assumptions, content and methods, and on whose terms intercultural education take place" (Räsänen, 2007: 21). However, research carried out in language education has revealed neither pre-service teachers nor in-service teachers are adequately trained to address interculturality in language lessons, which suggest that IE should be a part of their formal education (Arıkan, 2011; Bayyurt, 2006; Bektaş-Çetinkaya & Çelik, 2013).

## **1.2 Purpose of the study**

The purpose of this research was two dimensional. The first objective was to evaluate the impact of IE course on the pre-service English language teachers' understanding of IE in ELT. The second goal was to explore the processes that the pre-service teachers went through during the course. The study addressed three main research questions (RQ):

**RQ 1:** To what extent do pre-service teachers' perceptions of intercultural education change while taking the Intercultural Education course?

**RQ 2:** How do pre-service teachers' perceptions of intercultural education change while taking the Intercultural Education course?

**RQ 3:** Is there a change in pre-service teachers' awareness toward the role of intercultural education before and after taking the Intercultural Education course?

The data for the research questions were collected through diaries, open-ended questions, and closed-ended questionnaire and focus group interviews.

### **1.3 Significance of the study**

At the outset, this research aimed to evaluate the potential theories for IE in general and to investigate what inferences could be drawn from them related to ELT. In the early stages of the research, the focus was wide and open, however, during the application process; the focus shifted to the processes of teaching how to teach IE, the impact of this kind of education and phases of deconstructing preconceived perceptions concerning the role of IE in language teaching.

This study is significant especially for those who work as teacher trainers at the faculties of language education. As the study itself provides examples of adapting and integrating IE materials into English teacher education programs, it may help and guide teacher trainers to adapt and integrate their own courses or programs.

The study is also significant for the researchers who work in the fields of language education or interculturality. One of the aims of the study was to develop IE questionnaire, so it may guide researchers during their research in different contexts.

The main aim of the study was not to develop IE materials but the results of the study may help active IE teachers or English teachers decide what sort of IE materials they can use or how they can integrate IE sources into language teaching.

#### **1.4 Assumptions of the study**

While conducting a research study, there are some points to consider such as research subjects, data collection instruments, and duration of the study. In this study, as voluntary participation is significant, the participants filled out the consent forms. It is, therefore, assumed that their answers to the open-ended and closed-ended questions were sincere.

Further, to endure reliability and validity, data collection instruments including questionnaires, diary questions and interview questions were checked many times by different experts in the field of teacher education and IE. Thus, it is assumed that the data collection instruments were reliable and valid.

Besides, IE course which was designed by the researcher is assumed to be appropriate for the participants and research purposes of the study.

Lastly, the duration of the study is considered to be adequate to gain insights into the impact of the IE course on pre-service English language teachers.

#### **1.5 Limitations of the study**

As with any study, the findings of the study need to be considered in the light of its limitations. The study was conducted with one class of 10 pre-service English language teachers who were studying in their final year in English Teacher Education Program at İnönü University during the 2013-2014 academic year. Thus, the study was limited with regard to generalizability, which is a characteristic of case study. The primary reason is that the case is unique and “bounded” as it is defined by individual cases (O’Leary, 2010).

As this research study included both qualitative and quantitative methods, the participants were expected to use them to convey their ideas related to the course. However, it

is possible that the pre-service teachers were not familiar with the data collection instruments such as questionnaires, diary questions and interview questions. Therefore, they may not previously have thought about issues raised during the course and may not have expressed their own ideas. Some statements may have been chosen to answer in a manner that would be viewed favorably by others, which is a potential limitation of the study.

As it was an elective course, the IE course was taken by ten pre-service teachers, most of whom were female. Thus, the number of participants and unequal representation of genders can be considered as a limitation of the study.

The participants of the study were Turkish pre-service teachers who had not lived abroad before. The results might differ with pre-service teachers who have had different cultural or educational backgrounds and experiences.

## **1.6 Definitions**

Stereotype, which may have an inhibiting effect on successful intercultural communication, is a term that needs to be defined in this study. Jandt (2013) defines 'stereotyping' as supposing that an individual is like other people who belong to the same culture. Differences within a culture may surpass differences between cultures (Jandt, *ibid.*). It is thought that stereotypical ideas might be shaped by ethnocentrism. Some studies have indicated that ethnocentrism may be mediated by culture (Lin, Rancer, and Trimbitas, 2005; Neuliep, Chaudoir, & McCroskey, 2001) or individuals' identity (Kim, Kim, & Choe, 2006). In this study, it was argued that ethnocentrism, which is considered as a barrier to intercultural communication (Neuliep & McCroskey, 1997), should be reconstructed through education.

Before focusing on the term 'intercultural', it is important to define 'culture' which is one of the keywords for this study. Culture can be defined as "the ever-changing values,

traditions, social and political relationships, and worldviews created, shared and transformed by groups of people...” (Nieto, 2002, p.48).

Explaining the word ‘intercultural’ can be even more complex and difficult than defining ‘culture.’ As the relevant literature is immense, many terms are used interchangeably with intercultural: cross-cultural, multicultural, pluralistic, global and international (Dervin; Gajardo & Lavancy, 2011; Grant & Portera, 2011). Further, there are multiple definitions of interculturality. The term may have different meanings in different contexts and fields of research. It may refer to the individual cultural encounters (Jokikokko2010; Lasonen, Halonen, Kemppainen, & Teräs, 2009; Räsänen, 2007) or it may be related to theories and approaches of global education (Coulby, 2006; Portera, 2008). Interculturality, therefore, is described as a tricky notion (Aikman, 2012; Dervin et al., 2011; Piller, 2011).

Intercultural competence (IC) has been defined with numerous words such as cross-cultural competence, cultural sensitivity, multicultural awareness (Bennett, 1993; Kealey, 1990; Salakka, 2005; Salo-Lee, 2007). As the notion is very complex and multi-dimensional, scholars’ understanding of IC differs considerably. However, it is agreed that IC includes more than mastering a foreign language (Byram, 2001; Deardorff, 2004; Deardorff, 2009; Fantini, 2000; Jokikokko, 2010; Sue, Arredondo, & McDavis, 1992; Spitzberg & Changnon, 2009).

The supporters of the renewed understanding of interculturality elaborate on the issue from different angles. Dervin (2012) states that IC depends on the context, the atmosphere and the individuals involved in the interaction and there is not a recipe to develop, observe and assess IC objectively, systematically and effectively. Salo-Lee (2007) defines IC as cultural literacy that encourages people to act sensitively and successfully in a world of differences. Further, Halualani (2011) argues that IC can be developed by challenging

language learners' preconceived ideas and encouraging them to think critically and reflectively and to question their own values, ideas and beliefs and to accept differences.

Concerning IC, Rathje (2007) focuses on the context in which interaction takes place and highlights the interdependence between the interlocutors. Rathje (2007) defines IC as a skill necessary to interact with people from different cultures, which causes strangeness as a result of their common lack of understanding regarding the differences between them and to create an atmosphere of familiarity among the people involved.

One of the recent and widely accepted models of IC, which also has great influence on this study, has been suggested by Byram (2001). This model involves four components, namely, knowledge, attitudes, skills and cultural awareness. In this study, multidimensional understanding of culture was added as another component of IC, which was based on the work of Dervin (2012). Especially quantitative component of this study was formed based on the five components of IC.

## **1.7 Literature Review**

### **1.7.1 Language, culture and viewpoint**

... no pedagogy is neutral,  
no learning process is value-free.

(Shor, 2009, p. 300)

Certainly, language has a huge impact on people's lives. Yet, the place and role of language in communication is rarely considered. The language reflects and shapes peoples' experiences (Fantini, 2012). Language cannot be created in isolation so it demonstrates how language is highly connected to culture. In that sense, while trying to analyze language, it is also necessary to take a closer look at culture.

In spite of complex, controversial and multifaceted nature of culture, there is a general consensus that language and culture are inseparable and interwoven (Byram, 1989; 1997; Baker, 2002). This relationship between language and culture has always been a concern of ELT practitioners and researchers. Initially, the story started through the discussions on the importance of incorporating the culture of the target language into ELT. The advent of Communicative Language Teaching (CLT) in the late 1970s was a critical shift for teaching culture. Consequently, many studies focused on the relationship between ELT and culture teaching (Byram, 1989; 1994; 1997a; 1997b; Kramsch, 1993).

Culture, nowadays, is accepted as “ideological in nature” and can easily lead to “the demonization of a particular foreign other” (Holliday, 2010: 1). Byram (2005) points out that language teaching includes teaching culture no matter if it is deliberate or implicit, it is considered as a political act (Byram, 2005). In addition, Nieto (1999) claims that all educational decisions have ideological and philosophical meanings. Hence, texts used to teach a language can be loaded with discrimination against a certain gender, minority or ethnic groups or certain races (Larsen-Freeman & Anderson, 2011).

### **1.7.2 Emergence of Interculturality**

Globalization, World Englishes and Informatization can be considered as the main reasons behind increasing interculturality. Globalization, with its advantages and disadvantages, is not a new phenomenon. Anthropologists, economists, historians among others consider it as an old process (Pieterse, 2004). However, globalization has enhanced even more rapidly due to more globalized economies, markets and international trade, popular culture, the growth of new information and communication technologies, increasing mobility, increasing multicultural profile of most societies and international exchange programs. Accordingly, the need to communicate effectively and successfully with culturally and

linguistically diverse people is accelerated in 21<sup>st</sup> Century (Changquan, 2007; Graddol, 2006; Harmer, 2007; Stone, 2006; Suneetha & Sundaravalli, 2011). The developments and changes stated above have increased the need for a lingua franca, namely English (Block, 2004; Brutt-Griffler, 2002; Clyne, 2003; Jenkins, 2003; Gnutzmann, 1999; McKay, 2002; Widdowson, 1997).

The reasons why English has become the lingua franca and permeated the world are also included in the literature. In the 17<sup>th</sup> and 18<sup>th</sup> centuries, as the language of the colonial nation and the leader of the Industrial Revolution, namely Britain, English was on its way to become a lingua franca (Crystal, 2003; Phillipson, 1992). In the late 19<sup>th</sup> and the early twentieth centuries, as the language of world's leading economic and political power, namely the USA, English has become increasingly widespread (Crystal, 1997; Harmer, 2007; Pennycook, 1998). As a result of the reasons stated above, English is widely used for international communication, and for storing and transmitting information nowadays.

It is also important to note that there are different phases of globalization. Friedman (2007) clearly distinguishes between three phases of globalization: globalization driven by countries internationalizing, by companies internationalizing and/or individuals internationalizing.

The first phase of *globalization* was the period between Columbus' discovery of the new world in 1492 and around 1800. The second phase of *globalization*, which was between 1800 and 2000, began with the emergence of multinational companies. Lastly, the 21<sup>st</sup> century coincided with the third period of globalization during which individuals began to globalize dominantly through internet and software (Friedman, 2007). The penetration of technology resulted in knowledge economy, in which the individual was motivated and required to use technology and had access to fast and easy information.



The focus on each phase is connected to the previous one. The three phases co-exist, overlap and inform each other nowadays (Bargiela-Chiappini, 2009). For instance, big companies are more likely to do business where workforce is cheaper, and internationalization at individual level increases through these business networks. More and more people from other countries interact, which results in different kinds of intercultural communication and the increased need for IE. Concisely, although globalization seems to be an economic phenomenon, its influence on social and cultural life and on education policies has become much more palpable.

It can also be argued that one of the results of globalization and the penetration of English is World Englishes, which has influenced intercultural communication and IE around the world. Although English seems like a single unit, it also constitutes a group of units including American English, British English, Indian English, and Asian English etc. as there are different accents of not only native speakers but also of non-native speakers. Due to the increasing number of non-native speakers of English, the ownership of English has become a controversial issue. People who learn English as a second language outnumber people who speak English as their mother tongue, which gives English the status of lingua franca (Crystal 2003; Harmer, 2007; Kachru, 1985; Rajagopalan 2004; Seidlhofer, 2005). Native speakers of English language are not involved in most of written and spoken exchanges in English, which indicates the growing number of non-native speakers in intercultural encounters (Seidlhofer, 2005). This situation has a considerable influence on intercultural communication and subsequently on ELT. For instance, for effective communication, it has become even more important to be familiar with and to understand different accents while interacting with people from different countries, therefore, language learners are supposed to become familiar with World Englishes.

Kachru (1985) explained the position of English language in terms of three circles, which are depicted in the following figure:

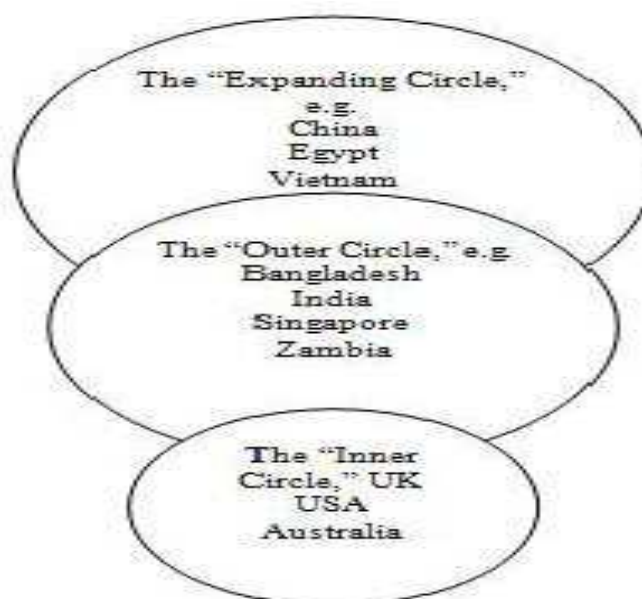


Figure 1: Three Concentric Circles of English (Kachru, 1996, p. 136)

The inner circle includes countries where English is acquired as the native language such as Britain, the USA, New Zealand, etc. In the outer circle, there are countries such as India, Nigeria, the Philippines, Bangladesh, Pakistan, etc. that have English as an official or second language. The expanding circle involves countries where English is learned as a foreign language. These countries include Brazil, Turkey, Russia, China, Japan, Poland, etc. The controversy over the ownership of English makes the industry of ELT even more complex with varying teaching methods, different teaching and learning purposes and different understandings regarding the status of English language.

Despite its complex nature, it is important to take a closer look at controversial issues regarding the status of English and regarding teaching culture because language researchers' and practitioners' understandings affect the philosophy of and the whole process of designing ELT curricula, and English teacher education programs.

Concerning the status of English as a lingua franca, Sifakis (2004) distinguishes between English as an international language (EIL) and English as an intercultural language (EiCL). It is argued that EIL is connected with N-bound approach, which refers to norms including “matters of regularity, codification and standardness” whereas EiCL is associated with C-bound approach, which is about “communication, comprehensibility, culture” (p. 239).

N-bound approach views languages from the perspectives of their native speakers (NSs) and communication between native and non-native speakers (NNSs) as communication between owners’ and learners’ of the target language. On the other hand, C-bound approach deals with whether communication is comprehensible rather than whether a communicator is a NS (Sifakis, 2004). As the focus on effective communication between individuals, companies and nations, C-bound approach has a growing importance in many fields such as FLT, intercultural communication, business, applied linguistics, health education, among others. Sifakis (2004) argues that there has been a tendency toward EiCL at recent times and learners of English language should be exposed to diverse samples of varieties of English and should be trained to acquire the ability to communicate effectively and appropriately with diverse range of NNSs.

Informatization has contributed to the growing importance of intercultural communication. Suneetha & Sundaravalli (2011) portray the connection between informatization and accelerating intercultural communication. Due to Informatization, Suneetha & Sundaravalli (2011) claim that the importance of intercultural components is growing, particularly in the context of work life around the world. The expansion of technology minimizes cultural and economic obstacles.

The impact of increasing intercultural communication on today’s societies and educational context has also become a key topic in relevant research. Worldwide, there are

various research studies on intercultural communication in different fields such as business, linguistics, health and education. (Dervin & Tournebise, 2013, p. 2).

In the last decades, the importance of intercultural communication and IE has been flourishing especially in the field of foreign language education as well (Dervin, 2009, 2010). Many research studies on interculturality have a focus on aspects of the school context such as pedagogical approaches, curriculum design and language education (Räsänen, 2007). Most research has been conducted in the American context (e.g. Banks, 2006; Bennett, 1995; Clayton, 2003) and in European context (e.g. Bredella, 2003; Dervin, 2012; Hayden, 2007). For example, a study conducted by Parrish and Linder-VanBerschot (2010) emphasizes the need to develop skills to make instruction culturally sensitive and culturally adaptive. Increased cultural awareness, culturally sensitive communication strategies, adapting teaching processes, and being open to cultural differences are pointed out as necessary skills in order to overcome challenges faced in instructional situations. Concisely, the present curricula or programs should provide learners with skills to cope with the challenges in increasingly intercultural world and should aim at teaching “know how” strategies (Kluver, 2000; Suneetha & Sundaravalli, 2011).

### **1.7.3 Historical and ‘renewed’ perspectives on intercultural communication and education**

The beginning of intercultural communication studies dates back to 1940s. Research was initially based on comparing and contrasting the communication styles of different countries and making suggestions for actual encounters. In 1980s, the focus was on the communication in international companies (Friedman, 2007; Piller, 2011). Recently, the focus has shifted to the communication of individuals “who are specifically employed to communicate interculturally” (Piller, 2011, p.77) and to the importance situational contexts.

The traditional view of intercultural communication makes clear distinctions between national cultures and accepts them as separate, fixed and homogenous and consistent by attempting to give an objective description of national cultures. It tends to support the idea that individuals are just as products of their cultural heritage. The traditional view to learn and teach intercultural communication has often been challenged as it is considered to be too “structuralist”, “culturalist” and “essentialist” (Holliday, 2010; Dervin et al., 2011; 2012).

Baraldi (2012) criticizes traditional ways of learning and teaching intercultural communication through the discussion of three issues. First, she claims that intercultural communication is not about meeting and exploring existing separate cultures. It is a communicative process. Second, even though intercultural communication is mostly considered as a positive encounter, it can bring some problems along. At least, some people tend to think that their communication breakdowns are caused by the interlocutors’ different linguistic and cultural backgrounds. Third, external observers might link communication breakdowns to misunderstandings during intercultural encounters; however, interlocutors usually have difficulties in compromising and accepting different perceptions, beliefs, values, actions.

Similarly, Kramersch (1993) challenges the traditional understanding of culture in language teaching. Transmitting knowledge on people of certain cultures or countries is perceived as limited and ineffective because it disregards the socially constructed nature of culture (Kramersch, 1993).

As opposed to the traditional view, the renewed understanding of intercultural communication does not have a focus on obtaining information about national cultures. It rather focuses on the potential the influence of gender, age, social class, education level etc.

on behavior and the way identity is created during interaction (Dervin, Gajardo & Lavanchy, 2011; Machart, Lim, Lim & Yamato; 2013).

Halualani (2011) discusses the significance of adopting a 'critical intercultural communication perspective and practice'. She argues that the understanding of culture as known, stable and certain should be challenged. Further, she stresses the importance of asking questions such as: "What seems to be known about culture?" "Can we truly know a culture, let alone our own?" "How culture is positioned?" "Who benefits from specific versions and interpretations of culture?" (p. 44).

In the relevant literature, some models have emerged in line with the renewed understanding of intercultural communication. To take a concrete example, Dervin (2012) has applied the model of Hyde & Kullman's (2004) and offers a model of interculturality consisting of three components as identity, otherization, and representation. In this model, the first component is identity, which is about giving up preconceptions, welcoming complexity of personal and cultural identity and avoiding overgeneralizations caused by individual experiences. The second component is otherization, which refers avoiding prejudices and discourses which cause otherization. The final component is representation that includes being aware of the media, political and institutional influences in the society that create stereotypes and lead people to perceive people from different cultural backgrounds in a certain way.

Barrera and Corso (2002), in the similar way, offer some strategies that can be used to improve the effectiveness of any kind of intercultural encounter. Three main strategies put forward are respect, reciprocity and responsiveness:

1. Strategies Related to Respect:

- a. Get information about others' perspectives
- b. Examine your own perspective
- c. Listen/observe without judgment
- d. Identify specific contradictions or culture bumps

2. Strategies Related to Reciprocity:

- a. Clarify others' understanding of your perspective
- b. Recognize others' contributions
- c. Shift focus of conversation to equalize participation
- d. Reframe contradictions into complementary perspectives

3. Strategies Related to Responsiveness:

- a. Reflect understanding of others' perspectives
- b. Keep listening and asking questions until you can credibly communicate (verbally and nonverbally)
- c. Explore/create responses that incorporate multiple perspectives (p. 111-112).

In a nutshell, the recent literature suggests that knowing only about the native culture and the target culture is not be enough for effective intercultural interaction nowadays since ELT currently aims to prepare individuals to interact with people from different parts of the world due to the requirements of the contemporary world (Dervin, 2010; Pieterse, 2004; Sen, 2006). In addition, it also emphasizes that individuals negotiate their cultural identity during social interaction and intercultural encounters. Therefore, it may not be possible to give an

objective description of national cultures that guarantees successful intercultural interaction. In line with these ideas and concerns, it can be suggested that language teachers develop a critical stance toward language teaching and adjust their lessons in accordance with the recent needs of language learners.

Integrating this kind of interculturality into language teaching may be a demanding and time-consuming process. It may require a lot of time, practice, training on reflection and analysis on the part of the language teachers. Dervin (2010) asserts that integrating IE into language education is still a complex and difficult phenomenon. In spite of the internationalization of education, and projects and academic works on intercultural education, it does not seem to have been completely integrated into language education.

Yet, some studies can act as a model to integrate the 'recent' understanding of interculturality into language teaching. For instance, recent studies (see Pentikäinen, 2012; Yulita, 2012; Zubair, 2006) have examined the use of literature to teach interculturality. Pentikäinen (2012) has used reading as a tool to teach pre-service teachers to reflect on their own cultural understanding during their reading processes. Findings from her study suggest that reading can be 'a stimulus for analysis and reflection' (p. 191) since it enables the reader to identify themselves with the characters whose lives might be totally different from their own and provides multiple perspectives and ongoing cultural growth.

Similar studies have been conducted by Zubair (2006) and Yulita (2012). The participants of Zubair's study are young Pakistani women who have studied English literature and ended up exploring their identities and aspirations during their MA in English studies. Zubair's study indicates that the students' exposure to a different culture through reading English literature challenges the dominant ideologies related to gender roles in patriarchal societies and opens up new perspectives for the reader. Yulita (2012) has examined the impact



of critical pedagogical interventions on deconstructing language learners' stereotypes for the development of critical cultural awareness and ends up with some findings indicating positive impact of the interventions.

#### **1.7.4 Interculturality in language teaching and teacher training**

It can be inferred from the relevant literature that globalization and increasing interculturality have immensely influenced educational policies, teaching practices and teacher training (Wang, Lin, Spalding, Odell, & Klecka, 2011). In line with the recent needs of learners and teachers, it is important to modify not only curricula but also modifying teacher education programs. However, improving the quality of teacher education programs and modifying them in line with the recent needs of the society are highly complex phenomena.

First, it is significant to examine the potential problems that teachers may have to deal with. Specifically in foreign language teaching context, Clouet (2012) suggests that there are two main challenges that a teacher may face. The first one is being up-to-date with recent trends in the field. The second one is "the attitude of the student when faced with a foreign culture" (p. 310). Therefore, in today's foreign language education context, it is crucial for language teachers to have knowledge of IE to keep up with changes in the field and to understand the attitude of language learners.

As IE is currently considered as an important part of foreign language learning, it is also important for the language teacher to be able to introduce and teach interculturality successfully. In an increasingly intercultural world, learners are more likely to work, live, and communicate with people who are linguistically and culturally different (Wang, Lin, Spalding, Odell, & Klecka, 2011). In that sense, it is becoming a requirement for language

teachers to be provided with intercultural training and to provide intercultural training to their students in language classrooms.

Besides its importance in language teaching, IE is also an effective way of broadening learners' horizons and providing multiple perspectives (Georgiou, 2010). The language teacher can promote unprejudiced attitudes, respect towards other cultures and intercultural awareness (Kramsch, 1993; McKay, 2002) and affect learners' openness by providing them with opportunities to critically analyze global issues (Jokikokko, 2010).

IE can also be used to enable language learners to get the best out of their intercultural experiences. In the existing literature, it is stated that there is a close relationship between learners' 'real' intercultural experiences and their positive attitudes toward otherness (Carlson et al., 1990; Kauffmann et al., Murphy-Lejeue, 2003). On the other hand, it is also claimed that intercultural experiences might strengthen stereotypes, overgeneralizations and prejudices (Coleman, 1997, 1998). In that sense, 'real' intercultural experiences should be combined with intercultural training.

Fowler and Blohm (2004) put forward a similar concern, and suggest that intercultural learning is a combination of both didactic and experiential methods. To transform intercultural experiences into learning, it is necessary to evaluate them at cognitive, affective and behavioral levels (Paige, 1993; Otten, 2003). Hence, language teachers have a role to play in their students' intercultural learning as 'change agents' (Brown, 2000). The language teacher, for that reason, is expected to create a safe learning atmosphere and help learners understand how they can learn from intercultural experiences and how these experiences contribute to their personal and cultural growth (Mahoney & Schamber 2004). However, this is also a challenging experience for teachers because their own worldviews may be challenged and questioned during this process (Hold, 2012). The teacher may need to define and interpret

the relevant terms from their perspective and discover or shape their own path. In this process, language teachers may need pre-service and in-service trainings.

Research worldwide on the IC of pre-service language teachers has mainly focused on exploring the cultural awareness (Bayyurt, 2006; Bektaş-Çetnkaya & Börkan, 2012; Larzen-Östermark, 2009; Sercu, 2006). Some research studies have investigated the connection between teacher training and interculturality (Dooly & Villanueva, 2006; Larzen-Östermark, 2009). A study on pre-service teachers in Finland (Larzen-Östermark, 2009) has highlighted that cultural aspects have not effectively addressed in teacher education programs. Another study has explored the English language teachers' perceptions of two concepts that are advocated in China's English curriculum, namely global awareness and IC (Jing, 2013). It has highlighted the gap between curriculum and teaching practices (Jing, *ibid.*).

A study in Czech Republic has examined the impact of an intercultural course on pre-service English language teachers (Kostková, 2011). The study has showed that the pre-service teachers have displayed statistically significant changes in the area of two key components of IC, namely knowledge and skills (Kostková, *ibid.*). Some other studies have examined pre-service teachers' level of IC during teaching programs abroad and revealed that the pre-service teachers have developed a more positive attitude toward cultural diversity (Dooly, 2010; Tang & Choi, 2004). The research studies have mainly highlighted the importance of integrating interculturality into pre-service teacher education programs and helping pre-service teachers to develop their IC.

### **1.7.5 Interculturality in Turkish educational context**

The new trends in language education and IE around the world have brought some changes to Turkey as well. Due to Turkey's endeavor to be a member of the European Union, and Turkish students', teachers' and instructors' increasing involvement in mobility activities

with Europe through educational exchange programs have had many universities in Turkey go through some adaptations consistent with the Bologna Declaration (1999), which has a focus on “improving the mobility of students, teachers, researchers and administrative staff”, “social dimension of mobility” and internationalization and standardization of higher education institutions.

On the same token, the Primary School English Language Teaching Program (PSELTP), which “mandates that English instruction be implemented from the 2nd grade onward, rather than the 4th grade” (MoNE, 2013: 2), has been updated and modified in accordance with the CEFR (Council of Europe, 2001) with a focus on intercultural awareness. To take a concrete example, in CEFR, it is explicitly stated that language learners “should achieve a wider and deeper understanding of the way of life and forms of thought of other peoples and of their cultural heritage” (p. 3).

In Turkish educational context, however, there might be some problems regarding the changes stated above. Firstly, in PSELP (MoNE, 2013), skills which language learners are supposed to acquire are put forward as follows: “Students will be able to greet people others in other languages in addition to Turkish and English. Suggested language/lexis Use: Salut! Salaam! Hallo! Bon jour! Hola! Guten Tag! Ciao! Ahlan weSahlan! Hej! Ni Hao!” (MoNE, 2013: 2). On one hand, PSELP (MoNE, 2013) emphasizes the importance of intercultural awareness in language teaching. On the other hand, it seems to disregard the complex nature of intercultural communication because it is highly controversial whether having this kind of lexical knowledge necessarily helps or guarantees successful intercultural communication, which is an intricate phenomenon.

Secondly, and probably more importantly, although English language teachers are expected to be trained in accordance with PSELTP (MoNE, 2013) and in this case, are

supposed to teach IE, there are not any compulsory courses regarding interculturality in the English Language Teaching (ELT) Program introduced by the Council of Higher Education (2007). Pre-service English language teachers are accepted to four-year ELT programs via the scores that they have got from national university entrance exam. The ELT programs offer some theoretical and pedagogical courses such as ELT Methodology, Teaching Language Skills, Linguistics, Literature etc. Even if some intercultural communication/education courses have been incorporated into ELT programs as elective courses, there is not enough emphasis on it (Alptekin, 2002; Hismanoglu, 2011). This situation raises three important questions: “Should language teachers teach interculturality?”, “Are language teachers ready to teach ‘interculturality?’” and “What kind of interculturality should language teachers teach?”

It is, therefore, significant to conduct studies that aim to raise pre-service teachers’ awareness of the role of IE in FLT and of the recent approaches regarding this issue. As there has been an increasing interest in IE of language teachers, many studies have investigated the impact of intercultural trainings on pre-service teachers in Turkey (Çubukçu, 2013; Özdemir, 2004; Zehir Topkaya & Demir, 2010).

The positive impacts of intercultural trainings on pre-service teachers’ IC have been revealed through several studies. The findings from different studies (Özdemir, 2004; Zehir Topkaya and Demir, 2010) suggest that intercultural trainings have helped the pre-service teachers have a more expanded viewpoint of culture, compare and contrast other perspectives with their own, and gain insight into the importance of tolerance and understanding of cultural differences.

Some researchers have investigated the pre-service teachers’ intercultural sensitivity and “culture teaching in a foreign language education context” (Bektaş Çetinkaya, 2014; Çubukçu, 2013). Some others (Razı, 2011) have developed quantitative data collection

instruments by acknowledging that it is significant to examine pre-service English language teachers' level of cultural or intercultural awareness.

As indicated above, studies have mainly had a focus on the relationship between ELT and interculturality. Yet, in many of the studies, the focus relies on how to develop pre-service English language teachers' IC. The aspect of teaching pre-service English language teachers how to teach interculturality has been studied little. Therefore, this study aimed to fill this gap in the existing literature by exploring the impact of intercultural training on pre-service English language teachers with the aim of helping them integrate intercultural components into ELT. It also aimed at exploring the processes that pre-service English language and processes that they went through during the training.

### **1.8 Chapter Summary**

This chapter described the problem statement and explained the purpose and significance of the study. The assumptions, limitations of the study and definitions were explained. The Discussion of existing literature concerning IE and FLT were also presented in this chapter.

## CHAPTER II

### METHODOLOGY

#### 2.0 Introduction

The aim of this chapter is twofold. First, the philosophical foundations of two main research paradigms in social sciences, namely quantitative and qualitative paradigms, and case study research design will be discussed. Next, the data collection instruments, piloting stage including piloting questionnaire and piloting IE course, and a detailed description of the main study will be presented.

#### 2.1 Study design and rationale

The aim of this case study was to explore the pre-service English language teachers' perceptions of IE in language teaching and to assess the impact of IE course on the pre-service English language teachers' perceptions of IE in English classrooms. The research questions were:

**RQ 1:** To what extent do pre-service teachers' perceptions of intercultural education change while taking the Intercultural Education course?

**RQ 2:** How do pre-service teachers' perceptions of intercultural education change while taking the Intercultural Education course?

**RQ 3:** Is there a change in pre-service teachers' awareness toward the role of intercultural education before and after taking the Intercultural Education course?

To find the answers for the research questions, this study employed various data collection instruments such as participant diaries, open-ended questions, a questionnaire and

focus-group interviews. It is considered that linking quantitative and qualitative data can be advantageous in case studies since each research type has its advantages and limitations, and linking them strengthens the weaknesses of each type (Cohen & Manion, 1994). Besides, multiple data collection can enhance the trustworthiness of findings (Brannen, 1992), so this study employed several data collection instruments. The quantitative and qualitative data collection instruments used in the study and the stages are shown in the Table 1 below.

Table 1

*The design of the study*

<b>Pre-intervention stage</b>	<b>Intervention Stage</b>	<b>Post-intervention Stage</b>
Open-ended Questions	Diaries	Open-ended Questions
Closed-ended Questionnaire		Closed-ended Questionnaire
		Focus-group Interviews

**2.1.1 Research Design**

This study was influenced highly by naturalistic inquiry. Qualitative data collection instruments helped the researcher to capture perceptions in a specific natural setting. Understanding different perspectives in depth, which was presented through emergent categories, was crucial to this study.

There are two dominant research paradigms in social sciences: positivistic inquiry and naturalistic inquiry. Each paradigm has its own specific characteristics in accordance with their unique nature. It is significant to note that both paradigms offer different ways to interpret information obtained from the data by relying on different procedures (Creswell, 1994).



Positivism is associated with observable facts with an emphasis on explanation and prediction (Maykut & Morehouse, 1994). Positivism is criticized as it assumes that the researcher can comprehend external facts of the world and disregards distinctiveness and individuality (Cohen & Manion, 2007). On the other hand, naturalistic inquiry has a more focus on understanding, exploring and inferring. Approaches to naturalistic inquiry were primarily used in social sciences and philosophy (Fitzpatrick & Meredith, 2006). In 1960s, naturalistic inquiry was recognized and its methodological importance increased as the focus shifted to socially constructed nature of reality (Cohen & Manion, 2007). Educational researchers started to explore how social experiences are created by placing the focus on the processes in natural settings. Therefore, qualitative researchers focused on the perceptions and experiences of the research subjects (Yavuz, 2003). The search for absolute 'reality' was replaced by the search for individual interpretations of the world (Cohen & Manion, 2007). Harre (1981, cited in Lincoln and Guba, 1985) compares positivistic and naturalistic paradigms. While positivism deals with surface occurrences and work operationally, the new paradigm has a deeper perspective, probabilistic nature and forms understanding inferentially.

Further, 'objectivity' and 'subjectivity' are important concepts while discussing the two paradigms. As naturalistic inquiry examine the phenomena directly and holistically, it is considered as more 'subjective.' Maykut and Morehouse (1994) choose the term 'perspectival' because the term 'subjective' puts naturalistic inquiry at a disadvantage.

Positivistic and naturalistic paradigms, therefore, offer different types of data. Yet, these different types of data are perceived as "complementary rather than in opposition" (Fitzpatrick & Meredith, 2006: 424). They offer a more comprehensive point of view than that can be attained by using either method separately. At times, they can be used concurrently, at other times one of them can be used subsequently to meet the criteria of each (Fitzpatrick & Wallace, *ibid.*).

In relation to the nature of positivist and naturalistic paradigms, the assumptions can also be discussed. There are six assumptions of research paradigms identified by Maykut & Morehouse (1994, cited in Yavuz, 2003):

- 1 How does the world work? (Ontological)
- 2 What is the relationship between the knower and the known? (Epistemological)
- 3 What roles do values play in understanding the world? (Axiological)
- 4 Are casual linkages possible? (Logic)
- 5 What is the possibility of generalization?
- 6 What does research contribute to knowledge? (Teleological)

Regarding ontological assumptions, this study was inspired by the notion that there are multiple realities (Creswell, 1994). It is believed that triangulation of data through diaries, questionnaires and interviews served this purpose. The interpretations of the researcher, participants and the reader have also contributed to the notion of multiple realities.

Concerning epistemological assumptions, unlike positivism, which considers the researcher outside of what is known, in naturalistic inquiry, the researcher has more interaction with research subjects (Creswell, 1994; Maykut & Morehouse, 1994). In this study, the researcher has interacted with the pre-service teachers through formal and informal procedures as a teacher-researcher.

In relation to axiological assumptions, it can be said that the researcher is expected to be more reserved in positivistic inquiry whereas in naturalistic inquiry the researcher declares that the study is not value-free (Licoln & Guba, 1985). In parallel with naturalistic inquiry, in

this research, beliefs and values have had an important place since the beginning of the study. The researchers' reflection has been evident in the design, analysis, presentation and the discussion of the study.

In naturalistic inquiry, instead of generalizations, there is an emphasis on personal experience and individual perceptions. As it is the case in this study, the researcher is not interested in predetermined and preconceived ideas. The researcher rather focuses on what comes from the context which is not necessarily universally accepted (Cohen & Manion, 1994; Denzin & Lincoln, 2003; Stake, 1995).

Logic refers to events occurring subsequently in positivism whereas in naturalistic paradigm, they interact with and shape each other (Maykut & Morehouse, 1994). In this study, the research design was open to changes and interpretation, so the research design and data analysis process interacted with and shaped each other.

The last assumption put forward is the researcher's contribution to knowledge (Maykut & Morehouse, 1994 cited in Yavuz, 2003). While positivists aim to find proofs, naturalists look for exploration and disclosing. Exploring the pre-service English language teachers' perceptions within a specific context was more essential to this research study than searching for proofs or confirmation. Due to complex and subjective nature of IE, it was important to gain insights into the participants' perceptions of interculturality rather than evaluating it.

As indicated above, the purpose and nature of this research study were mainly suitable for the methods and approaches in naturalistic inquiry. Quantitative methods were used as a complementary component for practical purposes. It is believed, as the qualitative methodology was dominant, the study became more inductive, which enabled the researcher to develop better insights into the process and to interact with the participants in a natural manner (Taylor & Bogdan, 1984). It is possible to say that it was "more open and 'more

involved' than other research strategies and forms..." (Flick, Von Kardoff and Steinke, 2004, p. 5). In this way, the researcher had a broader view of the pre-service English language teachers' perceptions regarding interculturality and its relation to language teaching.

### 2.1.2 Case Study Research

To ensure an effective research design, the study should be in line with the purpose, context and nature of the study and the researchers' beliefs about the nature of reality (Mills, Bonner, & Francis, 2006). In this research study, therefore, it was essential for the researcher to examine various approaches to educational research. Approaches to educational research were presented in Figure 2.

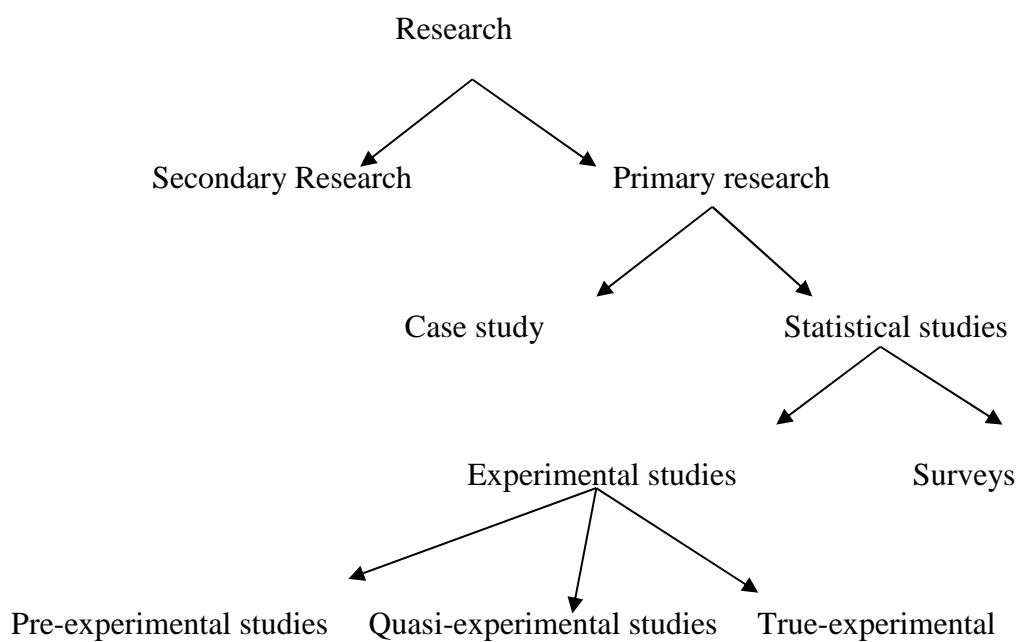


Figure 2: Approaches to Educational Research (Brown,1988 & Bell, 1993)

As shown in Figure 2, Brown divides research into two. *Secondary research* includes books, summary and analysis existing literature whereas *primary research* employs data that are collected from informants. Primary research has two categories: case studies and statistical studies. Case studies are usually longitudinal studies with a small number of informants while statistical studies involve surveys or three types of experimental study designs, namely, pre-experimental, quasi-experimental and true-experimental.

In line with the objectives and the context, this study was designed as a case study, which shared common characteristics with naturalistic inquiry. Case study, which is defined as an investigation on “a child, a clique, a class, a school, a community” (Cohen, Manion, & Morrison, 2007: 253), is considered to be appropriate for this research approach for several reasons. First, case study can provide a holistic picture of individuals’ perceptions and experiences by using ‘multiple source of evidence’ within a specific context (Anderson, 1998: 152). In this study, multiple data sources such as diaries, interviews and questionnaires were employed. Second, case study approach is appropriate to explore interculturality through an investigation of multiple realities within a particular context. Concerning context-boundedness aspect, a case can be examined in terms of main players, main situation and critical happenings. In this research, a particular context at a point in time with particular people was available and the IE course was considered as a critical happening (Guba & Lincoln, 1985; Hitchcock & Huges, 1995; McDonough & McDonough, 1997). Lastly, case study is helpful uncovering diverse processes and, therefore, suitable for this study’s research design.

#### **2.1.2.1 Distinctive Characteristics of Case Study Research**

As stated above, case study provides a unique instance of real people in real context above just providing abstract theories (Cohen, Manion, & Morrison, 2007, p. 253).

Therefore, a case study is characterized by inquisitiveness in the idiosyncratic features of a case or cases, so it is not necessarily bound to specific methodologies (Stake, 1994).

Besides, case study provides answers for “what” “why” and “how” questions when the relevant events or behaviors cannot be manipulated by the researcher. Therefore, participants in the study can have a safe and open climate which gives them an opportunity to express what they are experiencing.

Furthermore, case study is preferable when a researcher tries to study a hypothesis about a class of people, programs, or policies by exploring a specific case from that class (Merriam, 1998). It includes a combination of research methods whether qualitative or quantitative. The researcher can employ different data collection methods. Although observation and interviews are the most frequently preferred ones, data collection methods are chosen in line with the research purpose(s) and research activities.

Drawing on its characteristics, case study shares common characteristics with naturalistic inquiry, and therefore, it was considered to be an appropriate research design for this study. Both naturalistic inquiry and case study explore incidents in their natural environment and try to interpret them from research participant perspective (Denzin & Lincoln, 2003). They both have a focus on individual experiences and tend to examine them holistically (Maykut & Morehouse, 1994). Accepting the existence of multiple realities, and the interaction between the researcher and the research participants can be considered as other common characteristics between naturalistic inquiry and case study (Maykut & Morehouse, *ibid.*). In addition, both naturalistic inquiry and case study tend to support the idea that the incidents influence each other in multidirectional ways.

### 2.1.2.2 Types of case study

The research topic, resources, duration and depth of the study might be determinants during selection of case study type (Anderson, 1998). In that sense, it is important to discuss case study types that were relevant to this study. Some of the categories put forward by scholars (Basse, 1999; Stake, 1995; Yin, 2003) offer a useful framework. On the other hand, case study may fall into more than one of the types.

Yin (2003) suggests that there are three types of case study: *exploratory*, *descriptive* and *explanatory* (p. 5). An *exploratory* case study aims to determine the possibility of the desired research procedures by trying to find out the hypothesis of a subsequent study. As the name lends itself, a *descriptive* case study, provides a holistic description of a phenomenon within its context. The purpose of an *explanatory* case study is to explain how events happen and to present cause-effect relationships.

This case study is *descriptive* as it aims at providing a holistic picture and broader understanding of a specific context by investigating the pre-service teachers' perceptions of IE and its relation to language teaching and as the in-depth data can be obtained from the participants over a period of time.

Stake (1995, p. 3) categorizes case study research as *intrinsic*, *instrumental* and *collective*. Concerning 'intrinsic case study', Stake (ibid.) says, "The case is given. We are interested in it, not because we need to learn about that particular case. We have an intrinsic interest in that case..." Instrumental case study is defined as having a research question or perplexity, so the researcher's aim is to achieve something other than gaining insight into a particular case. Collective case study refers to choosing cases in which the researcher explores differences between cases for comparisons.

From Stake's (1995) definitions, it can be inferred that this study was mainly designed as an intrinsic case study. The researcher had academic and personal motives for carrying out this research. Taking intercultural communication courses and her intercultural experiences transformed her during her studies. In addition, work experience as a research assistant at the universities made her become aware of the urgent need for intercultural training in the field of education. The researcher developed an interest in exploring ways to teach interculturality and improving practice in a particular ELT department. Thus, investigating the pre-service English teachers' perceptions of IE was the intrinsic motivation. Furthermore, as individual voices of pre-service teachers were explored in this study, it is possible to say that it had a collective element, too.

Procedures followed in this case study are shown in Figure 3:





Figure 3: Procedures followed in the case study

### 2.1.2.3 Trustworthiness in Case Study Research

Several frameworks have been developed to evaluate the trustworthiness of qualitative data (Lincoln & Guba, 1985) and enabling credibility, transferability, dependability, and confirmability (Sandelowski, 1993). While designing a case study, there are some main points to take into account in order to enable the overall trustworthiness. First, researchers are expected to provide adequate detail so that readers can evaluate the credibility of the work.

The use of reflection can enhance the credibility of the data (Baxter & Jack, 2008). Besides, in line with this purpose, writing research questions clearly, gathering data systematically and analyzing the data correctly are essential (Russell, Gregory, Ploeg, DiCenso, & Guyatt, 2005, cited in Baxter & Jack, 2008). Second, triangulation is a key approach that would enable the case to be explored from different perspectives. This group of data increases data quality through confirmation of findings (Knafl & Breitmayer, 1989). At the analysis stage, dependability can be increased by having multiple researchers the data independently (Baxter & Jack, 2008).

In this study, the researcher ensured trustworthiness of the qualitative data by examining credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985; Sandelowski, 1993). To ensure credibility, the researcher provided rich descriptions of the participants and the setting. Concerning the trustworthiness of the data, triangulation was employed. Based on the work of Denzin (1970), Cohen & Manion (1994, p. 234) came up with six types of triangulation, namely *time triangulation*, *space triangulation*, *combined levels of triangulation*, *theoretical triangulation*, *methodological triangulation*:

- *Time triangulation* refers to the type, which aims to consider the factors of change by using longitudinal designs.
- *Space triangulation* attempts to conduct cross-cultural strategies to overcome the narrowness of the studies carried out in the same country
- *Combined levels of triangulation* means using more than one level of analysis from three main levels which are the individual level, the interactive level and the level of collectivities (organizational, cultural and societal)
- *Theoretical triangulation* is about drawing on various theories.
- *Investigator triangulation* utilizes more than one investigator

- *Methodological triangulation* refers to employing the same method on different incidents or different methods on the same incident.

Drawing upon the types of triangulation offered by Cohen & Manion (1994), methodological triangulation was performed in this study. Multiple data collection instruments were used to enable methodological triangulation, which enhanced credibility and transferability of qualitative research by providing holistic view of the context from participants' perspectives in different ways and by finding answers for assumptions from different data collection methods (Lee, 2004). The multiple data sources were relevant literature, diaries, questionnaire, open-ended questions and focus-group interviews. It is believed that triangulation enriched data by giving useful insights, decreased biases and strengthened the boundaries of the data (Bloor, 1997; Yin, 2004). Confirmability of the study was ensured through the comparison of the data. To increase dependability, member checks were made use of throughout the research and the data was analyzed independently by two researchers.

To sum up, this study is a qualitative case study with a quantitative component. Next, it can also be described as an 'intrinsic' case study with 'instrumental' and 'collective' components. A traditional understanding of trustworthiness as in positivistic inquiry was not suitable for this study, so careful research practices with the use of triangulation were employed to ensure trustworthiness.

#### **2.1.2.4 Ethical Issues**

As the research includes human participants, it was crucial to take ethical issues into consideration. Official permission for the study was requested and taken from Uludağ University where the pilot study was conducted and from İnönü University where the main study was carried out.

There were the concerns of confidentiality and establishing trust. While the researcher is searching for knowledge, she has to respect the rights of others (Cohen & Manion, 1994). Thus, at the end of the study, having informed consent forms asking whether the participants were willing to participate in the study ensured the participation was voluntary. Information concerning procedures and methods to ensure confidentiality and anonymity were also provided to participants. All participants were informed that quotations from the data collected would be used for research purposes. All social actors in the research were informed that pseudonyms were created in an attempt to reduce the possibility of being recognizable to other readers.

Creating a relaxing and safe environment for the participants was another issue to take in consideration. Being an 'insider' or a teacher-researcher gave the researcher the chance to obtain regular feedback and informal chat with the participants. Being familiar with the participants helped the researcher understand them and their perceptions and expressions, body language at times. Sometimes, it was surprising to explore their interesting ideas and experiences, which required asking further questions to understand the participants' points. Although researchers are often expected to distance themselves from the study in order to avoid bias concerning the case under study (Merriam, 1998), it is also believed that knowing the participants and sharing similar experiences strengthened the study.

Being non-judgmental and giving feedback was also significant (Silverman, 2001). The researcher made her role as a facilitator clear. The researcher and the participants brainstormed, discussed and discovered intercultural issues together. The researcher took time to explain that she was interested in the participants' unique ideas and perceptions and there were no right or wrong answers concerning diary questions, questions included in the questionnaires or interviews.

The risk of bias and subjectivity were the main concerns especially in relation to translation. During data collection procedures, the dominant language was English, but the participants switched to Turkish at times. Translating idioms and metaphors required special attention. Some of the data were not the researcher's words rather than the participants' words after the translation, which may cause a degree of bias (Bell, 1993).

## **2.2 Sampling**

Drawing upon the work of Miles and Huberman (1994), Curtis et al. (2000) suggest that sample should have the potential to produce rich and insightful information on the occasion which is to be studied, and the researcher is expected to “consider feasibility of the sample in terms of the resource costs of money and time, the practical issues of accessibility and whether the sampling strategy is compatible with the researcher's work style” (p. 1003). Miles and Huberman (1994) add that the researcher's skills might also be significant for feasibility, such as linguistic and communication skills, and capacity to relate to informants and their experiences.

Due to the reasons stated above, *convenience sampling*, which is the most common type of nonprobability sampling, was performed in this study. In convenience, the researcher chooses the sample based on their availability. In this study, because the researcher was working as a research assistant in the ELT department where the data were collected, the sample was appropriate in terms of cost-effectiveness and practical concerns of accessibility. In addition, because the researcher was working as a research assistant in this particular ELT department, she was familiar with the pre-service teachers, the training offered to the pre-service teachers and the research site. Therefore, it is believed that the researcher had the capacity to relate to the participants.

## **2.3 Instrumentation of the study**

To answer the RQs, data collection instruments including diary questions, questionnaire, open-ended questions and interview questions were designed by the researcher and revised by different experts in the fields of language education and multicultural education.

### **2.3.1 Development of diary questions**

In spite of the criticisms due to their idiosyncratic nature and lack of objectivity (Eisner and Peshkin, 1990), diary methods were considered to be suitable to collect data for this study as a means of having a deeper understanding of the process. The diary questions were prepared in a way that would enable the researcher to understand what was actually happening on the pre-service teachers' minds to facilitate a comparison of their initial perceptions and their changing perceptions. To achieve this, while preparing the diary questions, following issues were taken into consideration:

- Diary questions are supposed to help the researcher notice pre-service teachers' ideas about the previous lesson and adjust the course accordingly.
- Diary questions are supposed to help pre-service teachers think back and reflect on the course itself.

The diary questions were formed in English and revised by the supervisor of this dissertation and by two other experienced professors before it reached its final version (see Appendix H). Finally, four diary questions were handed in to the pre-service teachers.

### **2.3.2 Development of open-ended questions**

Open-ended questions were designed to elicit the pre-service English language teachers' definitions of culture, IE and the role of IE in language teaching. Moreover, two questions aimed to explore how pre-service teachers could take advantage of IE in their lessons and how language learners could benefit from that kind of training (see Appendix E).

### **2.3.3 Development of Intercultural Education Questionnaire**

A questionnaire, which was a five-point scale ranging from “strongly disagree” to “strongly agree” was developed by the researcher. Before designing the questionnaire, it took a long time for the researcher to examine the related literature carefully to find out most suitable previous works and studies that would serve for the research purposes. The items of the questionnaire were mainly inspired by and adapted from the works of Dervin (2012) and Byram (1997).

The questionnaire was formed in English and revised by the supervisor of this dissertation and also by an experienced colleague many times until it reached its final version. Some items, which were not in line with the aims of the study or categories of the questionnaire, were deleted while some other items were added throughout the designing process.

Later, during the researcher's visit to the University of Helsinki as an exchange doctoral student during the 2012-2013 academic year spring semester, the questionnaire was revised by a professor who worked at the department of multicultural education at the University of Helsinki.

The first version of the questionnaire was categorized according to five domains, namely *knowledge*, *attitudes*, *skills*, *critical cultural awareness* and *multidimensional*

*understanding of culture*. The items were reordered randomly to minimize the risk of acquiescent response bias, i.e. the propensity for participants to agree with an item (Rattray & Jones, 2007), the following reverse items were used:

Table 2

*Reverse items in the IE questionnaire*

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16. The best way to obtain information about a culture is to take into consideration what one hears about that culture

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17. The best way to obtain information about a culture is to take into consideration what members of that culture say about that culture

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In addition, some items which were available in the first version of the questionnaire were excluded later since they included some concepts that seemed beyond the pre-service teachers' knowledge. The items excluded from the first version were presented in Table 3:

Table 3

*Items excluded from the first version of the questionnaire*

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Identify ethnocentric perspectives in a document or event and explain their origins

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Intercultural communication patterns according to roles in the society (e.g. gender, age, social status, occupation, educational level, region, etc).

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Significant consideration was given to the sequence of the questionnaire. To engage the participants and to prevent boredom, the demographic data were presented at the end of



the questionnaire (Rattray & Jones, 2007). Items including double negatives or double-barreled questions were avoided (Bowling 1997).

The final version of questionnaire, which is called *Intercultural Education Questionnaire* (IEQ), consisted of two parts (see Appendix F). Part A included a 23-item scale to explore to what extent the participants consider aspects of IE should be involved in ELT. The items involved in the questionnaire were grouped according to their content in the following five domains:

Table 4

*Domains and related items included in the IEQ*

Categories	Items in the questionnaire
Attitudes	5, 9, 10
Knowledge	1, 7, 8
Skills	2, 4, 6, 11
Critical cultural awareness	3, 12, 13, 14
Multi-dimensional understanding of culture	15,16,17,18,19,20,21,22,23

As indicated above, the items included in Part A were related to knowledge, attitudes, skills, critical cultural awareness and multi-dimensional understanding of culture.

Regarding *attitudes*, which is one of the core aspects of intercultural communication, the language teacher is expected to encourage learners to curious and open toward different cultures and be interested in exploring other perspectives.

*Knowledge* refers to not necessarily knowledge about a specific culture but rather of how certain social groups and identities perceive each other and how they function or communicate.

*Skills* involves identifying racist perspectives in a document or event, relationships between one's own and other cultures and dissimilar processes of interaction.

*Critical cultural awareness* is about challenging preconceived ideas toward different cultures and identifying cultural values in documents and events, questioning information obtained about different cultures, and interacting and mediating in intercultural exchanges (Byram, 1997a).

Finally, the *multidimensional understanding* refers to noticing that every society is complex and culturally varied, people create and negotiate their cultural identity in the process, what happens between interlocutors is influenced very much by the environment within which they are communicating, and the media, political and institutional influences in their own society lead people to see others from different cultural backgrounds in a certain way (Dervin, 2012).

To provide a thick description of the participants, Part B aimed to gather personal information including age, gender, contact with foreigners, experiences abroad language learning experiences, participation in international projects trainings.

Face validity showed that the questionnaire looked appropriate for the research purposes and content area. The appearance of the questionnaire was evaluated in terms of feasibility, readability, consistency of style and formatting, and the clarity (DeVon et al., 2007; Parsian & Dunning, 2009). Additionally, content validity was undertaken to ensure if the content of the questionnaire was relevant to the research purposes.

Evaluation of the face and content validity were performed by asking two professors of ELT, one professor of multicultural education and 10 pre-service English language teachers respectively, to evaluate the clarity and representativeness of the questions. As a result, some items were modified. For instance, the item “Identify contemporary and past relationships between one’s own and the other culture” was changed as “Identify relationships between one’s own and other cultures” and the other item “Question information obtained from print media or online media” was changed as “Question information obtained about different cultures.”

#### **2.3.4 Development of interview form**

In this study, interview method was used to gather data to answer the RQ 2. Interviews are considered to be advantageous in the sense that they are flexible and provide a deeper understanding of the interviewee’s feelings and ideas through body language, facial expressions, hesitation etc. (Bell, 1993; Oppenheim, 1992). In addition, the emergent nature of interviews gives the researcher the opportunity to come up with instant questions and guide interviewees to think and reflect more on a specific topic. In case of a misunderstanding or confusion, the researcher can assist the interviewees or paraphrase the questions. Hence, interview method was considered to be useful to confirm the influence of the intercultural training in this study.

Interviews are categorized as structured, semi-structured and unstructured (Anderson, 1998). During a structured interview, the researcher employs “an interview sequence with predetermined questions for each interview and is required to use the same interview sequence and to conduct interview in exactly the same way to avoid biases that may result from inconsistent interviewing practices” (Hair et al., 2011, p. 191).

A semi-structured interview includes a pre-set order of questions, but the researcher is ready to include other questions, change the topic of the interview and the sequence of the questions to obtain the best answers for the research questions (Currie, 2005). In semi-structured interviews, the researcher is “free to exercise their own initiative in following up an interviewee’s answer to a question” (Hair et al., 2011). During unstructured interviews, the researcher acts as a moderator and tries to investigate in-depth without the limitation of predetermined questions (Currie, 2005).

This study employed the most well-known semi-structured approach, namely focus-group interview, in order to use group interaction to produce data (Barbour & Kitzinger, 1999). Focus-group interviews involve respondents, who share something in common such as job, being a customer of the same bank, working for the same company etc. (Hair et al, 2011). The researcher acts as a moderator and leads a discussion through unanticipated questions when necessary. Focus-groups interviews allow the researcher to focus on things that need expansion or explanation and obtain insightful information (Currie, 2005).

Despite its advantages, there are some issues to consider while conducting an interview. In this study, for instance, the researcher tried not to allow her opinion to interfere with the interview in one way or another (Hair et al, 2011). Moreover, the researcher took into consideration time-consuming nature of interviews and arranged the number of interview questions accordingly. In this study, apart from the points stated above, special consideration was given to wording, clarity and relevance of the questions. Four questions, which were formed to guide the discussion, were reformulated in the light of the expert idea (See Appendix G).

## **2.4 Data Collection Procedures**

### **2.4.1 Pilot Study**

All data gathering instruments were piloted to determine the time required to complete them and to check the reliability and validity of the instruments. The purpose of the pilot study was also to detect any unclear or contradictory points so that the participants in the main study would not have faced any difficulties and confusion. This study included two piloting stages. First, the questionnaire was piloted to identify potential problems. Second, the IE course was piloted, which was also very important because piloting the course helped the researcher to observe if the course materials were appropriate for the participants and research purposes.

#### **2.4.1.1 Piloting Intercultural Education Questionnaire**

It was important to carry out the pilot study in order to identify potential problems concerning the IE questionnaire. The items of the IE questionnaire were developed by the researcher to use in the main study. With the aim of identifying any potential problems related to the wording, the layout, a pilot study was carried out. Another reason for carrying out the pilot study was to figure out the reliability and validity of the questionnaire. To be able to carry out the research at the Department of ELT at Uludağ University, necessary forms and a research proposal were submitted to the Directorate of Uludağ University (Appendix K). After approval to conduct the research was attained, the questionnaire was administered to the pre-service teachers.

##### **2.4.1.1.1 Participants and Setting**

The participants of the pilot study were pre-service English teachers who were 3<sup>rd</sup> and 4<sup>th</sup> year students at ELT Department at Uludağ University during summer school in 2013. The questionnaire was administered to 100 pre-service English teachers. 80 of the participants were 4<sup>th</sup> year students while 70 of them were 3<sup>rd</sup> year students. The process of filling out the questionnaires took between 15 and 25 minutes.

The participants' ages ranged from 20 to 28. They were all native speakers of Turkish and pre-service teachers of English language. As they were required to pass an English proficiency exam to be admitted to the university and as the language of instruction at this specific department was English, the questionnaire was administered in English. 48 of the participants were male, and 102 of them were female.

#### **2.4.1.1.2 Procedures and Analysis**

The IE questionnaire was examined to assess its reliability, which is about the capacity of a questionnaire to consistently measure an attribute and to what extent individual items go together to measure the same underlying attribute (DeVon et al., 2007).

Internal consistency reliability, which is measured via Cronbach's alpha correlation coefficient ( $\alpha$ ), examined the inter-item correlations within a questionnaire (Parsian & Dunning, 2009). A questionnaire with a Cronbach's alpha of 0.80 is usually considered reliable (Field, 2009). To examine the internal consistency of the IE questionnaire, Cronbach's alpha was computed. It was 0.88, which indicates a high correlation between the items and the 23-item IE questionnaire is highly reliable.

#### **2.4.1.1.3 Conclusions and Implications for the main study**

During the piloting process of the IE questionnaire, any important problems were not faced. None of the participants reported a problem regarding the wording, clarity and appropriateness of the instrument. The statistical analysis proved that the instrument was valid and reliable to use in the main study.

#### **2.4.1.2 Piloting the intercultural course**

The difficulty of qualitative research is in handling subjectivity and developing research questions even though they are open to change (Holiday, 2007). For that reason, the IE course was given as a pilot study during the 2012-2013 Academic Year.

#### **2.4.1.2.1 Participants and Setting**

The participants of the study were 15 pre-service English teachers who were at the fourth year of English Teacher Education Program at İnönü University in the fall semester of 2012-2013.

The data were collected from one intact group. All fifteen participants were native speakers of Turkish with advanced level of English. Twelve of the participants were female whereas four of them were male. The ages of the participants ranged from 22 to 24. Only two of them had been abroad. Only one of them had an international family with a Turkish father and a German mother.

#### **2.4.1.2.2 Instruments**

As the closed-ended questionnaire had already been piloted, it was not administered to check its reliability and validity one more time. Qualitative data collection instruments of the study, namely open-ended questions, focus-group interviews and diaries were employed in the pilot study.

#### **2.4.1.2.3 Procedures**

During the pilot study, the researcher examined how handful the data obtained from qualitative data sources were, and had informal observation and chat with the participants during the lessons in order to see whether the course materials were suitable for research purposes and understandable to the participants, which were helpful to identify necessary

changes and modifications for the main study. At the end of the course, the participants were informed about the study and signed the consent form.

#### **2.4.1.2.4 Conclusions and Implications for the main study**

After conducting the pilot study, the content of some weeks were considered to be problematic. In the pilot study, two weeks were devoted to *Smoke Signals*, which is an independent movie based on the short story "This Is What It Means to Say Phoenix, Arizona" from his book *Lone Ranger and Tonto Fistfight in Heaven* (Hamilton & Jones, 2010). *Smoke Signals* was found to be effective to teach subcultures within a culture. As the existence of sub-cultures was a hot and current topic in Turkey, the movie was thought to be a suitable for the participants in this context. However, in the main study, the researcher decided to choose another movie in which intercultural elements were more obvious. Additionally, the short story, "Desire's Baby" by Kate Chopin was considered to be beyond language learners' level and was excluded from the syllabus.

During the pilot study, two sessions were conducted per week. Each one of them lasted 50 minutes. The second sessions were usually devoted to discussion related to the first session. During the second session, the pre-service teachers asked some questions and the researcher explained the details regarding how pre-service teachers were supposed to integrate intercultural elements into English lessons. Furthermore, some time was given to pre-service teachers to do some research about that day's topic and write their diaries. These sessions also served as tutorials since the pre-service teachers were informed about how they should plan and integrate IE into their lessons and prepare separate lesson plans. However, in the main study, in some weeks, the topics were too broad to cover in 50 minutes, so the researcher



planned second sessions as regular classes rather than a ‘discussion and reflection hour’ in those weeks.

## **2.4.2 Main study**

Subsequent changes were made after the pilot study and the main study was undertaken. The data sources for the research study were diaries, questionnaire, open-ended questions and focus-group interviews.

### **2.4.2.1 Setting and participants of the study**

The participants of the main study were 10 pre-service English teachers who were in the fourth year of English Teacher Education Program at İnönü University in the fall semester of 2013-2014. The pre-service teachers who were in the final year of training were chosen because it was assumed that it would be easier for senior students to develop ideas about language teaching, IE and the relationship between the two.

The data collected from one intact group. All 10 participants were native speakers of Turkish with advanced level of English. Eight of the participants were female whereas two of them were male. The age of the participants ranged from 22 to 24. Six of the participants had experiences of learning French as a foreign language other than English and four of them had experiences of learning French and German as second foreign languages. None of them had ever been abroad. None of them had participated in international projects, trainings, courses and seminars.

### **2.4.2.2 Syllabus and teaching materials**

The IE course was designed as a 2-credit elective course for the pre-service teachers who were in the final year of their BA program in English Teacher Education. This course

was designed as one-semester course and the materials used in the course were either chosen or developed by the researcher.

The course aimed at helping the pre-service English teachers understand and describe the role of English as an intercultural language, explain the importance of IE in language teaching, distinguish between different approaches to IE, compare and contrast different approaches to IE and to prepare interculturality integrated lesson plans.

After conducting the pilot study, the content of some weeks were changed. In the pilot study, 3<sup>rd</sup> and 4<sup>th</sup> weeks were devoted to *Smoke Signals* and movie review. Although *Smoke Signals* was found to be effective to teach the existence of subcultures within a culture, in the main study, the researcher used *The Namesake*, which is a movie by Mira Nair based upon the novel of the same name by Jhumpa Lahir (Ponzanesi, 2014). *The Namesake* was chosen as it seemed to have more intercultural elements and explore the existence bicultural identities in-depth. In addition, instead of 3<sup>rd</sup> and 4<sup>th</sup> weeks, the movie was used in the 7<sup>th</sup> week in the main study so that the participants would have more time and obtain more theoretical knowledge to analyze the movie. As the researcher decided not to focus on one movie for two weeks for the sake of time efficiency, a segment of the movie was employed. In the main study, therefore, 3<sup>rd</sup> and 4<sup>th</sup> weeks were devoted to teaching CEFR (Chapter 4) and components of interculturality.

In the main study, 5<sup>th</sup> and 6<sup>th</sup> weeks were based upon different approaches to IE, which were not available in the pilot study. After her visit to the Department of Multicultural Education at the University of Helsinki, the researcher became aware of the changing approaches to intercultural and multicultural education, and decided to integrate these components into the syllabus.

Finally, in the 8<sup>th</sup> week, the short story, “Desire’s Baby” by Kate Chopin was replaced by “All Summer in a Day” by Ray Bradbury. “Desire’s Baby” was a successful tool to elaborate on racism but the language and the content of the story were considered to be beyond language learners’ level.

Table 5 presents the final version of the syllabus used in the main study:

Table 5

*The syllabus*

Weeks	Content
1	Introduction to the course and to the concept <i>interculturality</i> and terminology regarding IE ( <i>culture, subculture, language and culture, culture and society, nation, ethnicity, etc.</i> )
2	Jeremy Harmer’s “The Changing World of English” from the book of <i>The Practice of English Language Teaching</i>
3	Common European Framework of References for Languages – Chapter 4
4	Components of interculturality
5	Intercultural Activities
6	Different approaches to IE
7	Model teaching (listening lesson): ( <i>The Namesake</i> )
8	Model teaching (reading lesson): ( <i>All Summer in a Day</i> by Ray Bradbury)
9	Microteachings
10	Microteachings

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11	Microteachings
12	Evaluation of the course

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The more detailed syllabus of the course with its objectives is also available (see Appendix B).

The content of the course, teaching materials and the expectations from the pre-service teachers were explained in Table 6:

Table 6

*The detailed content of each week and teaching materials*

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Week 1: Introduction and important concepts

The course started with an introduction to IE and terminology regarding IE such as *culture, subculture, language and culture, culture and society, nation, xenophobia, etc.* The pre-service teachers discussed how cultures are shaped, created and represented, whether culture is equal to country or language, and whether xenophobia inhibits foreign language learning.

Week 2: English as a lingua franca

The second week, the pre-service teachers studied Jeremy Harmer's "The Changing World of English" from the book of *The Practice of English Language Teaching*. The article was used to have the pre-service teachers brainstorm and reflect on the changing role of English language with its influence on IE.

Week 3: Common European Framework of References for Languages with its relation to intercultural education

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Chapter 4 from *Common European Framework of References for Languages* (CEFR) was also used in the study during the third week of the course (2001). In CEFR interculturality is referred as a combination of two or more languages and cultures, which enables the language learner “develop an enriched, more complex personality and an enhanced capacity for further language learning and greater openness to new cultural experiences” (CEFR, 2001: 43). In the document, it is pointed out that one of the important educational aims is the development of intercultural personality.

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#### Week 4: Components of interculturality

The lesson had a focus on the components of interculturality, namely *attitudes, skills, knowledge, critical cultural awareness* and *multi-dimensional understanding of culture*. The pre-service teachers were expected to define the each component and discuss how components differ from and interact with each other.

#### Week 5: Intercultural Activities

The week 5 was devoted to sample intercultural activities. The pages from 13-24 from the book, *Intercultural Resource Pack: Intercultural communication resources for language teachers* by Derek Utley was used as the material for the lesson.

#### Week 6: Different approaches to IE

The week 6 was devoted to different approaches to IE. There are mainly two approaches to interculturality, which are defined as traditional and renewed understanding of IE (Dervin, 2011). The two approaches were discussed in detail and illustrated with samples. Solid understanding of IE was described as teaching national attributes (especially of the target culture in language classrooms) “imposed on all of the representatives of a country by others – or even themselves” (Dervin & Dirba, 2006: 2-3). On the other hand,

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the renewed understanding of IE was defined as an understanding of intercultural communication as a socially constructed process (Aneas & Sandín, 2009). It, therefore, suggested that language teachers “abandon their role as ambassadors of another culture and the notion of a static and homogenous culture. Instead, they must acknowledge the interactive nature and the social, political, and ethical implications of learning/teaching about culture” (Guilherme, 2000:300). Thus, the focus has shifted to helping language learners to become intercultural communicators rather than copies of ideal native speakers (Byram & Zarate, 1996; Dervin & Dirba, 2006).

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#### Week 7: Intercultural movie in foreign language classroom

The model teaching was delivered by the course tutor and lessons plans were distributed to the pre-service teachers beforehand. The segment of a movie, *The Namesake*, was the main material. The movie included intercultural elements. The lesson aimed at providing language learners with the opportunity to voice their worldviews, and question their beliefs and values.

Model lessons were designed based on theories in intercultural field. One of the important theories is the ‘third space’ theory. The “third space” is about offering learners an opportunity to question their own preconceived ideas and beliefs, and encouraging them to construct new meanings. The concept of the “third space” was initially developed by Bhabha (1994). Later it was integrated into the field of IE by Kramsch (1998). According to this theory, class discussions, reflection and critical thinking on cultural similarities and differences are promoted since learners identify, articulate and reflect on cultural similarities and differences (Kramsch 1993). Similarly, Yulita (2012) states:

One of the key goals of ILT [intercultural language teaching] is to educate language

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learners to develop the ability to create multiple “third places” as they learn to interact with “otherness” ... The “third place” notion refers to a comfortable, unbounded and dynamic space which intercultural communicators create as they interact with each other and in their attempt to bridge the gap between cultural differences.

In line with the theories stated above, it was considered that integrating a movie including many intercultural elements would be effective on teaching IE by making the lesson more interesting and leaving language learners with the space they need to think and reflect on these issues.

#### Week 8: Intercultural reading in foreign language classroom

A lesson plan for 10<sup>th</sup> graders was designed by the researcher and presented to the pre-service teachers as a sample lesson. A short story entitled *All Summer in a Day* by Ray Bradbury, was used to design a reading lesson.

The story was chosen because it explores the nature of prejudice, examines *otherness*, being left out and problems caused by differences. The story is set on the planet Venus. On this planet, the sun shines for only two hours once every seven years. Margot, who is a girl from Earth, has been on Venus for five years. Hence, she can recall the sun and the way it looks while the other children cannot because they are far too young when it has shone upon them for the last time. Margot tells the other children that the sun is round and hot. The other children accuse her of lying, and they locked her in a closet. Then the sun comes out. Thus, the children have found out that Margot has told the truth about the sun.

Designing a reading lesson was considered as a suitable way to teach IE. Rosenblatt (1981) has been one of the pioneers of literary education. She distinguishes between *efferent* reading and *aesthetic* reading. *Efferent* reading refers to traditional reading assignments that

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expect readers to skim or scan the text to find correct answers. On the other hand, *aesthetic* reading is concerned with how the reader processes the text and focuses on what the text evokes. Bakhtin (1990) claims that *aesthetic* reading requires *involvement* and *detachment* and promotes reflection. According to Bakhtin, through this kind of reading, the relationship between the reader and the text encourages the reader to question their values, attitudes and beliefs. Similarly, Gonçalves Matos (2012) mentions the importance of reading with regard to language and intercultural learning. She claims that the detachment of the reader of fiction promotes a critical tendency by challenging the reader so ‘it constitutes a major function in terms of being intercultural’ (p. 49). Therefore, designing a reading lesson that involves both aesthetic reading and efferent reading can be an effective tool to teach interculturality by providing the reader with a critical stance.

#### Week 9, 10 and 11: Microteachings

The week 9, 10 and 11 were devoted to microteachings by the pre-service teachers. Each one of them planned a one-hour English lesson in pairs and delivered their microteachings. The lessons designed by the pre-service teachers were based on IE content and also were integrated with language teaching aims. The pre-service teachers were allowed to use movies, literary texts, documentaries etc. and to adapt them for language analysis.

The pre-service teachers made decisions on choosing materials after taking 30-minute tutorials with the instructor. They brainstormed how the content of the interculturality integrated English course should be designed, what kind of materials should be chosen and how these materials could be manipulated to make it fit in to the content of an English course.

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## Week 12: Questionnaires

At the last week, the pre-service teachers are asked to fill out the questionnaires again.

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Throughout the course, the researcher considered the pre-service teachers as “creation of truths” rather than as “truths.” It was noteworthy to pay attention to their meanings and interpretations of the topics covered in the course, their previous intercultural experiences and their previous knowledge regarding intercultural communication. The participants were encouraged to be self-reflective, for instance, they were asked to compare their previous answers given to the open-ended questions with final answers to the same questions. This aimed to utilize the participants’ self-reflections to support the researchers’ interpretations.

### **2.4.2.3 Procedures for data collection**

Case studies are chosen for analytic rather than statistical generalization with the aim of helping the researcher “to understand other similar cases, other similar cases, phenomena or situations” (Robson 2002:183). As this study was designed as a case study with a quantitative component, decisions on data collection instruments were made mostly in accordance with qualitative research methodology. The data were mostly obtained from diaries, open-ended questions and interviews. The quantitative data collection instrument was used in order to support findings from the qualitative data.

#### **2.4.2.3.1 Diary questions**

Following class discussions and microteachings, the participants wrote in their diaries. For 8 weeks, each participant was expected to write in their diaries after each session. For the last four weeks, they were expected to write their diaries only after their own microteachings. The diaries were mostly written in English. Diaries were an opportunity to explore deconstruction of the pre-service teachers' preconceived ideas about IE as they provided enough time and context to the pre-service teachers' for thinking and reflection on the content of the course.

#### **2.4.2.3.2 Questionnaires**

The IE questionnaire and open-ended questions were administered as a pretest-posttest design. Before a twelve-week intercultural training, the pre-service teachers filled out the questionnaire and answered open-ended questions after an explanation regarding the aims of them. After the training, in the final week of the course, questionnaires were administered again to see if the training had had any impact on the pre-service teachers regarding IE.

#### **2.4.2.3.3 Focus-group interview**

At the end of the course, a focus-group interview with the pre-service teachers was performed by the researcher. Focus-group interview was chosen as they were considered valuable especially in “monitoring studies, needs assessment, and program evaluations, which provide an exploratory approach and may be more effective in certain research processes than the more traditional ones” (Fer, 2004, p. 572). In comparison to individual interviews, focus-group interviews were considered to be more effective as it was time-efficient and increased the effectiveness of the interview through group interaction. In addition, the focus group made it possible to analyze interaction among the participants. In line with the nature of this study, the focus-group interview was conducted for in-depth analysis of the research processes.

As there is no definite rule in conducting focus group, the questions developed by the researcher had a crucial role. The questions used during the interview were developed as open-ended questions so as to give participant the chance to address the issue from different angles (see Appendix G).

The participants were divided into two so that each focus-group could involve five participants. Each interview lasted twenty five minutes. During focus-group interviews, the researcher acted as a facilitator as it was supposed to be (see Worthen, Sanders & Fitzpatrick, 1997). The researcher introduced the topic and posed the questions in English since the participants could understand and speak English fluently. Yet, they were free to switch to their mother tongue when they needed to explain their points clearly and more comfortably. The interviews were recorded and transcribed verbatim afterwards.

The researcher prepared and asked five questions from general to specific. The questions were asked again or paraphrased when there were misunderstandings or when the participants seemed to miss a point.

## **2.5 Data analysis**

Stake (2005) argues that there is no particular time to start data analysis. It may begin at any moment of the research design. For this study, data analysis started with the collection of diary entries and focus-group interviews. Early categories of data emerged from the diaries.

The following two sub-sections explain data analysis procedures related to the data obtained in order to answer the research questions of the study. A combination of qualitative and quantitative procedures was employed for data analysis.

### 2.5.1 Qualitative Analysis

Qualitative data are presented in the form of words instead of in numbers, which follow three stages of data analysis: data reduction, data display and conclusion (Miles & Huberman, 1994). During the data analysis process of this study, first of all, insignificant, irrelevant and repetitive parts were eliminated. The number and distribution of themes for each participant concerning diaries and interviews were displayed in tables (see Appendix J). Finally, conclusions were drawn from the data.

Similarities and differences in the data were analyzed through constant comparative method, which is a basic tenet of grounded theory (GT) methodology. Constant comparison refers to the process of comparing an item with the previous items in the units coded while coding it for a category. Historically, GT was developed in 1967 by Glaser and Strauss (Glaser & Strauss, 1967). GT was primarily related to positivist methods, and applied some of its techniques to qualitative research. Over the years it has evolved and reshaped by researchers since it was first developed. Morse *et al.* (2009) states that GT requires some adaptation and change every time it is used depending on the needs of the research problem, setting and participants of the research.

The notion of this method is to collect data in the field, to consider data against previously collected data, and to determine whether new parts of investigation or previous data seem to have a better base, then revisit the field and follow this procedure repetitively (Corbin & Strauss, 2008). GT methodology is found to be convenient when the aim is to provide context-based, process-oriented explanations and details of the phenomena (Gu, 2010; Myers, 1997). El Hussein, Hirst, Salyers & Osuji (2014) summarize the advantages of GT as providing intuitive appeal, creativity, potential to conceptualize, systematic data analysis and obtaining in-depth data.

In this study, the data were analyzed by following the procedures suggested by Yulita (2012) that indicates the phases that the raw data undergoes in the analysis conducted in line with GT.

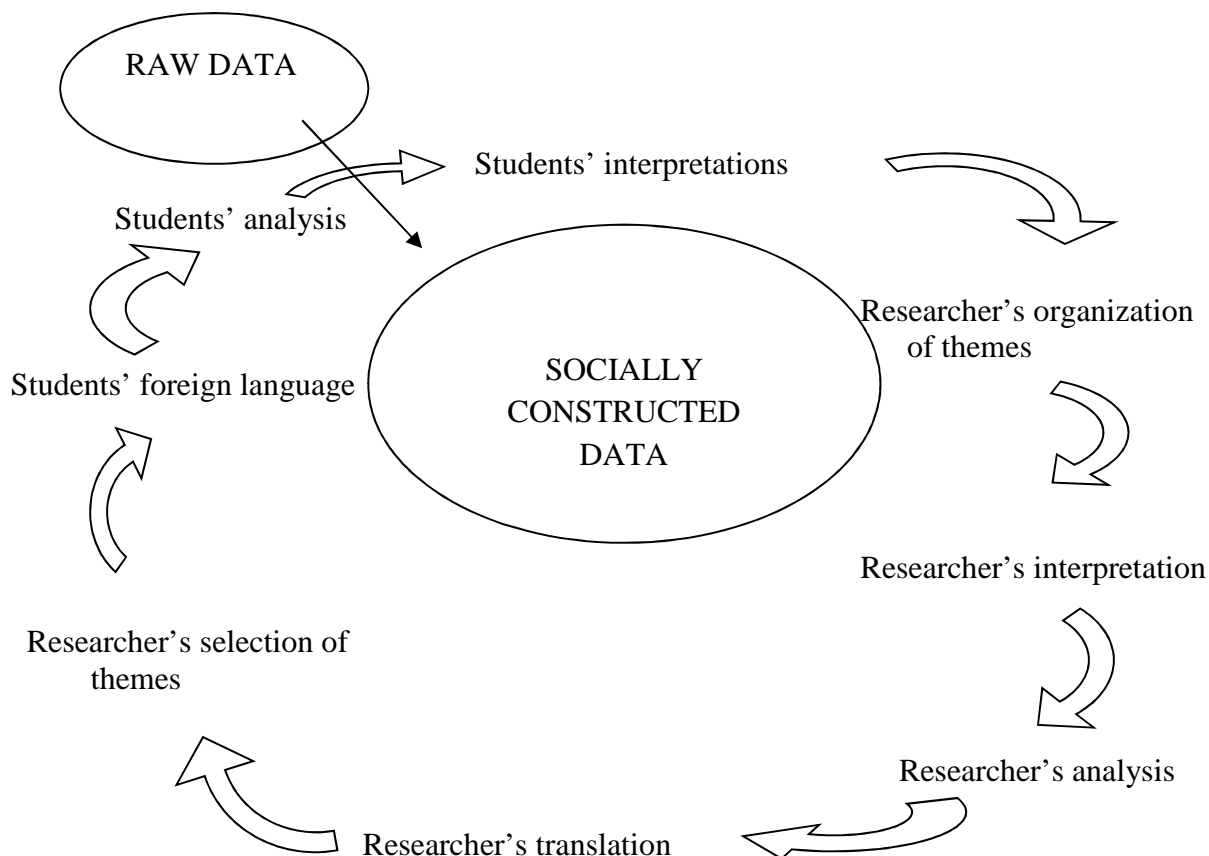


Figure 4: Socially Constructed Data (Yulita, 2012, p. 110)

As it can be inferred from the figure above, GT has a focus on socially created and analyzed knowledge through reflection and interpretation. Besides, reformulating or modifying research questions are also possible in response to the data being analyzed. This kind of approach seems more convenient for the fluid nature of qualitative analysis (Corbin & Strauss, 2008). Constructivist theorists try to identify participants' perceptions as well as their reasons, experiences and explanations, which suggest that data can be constructed rather than revealed as objective reports (Charmaz 2009; Yulita 2012).

GT encompasses recurring themes, and the researcher's main aim is to explore participants' perspectives and to observe the context of the study (Miles & Huberman, 1994). It enables theory to be developed inductively, and the case to be reported through continual analytical coding, classifying, categorizing and emerging relationship among them (Jones, Kriflik, & Zanko, 2005; Urquhart, 2001). The data analysis includes a cyclical process of making meaning out of the phenomenon rather than focusing on independent and dependent variables (Williams, 2007).

Coding includes three phases of analysis: open coding, axial coding, and selective coding (Corbin & Straus, 2008; Kolb, 2012). During open coding, which is also named as "line-by-line coding", the researcher compares the data to find out the categories or dimensions of the data, which enables the connections between categories to become apparent (Corbin & Straus, 2008). Subsequently, axial coding is carried out to find the relationship between categories and their subcategories (Kerr, 2006; Strauss, 1987). Last phase, selective coding, is about embedding the data around a core category.

Due to inductive nature of GT as explained above, it is also important to note that combining methods like case study and GT, as it is the case in this study, requires a lot of attention because tenets of GT may not be in parallel with the grounding of case study (Fernandez, 2005). For instance, Yin (2004) points out that developing theory before the collection of any case study data is an indispensable part of case studies. Thus, while combining case study and GT, the researcher needs to state clearly which methodology is driving the inquiry (Fernandez, 2005).

As stated before, this doctoral study employed case study as the dominant methodology. Yet, there were still obvious elements of GT. For example, the alignment of the themes was created by all parties when the research was in progress. The researcher adopted

“a reflexive position to stay engaged while interacting with the data” rather than just focusing on the research questions (El Hussein, Hirst, Salyers & Osuji, 2014, p. 1). As a result, the research questions evolved through the research process. The thematic categorizations became obvious after an iterative process of transcribing and analyzing. The variables for data collection were not predetermined because inductive reasoning, which begins with the data rather than a theory, was chosen (Maykut and Morehouse, 1994; Glaser and Strauss, 1967; Ellis and Barkhuizen, 2005). Hence, data were categorized initially at a high level, and then at a more detailed level, where sub-categories emerged.

Constant comparison analysis gave the researcher the opportunity “to answer the questions that had arisen from the analysis of and reflection on the previous data” (Boeije, 2002, p. 393). The piloting process in qualitative part of research and comparing data constantly enabled the study to be inductive. Thus, this kind of analysis and reflection made it possible to delimit the categories and making connections systematically.

To analyze the data from participant diaries, open coding, axial coding and selective coding were employed respectively. First, open coding was carried out with the aim of finding out the most insightful answers. The first round of the open coding was chiefly about summarizing the data empirically and noting down reoccurring topics that could be the basis of data categories. Words reflecting too general or irrelevant topics in the diary were discarded. Rather, words or phrases reflecting what the IE course evoked in the pre-service teachers were chosen. Next, the open-codes were re-examined to identify the main categories. Words such as “desire to investigate”, “need to researching”, “having difficulty in”, “struggle”, “become aware of” “want to learn”, “discover” helped to find out main categories, which was followed by selective coding.

To verify inter-rater reliability, the qualitative data from the diaries and focus-group interviews were interpreted and categorized by the researcher and by an experienced ELT instructor independently. A cross-check of thematic categories showed a high degree of similarity. The degree of similarity between the qualitative analysis of two raters was calculated through Pearson Correlation Coefficient Procedure. There was a high correlation coefficient between the two sets of codes ( $r: .983$  and  $p < .01$ ).

The data for the RQ2 were collected through focus-group interviews. Five open-ended questions were asked during the interviews (see Appendix G). The participants replied by providing their opinions related to the course as well as topics which were studied during the IE course.

This section clarifies how the data from the interviews were analyzed to identify core data categories. First, open coding was revealed that 5 words out of 25 words were chosen. Later, the open-codes were studied to identify the three main categories. Words related to contributions and challenges of the course helped to form core categories and words related to reflection, IE and language education were categorized as themes under core categories.

The inter-rater reliability was verified through analysis and categorization of the data by the researcher and by a colleague independently. A cross-check of thematic categories revealed a high degree of similarity ( $r: .983$  and  $p < .01$ ).

#### **2.4.4.2 Quantitative Data**

The quantitative data gathered for this research study included IE questionnaire, which aimed to find out if there was a change in pre-service teachers' awareness toward the role of IE before and after taking the IE course? The findings were analyzed statistically and



descriptive statistics were carried out to compare and contrast the results found from the pre-test and post-test.

## **2.5 Chapter Summary**

This chapter described the research design, data collection instruments and procedures. After presenting the aim of the study and research questions, the pilot study and its findings were explained. The pilot study was followed by the methodology of the main study.

## CHAPTER III

### FINDINGS

#### 3.0 Introduction

This chapter gives an overview of research findings and tries to answer the research questions by analyzing the participants' responses and by providing insights into the processes of learning how to teach IE.

#### 3.1 Findings related to Research Question 1: To what extent do pre-service teachers' perceptions of intercultural education change while taking the Intercultural Education course?

As explained in the previous chapters, in order to find answer for the RQ 1, the participants were asked to keep a diary throughout the course. In the first 8 weeks, the pre-service teachers noted down their impressions and elaborated on the course topics through diaries after each session. Then, during the last 4 weeks, they wrote their reflections on their microteachings.

Multiple coding and constant comparative analyses of the data produced three data categories. Next, twelve data themes emerged from the data, based on relationships among the categories. The number of the participants who referred to the particular category and direct participant answers enabled the categories to emerge. The categories paralleled the course content. The first category was the 'Query Stage', which referred to the first three weeks. It included an introduction to the terminology regarding IE, Chapter 4 from the Common European Framework of References for Languages and Jeremy Harmer's "The Changing World of English" from the book of *The Practice of English Language Teaching*. During the first three weeks, through the content and materials stated above, the participants examined

concepts such as culture, subculture, language and culture, culture and society, the definition of interculturality, and the role of English as a world language. It was also obvious from the findings that the participants began to question the nature of culture and their preconceived ideas in parallel with the course content.

The ‘Challenge’ stage, which included the weeks 4, 5 and 6 was the second category that had emerged. During the weeks, components of interculturality, namely attitudes, knowledge, skills, cultural awareness and multi-dimensional understanding of culture were studied and intercultural activities were illustrated. Most importantly, different approaches to IE, which were highly related to the themes emerged at this stage, were introduced. Elaborating on specific topics related to interculturality and different approaches to IE was considered as one of the most challenging but effective parts of the IE course. In that sense, the course content and the findings synchronized.

During the week 7 and 8, which was named as ‘Twinkle’ stage, authentic materials such as the movie, *The Namesake* and the short story, *All Summer in a Day* were used to design model teachings. The authentic materials were chosen in order to help the pre-service teachers make the connections between the theory and the practice.

The last stage was the ‘Action’ stage. As the name itself suggests, the ‘Action’ stage aimed at having the participants take an action and put their knowledge into practice through their microteachings.

Table 7 shows the categories and themes found out from analysis of the participants’ diaries. In the table, each theme is shown next to the participants who put forward them. In each stage, the themes were ranked from the most frequent to least frequent.

Table 7

*Findings from diaries*

Categories	Themes	Participants
Query Stage (Theory, Week 1-3)	<i>The place of non-native speakership in ELT</i>	P1, P2, P5, P6, P8, P10
	<i>Critical thinking</i>	P2, P3, P4, P8, P10
	<i>The dynamic nature of culture</i>	P1, P2, P3, P7
Challenge Stage (Theory, Week 4-6)	<i>The place of stereotypes in intercultural communication</i>	P1, P2, P4, P5, P6, P8, P10
	<i>Limited understanding of intercultural education</i>	P1, P2, P4, P5
	<i>Intercultural communication as a socially constructed process</i>	P1, P2, P4, P8
Twinkle Stage (Movie & Short Story, Week 7-8)	<i>Intercultural competence as an on-going process</i>	P2, P3, P4, P5, P6, P7, P8, P9
	<i>Questioning one's own culture</i>	P3, P4, P6, P7, P10
	<i>The existence of bicultural identities and subcultures</i>	P2, P4, P5, P6, P10
Action Stage (Microteachings, Week 9-11)	<i>Changing self-perceived identity</i>	P1, P2, P8, P9
	<i>Significance of respecting different cultures</i>	P3, P5, P7
	<i>Global awareness</i>	P1, P4, P5, P6, P7, P9, P10

The categories and themes were explained in detail below:

### 3.1.1 Category 1: Query Stage

The 'Query Stage', which refers to first three weeks, includes three themes, namely *the place of non-native speakership in ELT*, *critical thinking*, and *the dynamic nature of culture*. This stage is called 'query' because the participants started to question the nature of culture and their preconceived ideas. Some of them, for the first time, learned or noticed the important place of critical thinking or non-native speakership in ELT. At this stage, the topic

was new to the participants and they were struggling with all the concepts- *culture, subculture, language, society etc.* They were familiar with most of the concepts but elaborating on them from a different perspective and questioning the relationship among them were probably challenging for them.

*The place of non-native speakership in ELT* was another point that was raised during the class-discussions, which had its reflections in participant diaries. P10 shared his own experiences to illustrate some points:

Many people use English with different dialects and accents. For example, I had a Polish teacher. I and my friends thought it was really difficult to understand her accent when she spoke English. In this lesson, I remembered my own experience and I learned that it is important to teach different accents to my students.

The participant pointed out that the course refreshed his memories related to the place of different dialects and accents in intercultural communication. During the reflection process, P10 made his implicit thoughts explicit and verbalized the connection between ‘real’ intercultural interactions and recent intercultural education trends. Actually, teaching different accents is not new or recent to some language teaching contexts, but the findings of the course implied that in this particular cohort, most of the pre-service teachers had not even thought about the possibility of teaching cultures and accents other than the British or American before the course.

The participant clearly explained that exposure to World Englishes has a significant role in ELT and the accents with which people speak may vary depending on if English is acquired as the first language and is learned as a first, second or foreign language. The participant elaborated on the importance of enabling language learners to comprehend World

Englishes since they need to be able to comprehend different accents throughout their academic and professional career.

P6 explained:

Of course, I know English is an important language around the world. However, I did not know that so many people speak English. Also, I learned the meaning of lingua franca and why English has become a lingua franca (a colonial history, technology, economical reasons, information exchange and popular culture).

After highlighting the importance of English, P6 acknowledged her enriched information related to the penetration of English around the world.

P4 and P9 were identified as outliers at this stage. Analyzing and synthesizing the information covered in the course might have been demanding at this stage for some participants. Maybe it was because the topics were new to them and they got confused. Another reason might be that they were not used to reflecting on the topics studied in the classroom. Developing reflection skills, which has an important place in the IE course could be a challenging and long process.

### *Critical thinking*

Some participants reported that the course guided them to discover the connection between language teaching and critical thinking. P2 claimed, "I thought I was going to teach just English. But the course was important because now I understand I can teach my students to think critically about many issues." As indicated in the participant's quote, apart from language skills, it is possible to teach a variety of skills in English classes. The language teacher can raise learners' awareness regarding gender-bias texts, critical thinking, and intercultural understanding among others. The objectives and the results of language teaching

depend on the curriculum as well as the language teachers' qualifications, intentions and perceptions of the world as well as materials used.

P2 raised the same issue as follows, "I learned that critical thinking can be improved in English lessons." Although the participant did not define the concept specifically, she mentioned the connection between critical thinking and ELT. Critical thinking skills can be developed through incorporation of intercultural elements into English lesson. The role of the teachers as a source of information is diminishing in ELT and IE since students have easy and quick access to information about any subject. Therefore, the teacher's work has become more complicated, and teaching critical thinking can become one of objectives of ELT and IE as their nature is appropriate for this purpose.

*The dynamic nature of culture* was one of the most significant findings of this study because it can be described as the 'essence' of interculturality. An individual understanding of IE is highly influenced by her understanding of culture. The nature of culture, which is one of the multifaceted and complex issues in the relevant literature, was raised by the participants. P2 stated:

Each culture has a different understanding of happiness, hate, fear, love etc. Individuals from different cultures try to understand others' culture by giving different meanings to their ideas or lifestyles according to their own perceptions. Societies influence each other, so they change all the time because of globalization.

The participant elaborated on how societies interact with each other because of globalization and how their cases, events, ideas and lifestyles may become interwoven over time. The participant's claim showed that her awareness regarding various cultural viewpoints increased during the training. The participant discussed whether judging another culture through one's own cultural perspective is objective or not. Besides, she revealed that cultures

evolve all the time and influence each other due to globalization which has accelerated the interaction between the people and eventually the cultures by making the dynamic nature of culture even clearer.

P7 claimed:

There was one point that conflicted with my previous knowledge. I always thought IE was about teaching the culture of other countries. I thought there was a certain and limited amount of information to teach. Today, I have realized the nature of culture is not fixed.

From the finding, it can be inferred that P7's ideas about teaching interculturality changed. The participant questioned the effectiveness of presenting some cultural information related to other countries because cultures change and evolve in multidirectional ways. It can be said, with the discussion and reflection on the nature of culture, the course content and the materials used in the first 3 weeks encouraged the participant to notice different viewpoints and to think alternatively concerning the nature of culture and its place in language education.

### **3.1.2 Category 2: Challenge Stage**

During the weeks 4, 5 and 6, specific topics were included in the course content. Components of interculturality, some samples of intercultural activities and different approaches to IE were presented. Specifically speaking, five components of interculturality were defined and, traditional understanding and 'renewed' understanding of IE were introduced and studied. Introducing more specific concepts aimed to challenge the participants' preconceived ideas and promoting discussion and reflection on IE through brainstorming. Therefore, this stage is called 'challenge' stage.



*The place of stereotypes in intercultural communication*

One of the main findings of the study was the role of stereotypes, which refers to how people categorize 'others' and make assumptions about culturally related features accordingly. P10 put forward, "Nearly all of us have prejudices and negative attitudes against different cultures and anything that is different from us." P8 claimed,

There was something that conflicted with your previous knowledge. Before watching *The Namesake*, I knew that Indian families were nationalist, but I couldn't estimate that they would oppose their children's decisions. I always thought that their children were free on their decisions like English people. However, I noticed what I thought is not correct.

The participant put forward her awareness related to the stereotypes and how they can be possibly reformed or transformed through IE. However, she stated that her ideas related to Indian people changed after the lesson and suggested that stereotypes might not turn out to be true. Yet, while degrading her previous stereotypes about Indian people, she came up with another stereotype by stating that English people would not oppose their children's decisions, which showed that the training partially influenced her ideas about IE, however, more elaboration on the definition and types of stereotypes such as positive and negative stereotypes seemed to be necessary. This finding also suggested that the participants were going through different processes of change and their level of awareness related to IE differed.

P2 claimed, "We have certain ideas about countries, but these may not be true, which impacts intercultural communication negatively." This quotation indicated the participant's understanding related to the potential influence of biases, stereotypes and negative attitudes on people and on intercultural communication. In that sense, IE can be used as a tool to

promote a more skeptical worldview to prevent stereotypes that hinder successful intercultural communication.

P4 elaborated on the role of stereotypes in intercultural communication through her past experience as follows:

Turks are known as sincere and friendly people, but excessive sincerity makes me uncomfortable. Last year, I went to Şanlıurfa to visit historical places. There were a number of tourists from Bangladesh. I had a brief conversation with them. Then, one of them (a male tourist) showed sincerity, and wanted to take photographs with me. This really made me uncomfortable. If a female tourist showed the same sincerity, I may not have felt irritated. My gender influences my attitudes.

The participant expressed how gender and other personal attributes can affect intercultural communication. Her quotation, in a way, implied that teaching national attributes may not influence the effectiveness of intercultural communication. In addition, even if someone wants to find out about general national attributes, in today's world, she or he can 'google' it in a few seconds. Intercultural educators, therefore, need to teach something more about intercultural communication such as teaching an alternative viewpoint and a way of approaching other people.

#### *Limited understanding of intercultural education*

One of the main findings from diaries was that most pre-service teachers reported that they had a limited understanding of IE before the course. At the beginning of the course, they were more likely to express that they were uncertain about IE and its role in language education by using phrases such as "I am not sure but...", "I do not have much knowledge..."

Apart from their hesitations, most participants claimed that they considered IE as learning about the cultures of the countries where English is spoken as a native language. For instance, during her reflections on the first few weeks, P6 defined English as a lingua franca spoken by many non-native speakers around the world, but then she added, “I want to learn more about the culture of England. I want to teach my students both the language and the culture.” This quotation indicated that although the participants’ awareness regarding World Englishes and the role of English as a lingua franca increased, her understanding of teaching culture in English classroom was limited to just teaching the target language. She did not put across any ideas related to the capacity of language classes to teach world cultures or intercultural communication with the renewed understanding of IE.

It can be claimed that some pre-service teachers started to go through a process of change in their understanding of IE after examining the issue from different angles. For instance, the participants questioned their beliefs and ideas related to IE.

P4 claimed,

The most instructive point today was that I learned that English teaching materials (e.g. course books, audio tapes etc.) have been adapted to teach world cultures and to introduce different accents to language learners. Most importantly, I have noticed that there are not right or wrong for effective intercultural communication.

P2 pointed out, “My understanding of intercultural education was limited before the course. Now, I know intercultural education is not only about teaching cultures of other countries, but rather it teaching to communicate effectively and appropriately during intercultural encounters.”

It is possible to say that P4's and P2's interpretations of IE were connected to the renewed understanding of interculturality. The findings also implied that the participant realized that IE has a vague nature and specific guidelines to promote successful intercultural communication are not available and it is beyond certain knowledge on cultural groups.

*Intercultural communication as a socially constructed process*

In the IE course, 'socially constructed process' referred to the idea that people adjust their speech, manners and even opinions according to the context and interlocutors during the interaction process. In her diary entry, P2 brought up the issue as follows, "It was surprising to realize that our attitudes change depending on the people we interact with and the environment in which we interact." In fact, it is a truism to say that people adjust their manners or even ideas depending on who they are communicating with. This also happens during intercultural encounters. Yet, this course might have helped the participants make their implicit knowledge explicit and relate it to intercultural communication.

P8 brought up the issue as follows:

In intercultural communication, understanding cultural differences is important for successful communication. These differences are all characteristics given to each individual by place, gender, age, race, history, nationality, religious beliefs and so on.

The participant referred to the influence of personal attributes on intercultural communication in line with the course content during the week 6. Discussion and reflection on the renewed understanding of intercultural communication might have had a certain amount of influence on the participant's ideas.

At 'challenge' stage, P3, P7 and P9 were outliers. They did not put forward any ideas or claim related to stereotypes or biases.

### 3.1.3 Category 3: Twinkle Stage

The third stage is ‘twinkle’ stage since it is believed that most participants started to internalize the knowledge that they gained on IE. The themes of this stage were comparatively different and distinctive, which might have been caused by authentic materials and model lessons during the weeks 7 and 8. The model lessons entailed an intercultural movie, *The Namesake* and a short story, *All Summer in a Day* and aimed to have the pre-service teachers internalize what they had learned until then. After the model teachings, brainstorming and discussion on the intercultural elements also played a significant role in elaborating on the content of the course.

#### *Intercultural competence as an on-going process*

The findings suggested that the participants questioned the nature of IC. P1 illustrated the point with her own experiences:

Today, I have learned that intercultural competence is never-ending process because experience with people from other cultures improves our competence. I have an example about cultural differences. When I came to Malatya, I had a friend who is from Black Sea Region. We were living at the same flat. When I cooked, she could not eat it because it was spicy. It affected our communication negatively. But later I have learned how to be patient. This experience has improved my communication skills.

The participant put forward how the influence of cultural differences even in the same country might be felt during communication. The participant’s attitude toward cultural differences was close to the recent understanding of IC because her focus was not on the differences between countries. She also highlighted the on-going nature of IC clearly as her

exposure to cultural differences contributed to her intercultural communication skills. P4 handles this issue as follows:

Generally I supposed that teaching various cultures is enough for developing students' intercultural competence, but my thoughts have changed in the lesson. Yes, you can teach some different cultures to people but this does not teach real competence, because intercultural competence, besides language proficiency and cultural information, requires considering it as a process.

The participant explained how her ideas about IC had changed throughout the course. The participants' ideas might have been shaped by the course content during the weeks 7 and 8. As the movie had a focus on negotiating identities through cultural confusion, the discussions on *The Namesake* centered around the development of IC.

#### *Questioning one's own culture*

Most participants reported that language education, especially through integration of intercultural issues, has a great potential to help students gain better insights into their own culture as well. P6 stated:

I realized that communicating with people from different countries and cultures helps us understand our own culture. When we contact with people from a different culture, we realize that we may think differently on the same topic, so we start to look at our culture from a different perspective. So, we can say that intercultural communication increases our knowledge about our own culture. For example, my communication with my teachers from different parts of Turkey and my foreign teachers made me think about my own culture.

The participant did not use the words 'country' and 'culture' interchangeably. This depicted that she differentiated between the two, which was also an indication of awareness related to recent intercultural trends. Besides, having teachers from foreign countries seems to have an effect on the participant while discussing and reflecting on topics related to intercultural communication and education. Although the participant did not mention the potential impact of any formal training on the understanding of their own culture, it can be claimed that the IE course refreshed her intercultural experiences and inspired her to focus on the connection between people's intercultural encounters and their perception of their culture. The participant interpreted issues regarding intercultural communication by making inferences from her experiences with people who had different backgrounds within their own society and with people from different countries.

Correspondingly, P7 illustrated her point through her own experiences:

For example, three years ago I met a Spanish girl on a trip to Şanlıurfa. On the way she asked why Turkish people sacrificed some animals in the Feast of Sacrifice (Kurban Bayramı). I explained it. This is a religious point of the culture. It made me think about the ways to introduce some parts of my culture and explain myself to people who come from totally different cultures.

Apart from mentioning 'religion' as a part of culture, the participant described how an intercultural experience made her think about her own culture and ways to introduce it during intercultural encounters.

In addition, it might be important to note that the participants of this study all grew up in eastern Turkey where different languages spoken as native languages and where religious or ethnic diversity, and sub-cultures exist. This kind of diversity, therefore, might have provided enough experience and knowledge to participants in order to reflect on this issue and

the IE course was there to bring out and activate this knowledge. The finding implied that this course helped the pre-service teachers make their own ideas and assumptions about intercultural communication explicit through brainstorming, discussion and reflection during the classes.

#### *The existence of bicultural identities and subcultures*

The existence of bicultural identities, which means belonging to two cultures, was another point brought up by the participants. P4 stated, “I assumed that one person belongs to one culture. But the lesson taught me a person can belong to two or more cultures, too.” This quotation indicated that the participant developed an understanding related to the existence of bicultural identities.

On the same token, P10 expressed:

The characters in *The Namesake* are the most surprising point today because they belong to both Indian and American culture. Or they do not belong to either of them. They behave differently when they are with their parents.

The participant showed his awareness of bicultural identities by stating that the main characters in the movie, *The Namesake*, were stuck between the two cultures and went through confusions and dilemmas and developed bilingual and bicultural identities over the years. Similarly, P5 stated, “There are people who belong to more than one culture. Also, there are subcultures within the same country.”

The overall findings indicated that the participants developed an understanding related to the existence of bicultural identities and subcultures within a society. The participants considered the existence of bicultural identities and subcultures as an instructive or surprising point of the IE course, which indicate that this topic can be studied successfully in an



interculturality integrated English lesson both to attract the students' attention and to examine the intercultural issues through the lens of the renewed understanding of interculturality.

### *Changing self-perceived identity*

During the weeks 7 and 8 authentic materials were used. Especially *The Namesake*, and in-class discussions related to the movie had a considerable influence on the participants. In this movie, bicultural identities of Indians who lived in America were examined.

Regarding exploring identity, P9 stated that "Today, I noticed that intercultural education is also learning or discovering your identity and the others' identity." It can be said that the course guided the pre-service teachers to think about the role of IE on self-perceived identity. P2 illustrated this idea through her comments:

The most instructive point is that I have learned the importance of intercultural education and it is more than some information about cultures. Intercultural education helps students to be reflective, open-minded and become aware of themselves.

She pinpointed the transformative nature of IE, which implied a well-designed IE course has the potential to contribute to one's identity in different ways. P1 put forward the link between language learning, intercultural awareness and identity, "Learning foreign languages and intercultural awareness contribute to personal growth. They help the individual to develop an enriched personality and openness to intercultural experiences." The participant showed an awareness regarding the connection between intercultural awareness and self-identity.

### *Significance of respecting different cultures*

Another theme inferred from the data was the significance of respecting different cultures. P7 stated that her awareness regarding the importance of respecting differences was raised after the lesson.

I have some questions on my mind after today's class. All people care about their culture, want to protect it, and want to be respected, but why don't we consider other's culture and respect? Sometimes we can ask some questions or give some reactions by considering our culture but we ignore culture of the person to whom we are talking.

As indicated above, P7 discussed the significance of respecting differences in communication. She wrote about the questions that came to her mind and her reflections on them by implying that people's perceptions related to the same subject or concept may vary because perceptions are under the influence of culture, so being able to look at the same issue from different perspectives seems necessary for an effective communication. The finding suggested that the participant started to question her preconceived ideas during the weeks 7 and 8.

P5 pointed out, "I thought I was going to teach just the language, English. But, we discussed that negative attitudes toward other cultures should be questioned. So, we see other cultures from their perspective, not only from ours." Another participant (P3) highlighted the same point by the following statements:

My culture affects my point of view to other cultures. According to my culture, we do not eat insects and people from different cultures eat insects and think that they are so delicious. Before this lesson, I used to think that I would dislike not only the dish but also those people who eat them. After all these experiences [she was referring to what

she had learned during the IE course], I realized that we should go on communicating with different cultures and respect and learn to accept each other. If we want to communicate, we shouldn't forget that they are different for us but also we are different for them. We should try to eliminate our biases.

From the statements above, it is obvious that his attitudes toward different eating habits used to be quite 'ethnocentric' because he tended to have a positive or negative idea about certain groups of people just based on their lifestyle. He put forward that he challenged and questioned his opinions and attitudes regarding this issue. The findings, in a way, revealed that IE had an impact on the participant by encouraging him to question more and to think critically. However, the participant continued to use statements such as "we don't eat insects" by referring to the people from his culture, which can be still considered as an overgeneralization. Also, the participant did not define 'respect' at any point or clarify to what extent people should be critical or tolerant toward differences while interacting with people from other cultures.

P8 pinpointed the same issue by mentioning the importance of realizing and appreciating the existence of multiple realities. The participant said, "It was surprising to realize that people have different characteristics and realities, so we must behave accordingly and respect other cultures." One of the aims of the course was to make the participants' thoughts explicit rather than exposing the participants only to solid theories and 'truths.' Consequently, it can be surmised from P8's quotes that the content of the course and in-class discussions guided them to realize and to elaborate on their own thoughts that became explicit during the reflection process. On the other hand, it is still ambiguous in the participant quotes to what extent people should respect other cultures since some cultures might include customs, traditions, habits and lifestyles, which put people who belong to a certain religious,

ethnic, political or gender group at a disadvantage. Therefore, it would be a good idea to elaborate on the limits of respect during intercultural communication during the IE course.

In general, the results showed that the course helped the participants to think about and reflect on the significance of intercultural topics such as exploring sense of self and identity. The awareness regarding the influence of interculturality on identity might have been caused by the materials in those weeks.

### **3.1.4 Category 4: Action Stage**

Only one theme emerged during the ‘Action’ stage most probably because students were asked to reflect on their own microteachings. They were not supposed to write a diary entry about their peers’ microteachings.

#### *Global awareness*

During the last weeks, which were devoted to the participant microteachings, there were in-class discussions on *Global Awareness*. The discussions aimed to summarize the course content that had been studied until then and elaborate on the importance of raising awareness related to interculturality in language education one more time. In this course and in this study *Global Awareness* referred to the idea that foreign language teaching can be very limited if the language teacher does not take advantage of it as a tool to broaden learners’ horizons and as a “window” to the whole world. P3 claimed that his awareness was raised after the lesson as follows:

Until this lesson, we came across English and American culture in our textbooks and listening materials, so I believed that we should use only these countries for teaching culture. But, today I have realized that we can use cultures of different countries while teaching English and we can present new ideas about some important topics.

The participant's quote implied that IE course has the potential to encourage language learners not only to find out about world cultures but also to explore, question and challenge their preconceived notions. On the same token, P7 claimed:

I remembered one of my English lessons. One day, our American teacher divided the board two parts and wrote 'Turkish' on one side of the board and 'American' on other side of the board. She asked us to say what we thought when we heard Americans. Generally we said not very good things, for instance wars and killing innocent people, being selfish etc. She wrote what we said on the board and then she wrote American people's thoughts about Turks such as headscarf and terror problems. After this, we noticed that prejudices prevent us from understanding each other and communicate effectively.

P7 clarified the issue with some personal experiences and explained how preconceived ideas can be challenged in an English classroom. The theme emerged at this stage was a quite subjective one, but most participants were able to elaborate on them from different angles, which indicated that one of the instructional and important objective of the course was achieved. At this stage, P1, P3, and P8 were outliers.

The overall findings related to RQ1 indicated that it can be claimed that 'Twinkle' stage was the most fruitful one when the number of themes was taken into consideration. It was the only stage during which all participants contributed to the construction of the themes, so there were no outliers. There may have been several reasons behind the success of this stage. First, the participants had had enough theoretical knowledge to think about and reflect on the topics by the weeks 7 and 8. Besides, watching a movie and reading a short story may have attracted more attention and provided more insightful and rich input for the participants and eased the process of awareness and subsequently reflection. It is also important to note

that the shorty story, *All Summer in A Day*, used in the week 8 was found to be less effective in this particular cohort as there were no direct participant quotes related to the short story.

There was a positive correlation between the time given to each topic during the lessons and the number of diary entries related to that topic. It can be inferred that the more intense the training was, the more effective it was. It can be concluded that the training intensity was one of the main reasons why some themes were mentioned more frequently than others.

The findings showed that most the participants went through a process of awareness regarding intercultural communication and education. Yet, the level, pace and timing of awareness differed from participant to participant. Some participants put forward contradictory ideas, which implied that some of them were still confused or less responsive to the recent intercultural topics toward the end of the course. For instance, after the 7 week, one participant claimed, “In our society, we have respect for old people no matter whether they are our relatives or not. But, there may be a misunderstanding if we respect for old people in a different culture.” Although it was not clear what she meant her country or any sub-culture within her country when she said “society”, her statements included prejudicial notions toward different cultures. She explained her point through some overgeneralizations which were contradictory to the recent understanding of intercultural communication. It can be claimed that P9 were an outlier at the end of the course when the overall findings were taken into consideration.

The qualitative data obtained from the diaries provided a comprehensive view of the pre-service teachers’ perceptions of IE. The overall findings indicated that there were some differences and similarities between the participants’ understanding of IE and its role in FLT before and after the training. Some participants developed a deeper understanding of the issue.

On the other hand, it seemed necessary for some participants to engage more with otherness. For instance, 6 participants (P1, P2, P5, P6, P8, P10) made comments on the place of non-native speakership, which can be considered as the introductory topics of the course. When the topics become more specific, fewer participants responded to them. Only 4 participants elaborated on the topics related to the renewed understanding of culture such as the dynamic nature of culture (P1, P2, P3, P7) and intercultural communication as a socially constructed process (P1, P2, P4, P8).

Apart from the course content, it is possible that some variables such as participants' gender, personality traits, socio-cultural backgrounds, and educational backgrounds, and critical thinking skills might have influenced the results.

### **3.2 Findings of Research Question 2: How do pre-service teachers' perceptions of intercultural education change while taking the Intercultural Education course?**

Numerous coding and constant comparative analyses of the data revealed three data categories and nine data themes. Table 8 below shows the categories and themes identified from analysis of pre-service teachers' focus-group interviews. In the table, each theme is shown next to the participants who put forward them. The themes that emerged during the analysis were as follows:

Table 8

*Findings from the interview*

Categories	Themes	Participants
General characteristics of the course	<i>Improved interpretation and reflection skills</i>	P1, P2, P3, P5, P8, P9
	<i>Interculturality from theory to practice</i>	P3, P5, P6, P8, P10
	<i>Peer collaboration</i>	P2, P4, P6, P10
Pedagogical characteristics of the course	<i>Awareness of the importance of intercultural topics in language education</i>	P1, P2, P4, P5, P6, P7, P9, P10
	<i>The relationship between IE course and teaching effectiveness</i>	P1, P2, P4, P7
Challenges of the course	<i>Process of making intercultural activities applicable in language classroom</i>	P2, P5, P6, P7, P8
	<i>Subjective nature of intercultural education</i>	P3, P4, P5, P6, P8, P10
	<i>Handling vast literature on intercultural education</i>	P1, P2, P4, P5

**3.2.1 Category 1: General characteristics of the course**

Category 1 depicted how the course enabled the participants to reconsider or change their perspectives related to IE. For instance, the findings suggested that the course topics including non-native speakership in English, components of interculturality, approaches to IE and materials for IE were open to individual interpretations contributed to this process.

*Improved interpretation and reflection skills*

Participants stated that the course helped them think critically about intercultural topics and as the topics required individual interpretation and reflection, the course



contributed to their reflection and interpretation skills. P2 put across, “Discussions on intercultural topics... The intercultural movie was the most didactic part in this course. We learned to interpret intercultural movies... And other intercultural materials...” P1 focused on the connection between the reflection and the microteachings as follows:

The course has helped me understand... how to design intercultural activities. We kept diaries and reflected on every topic... that we learned in the course. Microteachings were the most effective ones. We did research, designed lessons and shared our reflections. So... Everything became clear and more understandable.

The participant claimed the effect of reflections via diaries and experiences of designing interculturality integrated English lessons. The participant stated that writing diary entries each week enabled them to comprehend and become familiar with the topics included in the course. Later, she highlighted the process of designing microteachings and reflection on them, during which they went through an experiential stage and their overall understanding of the course expanded.

#### *Interculturality from theory to practice*

The interview revealed that the IE course combined theory and practice related to interculturality, which can be interpreted as one of the strengths of the course. P8 put across the theme as follows:

In this lesson... I have learned traditional and renewed understandings of intercultural education. After we learned these approaches, we connected it to the movie... *The Namesake*. I have seen... how English teachers can use intercultural movies in the classroom.

By referring to intercultural elements in the movie, *The Namesake*, the participant exemplified how she experienced the shift from theory to practice. Apart from serving as a tool for model teaching, the movie was employed to lead discussion related to approaches to IE by making them more comprehensible and concrete. P3 stated:

This course introduced new topics to us. Some of them were multilingualism, intercultural communication competence and strategies and so on. We revised the topics from Approach and Methodology classes. We combined and put them into practice.

Most probably, the participant referred to their microteachings by mentioning the topics from Approach and Methodology classes because to design these microteachings, they also needed to know how to design English lessons. By combining knowledge with information about IE, they prepared their microteachings.

#### *Peer collaboration*

The findings showed that it was highly important, if not necessary, for the pre-service teachers to share and exchange information. During in-class discussions, feedback by their peers and by the course tutor was provided and peer collaboration had an important place in the IE course. P2 stated,

In these lessons... the teacher mentioned how a lesson plan should be prepared... showed samples of lesson plans. We worked on these plans. We tried to understand how we could prepare our lessons. My classmates and I watched some intercultural movies so that we could understand... which points were suitable for our lesson plans... Then, we brainstormed, discussed...

The participant expressed how the IE course promoted interaction among the pre-service teachers and encouraged them to share and exchange ideas with each other. They

helped each other by watching various intercultural movies and identifying the movie segments that would be useful for their microteachings. This kind of interaction may be the primary step for the pre-service teachers' professional development by promoting collaboration among themselves. In the same way, P4 stated:

While we are discussing, one of our friends talked about stereotypes. I didn't know the positive stereotypes. I did some research about it and learned that positive stereotypes can be dangerous like negative ones because they put pressure on people.

As IE is a content-rich field, it promoted in-class discussions and brainstorming. The participant's quotation indicated that reflection and discussion with their peers evoked curiosity and encouraged them to learn more so they learned from their peers as well as being inspired to do more research about the topics raised during the lessons.

### **3.2.2 Category 2: Pedagogical characteristics of the course**

#### *Awareness of the importance of intercultural topics in language education*

The participants highlighted that the IE course raised their awareness of the increasing importance of intercultural topics in ELT. P4 pointed out:

Intercultural communication is a wide topic... to be searched... And there are lots of things to be learned about it. This course made me wonder and find more information... Also our teacher's question, 'How can you integrate intercultural education into your lesson?' motivated me to think and do more research. I want to find more effective and different ways to teach it.

The quotation from the participant indicated that the course served as a source of inspiration and curiosity for the pre-service teachers rather than presenting some concrete

information. In that way, it also let the pre-service teachers find out their own paths and develop their own philosophy of IE teaching while raising awareness regarding the intercultural topics.

P6 stated, “I did not know the elements of intercultural education, and their role in language education. Unfortunately, I was not interested so much in topics about intercultural education until now.” The participants expressed their increasing awareness related to intercultural issues. P7 claimed, “Intercultural issues are becoming an important topic in English lessons, so I want to teach intercultural issues in my language lessons.” The participant similarly put across that interculturality is becoming increasingly significant in English classes.

#### *The relationship between teaching effectiveness and intercultural education*

Preparing interculturality integrated English lesson plans and presenting them enabled the participants to learn more about teaching effectiveness. Most participants reported that they found out more about teaching effectiveness. P2 claimed, “Before this course, I had never designed an English lesson.. that long... This course and tutorials about my lesson helped me learn about skill-based English teaching and about general teaching strategies.”

As obvious from the participant quotation, while designing their microteachings, the pre-service teachers exchanged information and shared their ideas with each other. On the same token, P7 stated, “In this course, I have learned lots of new information about language use, learning strategies, language activities and strategies for intercultural communication. Also, before the course, I did not know anything about CEFR.” It can be inferred that the IE course enabled the pre-service teachers to refresh their knowledge about designing teaching strategies. The findings indicated that this kind of complex process encouraged pre-service teachers to reconsider and become more critical about their own teaching practices.

As there were many different points to consider while designing an intercultural integrated English lesson, the pre-service teachers reported that they had to focus on the content of the lesson, teaching strategies, skill-based instruction, and informal feedback to their teaching performances, time management etc.

### **3.2.3 Category 3: Challenges of the course**

#### *Process of making intercultural activities applicable in language classroom*

The findings indicated that the IE course helped the pre-service teachers explore how to make intercultural activities applicable in a language classroom. P3 stated:

I think intercultural activities are very instructive... especially for younger learners. Intercultural cartoons, for example, are creative. But... One thing to consider... In order to provide effective intercultural teaching, we must choose materials according to the interests and age of our learners. Choosing these materials was a difficult and time-consuming process. However, I have learned a lot from this process.

It was highlighted by the participant that language learners' age and interests matter while making intercultural activities applicable in class. Therefore, it can be claimed that the IE course implicitly underlined the importance of conducting a need analysis not only related to language learners' language proficiency but also related to the learners' intercultural knowledge and understanding so that the course can be appealing and comprehensible for learners.

### *Subjective nature of intercultural education*

The findings highlighted the participants' increased awareness regarding the subjective nature of IE. Learning and teaching IE, despite its interactive nature, include individual processes. P4 put across:

We learned many instructive things in this course. It was surprising to learn about different approaches to intercultural education. It was really entertaining to learn some information... while having fun. We were free to choose... any approach that we want... And design our lessons according to that approach.

The results indicated the subjective nature of interculturality by referring to the processes how the pre-service teachers integrated their own worldviews and their experiences into the IE course, which is believed to have made the course meaningful for them. In a way, they struggled and discovered how to position themselves when they encountered different approaches to IE. During the course, the pre-service teachers were encouraged to compare and the traditional and renewed understandings of IE, and were free to adopt either one of them or an eclectic approach. On the other hand, its subjective nature can be viewed as a challenge because it was demanding and time-consuming for the pre-service teachers to deal with all those theories and make inferences and apply them into practice.

### *Handling vast literature on interculturality*

One of the challenges of the IE course for the pre-service teachers was the availability of vast literature on interculturality and limited time for this kind of course. P5 highlighted,

In this course, I noticed that there were many intercultural topics. I spent much time to read... complicated theories. In my opinion, recent theories are significant. We

directly or indirectly interact with each other... Communication or intercultural communication is shaped during interaction.

The quote from the participant showed that deciding on appropriate materials and modifying them to use in English language lessons can be a challenging and time-consuming process due to immense literature. On the other hand, it gave them the opportunity to select or identify what they needed to teach.

P2 claimed, “During the lesson, we were exposed to new theories and many materials. It was not easy to understand what our instructor expected from us. While preparing my pr microteaching, it was difficult to look for and choose suitable materials.” As it can be inferred from the participant’s quote, the participant needed more time to internalize the information, so this course could have been offered as a two-term course. Also, rather than helping the participants when they asked for help during the process of microteaching preparation, the course tutor could have provided the participants with useful links and materials in advance.

### **3.3 Findings of Research Question 3: Is there a change in pre-service teachers’ awareness toward the role of intercultural education before and after taking the Intercultural Education course?**

#### **3.3.1 Findings from Intercultural Education Questionnaire**

To find out the impact of the IE course on participants’ awareness of the role of IE in ELT, they were asked to fill out the IEQ (see Appendix F). The questionnaire had five domains as shown in Table 9:

Table 9

*Main domains of the questionnaire*

Domains
D1: Attitudes
D2: Knowledge
D3: Skills
D4: Critical cultural awareness
D5: Multi-dimensional understanding of culture

Due to small number of participants, descriptive statistics and Wilcoxon signed rank test were chosen to analyze the quantitative data in this study. Means ( $\bar{x}$ ) and standard deviations (SD) for five domains were calculated. Table 10 and Table 11 below show the overall results from the questionnaire as well as results related to each domain separately:

Table 10

*Pre-service teachers' awareness of IE with its role in ELT*

Pre-test		Post-test		Sig.
Mean	SD	Mean	SD	0.008
3.01	0.633	3.82	0.321	

The table above indicates the pre-service teachers' awareness of IE with its role in ELT. As it is shown in the table, the pre-service teachers' awareness of IE were moderate before the training (3.01) and it increased after the training (3.82). The pre-test standard deviation results (.633) decreased considerably after the training (.321), which implied that the results related to the pre-service teachers' awareness of IE became homogenous and the outliers eliminated.



The results were analyzed further to understand if the difference between pre and post-test were statistically significant. The findings indicated that the difference was statistically significant ( $p < 0.05$ ).

Table 11

*Pre-service teachers' awareness of IE with its role in ELT for each component*

Domains	Pre-test		Post-test		p-Value
	Mean	SD	Mean	SD	
Attitudes	2.60	0.767	4.17	0.572	0.008
Knowledge	2.90	0.517	3.78	0.493	0.049
Skills	2.93	0.554	3.80	0.422	0.007
Critical cultural awareness	3.24	1.01	4.00	0.609	0.007
Multi-dimensional understanding of culture	3.15	0.883	3.67	0.363	0.151

Table 11 indicates the mean values and standard deviations of pre and post-test results from the IEQ. From the results, it can be inferred that the pre-service teachers' awareness of *attitudes*, *knowledge* and *skills* (D1: 2.60, D2: 2.90, D3: 2.93) were low before the training. After the training, considerable increases were detected in most domains (D1: 4.17, D2: 3.78, D3: 3.80). Pre-service teachers' awareness of *critical cultural awareness* and *multi-dimensional understanding of culture* was moderate even before the training (D4: 3.24, D5: 3.15), which implied that the pre-service teachers were not fully aware. Their awareness increased even more after the training (D4: 4.00, D5: 3.67). After the training, the highest increase was observed in *attitudes* whereas the lowest increase was in *multidimensional understanding of culture*.

Before the training, results from standard deviation results were high (D1: 0.767, D2: 0.517, D3: 0.554, D4: 1.01, D5: 0.883). After the training, a decrease in standard deviation of

all domains was observed (D1: 0.572, D2: 0.493, D3: 0.422, D4: 0.609, D5: 0.883), which implied that the outliers were eliminated after the training.

To understand whether the pre and post-test results were statistically significant, Wilcoxon signed rank test was employed. There was a statistically significant difference between the pre and post-test results of the pre-services teachers' awareness of IE in *attitudes, knowledge, skills, critical cultural awareness* (D1: 0.008 , D2: 0.049, D3: 0.007 and D4: 0.007). However, regarding *multidimensional understanding of culture* (D5: 0.151), no statistically significant difference was found ( $p > 0.05$ ).

### **3.3.2 Findings from open-ended questions**

The findings from IE questionnaire were supported by the findings from open-ended questions. The pre-service teachers were asked to provide answers for these questions (see Appendix E). They answered the questions at the beginning of the course and at the end of the course. Later, the pre-service teachers were asked if their ideas related to IE changed after the course. Then, they were requested to compare and contrast their first answers and final answers and explain what processes they went through throughout the course. Therefore, the open-ended questions were mainly used for reflection.

This section explains how the data from open-ended questions were analyzed to identify core data categories. During open coding, words reflecting the processes were chosen. Following open-codes, the participant comments were summarized and conceptualized again.

Multiple coding and constant comparative analyses of the data produced four data categories and sixteen data themes. Table 12 below shows the categories and themes found out from the analysis of the questionnaire.

Table 12

*Findings from open-ended questions*

Categories	Struggling Stage 1	Breakthrough Stage 2	Implementation Stage 3	Reflection Stage 4
Purpose	Struggling to understand IE and the purpose and place of IE in ELT	Identifying the purpose of IE	Interpreting and discuss the purpose of IE	Reflecting on their discussion
Materials	Trying understand what kind of IE materials they can use in their language classroom	Identifying the materials that they are going to use in their microteachings	Modifying the materials in accordance with their needs	Reflecting on the materials that they have designed
Microteachings	Striving to combine IE with language instruction	Identifying which language skill/s they are going to teach	Designing their lesson and take tutorials	Reflecting on their microteachings
Beliefs	Primary focus on teaching the target culture	Increased focus on teaching intercultural education	Increased awareness on different approaches to intercultural education	Analyzing and reflecting on different approaches to intercultural education

As indicated above, during the course, most participants went through the four main stages, namely *struggling*, *breakthrough*, *implementation* and *reflection*. The themes that emerged were mostly related to the purpose of the course, materials employed throughout the course, participant microteachings and their changing beliefs over time.

The participants pointed out that the purpose, content and evaluation of the course were new to them and they spent some time trying to understand what they were expected to do in the beginning. It was difficult for them to conceptualize the concept of IE. This stage was called ‘struggling’. They brainstormed on IE together in-class and then reflected on the topics through their diaries, which was called ‘breakthrough’ because it is assumed that in-class reflections and discussion encouraged them to express and share their ideas freely,

which fastened the process of awareness. Apart from their discussion and reflection, they underlined that manipulating a variety of materials such as academic articles, movie, and short story enabled them to change their ideas. They considered microteachings as a positive force in their change since it required a lot of discussion, reflection and interaction related to the topics included in the course. This stage was ‘implementation.’ Last but not least, during ‘reflection’ stage, as the name suggests, they explained how their beliefs change related to the nature of intercultural communication, IE and the role of IE in ELT.

During the pre-training stage, the participants defined culture simply as “values of a community or a country” or mentioned its relation to a country’s language and religion. After the training, their answers became more sophisticated about it. The participants, for instance, started to mention different aspects of culture or factors that has an impact on culture such as “sociological factors”, “psychological factors”, “lifestyle”, “family life”, “moral”, “geography”, “historical factors” etc.

Before the course, the participants could not define exactly what IE was and did not say much related to its role in ELT. Some just claimed that it was something good. The participants mostly defined intercultural communication instead of IE. P2 and P6 mentioned different education systems discretely. P4 stated, “People from different culture communicate information about their cultures.” Similarly, P6 described intercultural communication as the relationship between other cultures and our own.”

After the course, some participants developed deeper insights during throughout the course while one of them was not fully convinced about the place of IE in ELT. P10 claimed: “I do not know if it is the language teacher’s job to teach intercultural education. It was difficult to design a lesson that includes intercultural education and English.” The participant’s quotation can be interpreted in various ways. First, the quotation implied that the

participant needed to learn more about teacher competencies the role of intercultural elements in ELT. Next, it was obvious from the quotation that during the IE course the participants tried to choose intercultural topics that were suitable for their students, but it was a challenging job to make the materials suitable for their level, age, interests, past experiences etc. In that sense, providing more links or materials could have helped the pre-service teachers while they were preparing their microteachings. Last but not least, the quotation showed that the pre-service teachers' beliefs about what language teaching is and what language learning means influenced the process they went through during the IE course.

Most participants showed increased awareness of the significance of interculturality in language teaching and components of IC such as skills, knowledge, attitudes, critical cultural awareness. The findings suggested that the participants attempted to produce their own ideas and interpretations related to IE, which can be considered as a positive outcome of the course. Further, the words that the participants used to define IE varied more and became more specific. P1 said, "Intercultural education is teaching how to understand different individuals and different cultures." In this quote, the word, "individuals" was believed to be important since it suggested that the participants started considering intercultural communication as the interaction not only between countries, but also between individuals.

The pre-training findings showed that none of the participants put forward any clear points related to the connection between IE and ELT or the role of IE in foreign language classrooms. Although some stated that IE could provide advantages to education, they did not explain or illustrate their point.

Post-training findings were relatively different. P5 claimed, "Students get information about cultures while they are interacting with new people." The participant mentioned one's interaction with new people while talking about IE, which was again an implication that

emphasized the role of social process included in intercultural communication and how language learning conveys information about other cultures. P6 claimed, “I can give my students information about intercultural education. It will attract their attention and they will be more enthusiastic.” By this quote, the participant handled the issue from a different angle and highlighted the role of IE in language classrooms. The use of IE as an attraction for students in language classrooms was also suggested. Bringing IE into play as a motivation source had not been raised by the other participants before.

All in all, the comparison between the participants’ first and final answers indicated that the participants’ awareness toward the role of intercultural education increased after taking the IE course. The finding from open-ended questions paralleled the findings from the IEQ.

### **3.4 Chapter Summary**

Together with the comments, this chapter dealt with the findings of the statistical analysis and qualitative analysis of the main study. First, the research questions were given and then the findings of the main study followed. Discussions, conclusions, and implications of the study are provided in the following chapter.

## CHAPTER IV

### DISCUSSIONS, CONCLUSIONS AND IMPLICATIONS

#### 4.0 Introduction

This chapter aims to discuss the findings by referring to the relevant literature. The discussions are followed by conclusions. After that, the chapter provides pedagogical and methodological implications. The last part of the chapter gives suggestions for further research.

#### 4.1 Discussion of the findings

During data analysis, the previous research was consulted and the findings were considered in the light of relevant literature and existing approaches to IE. Based on the findings from the study, it seemed that the overall perceptions of IE held by most participants varied although there were also overlaps and similarities. Most of the findings of this study supported the relevant literature.

##### 4.1.1 Discussion of the findings of Research Question 1

The key stages related to the findings from the diaries were categorized as ‘Query’, ‘Challenge’, ‘Twinkle’ and ‘Action.’ With the beginning of IE training, the pre-service teachers started to inquire intercultural topics and their preconceived ideas were challenged. Next, with their growing awareness regarding IE, they synthesized the information and finally put them into action.

IE was widely identified by the participants as an ambiguous but useful subject, laying the main focus on effective communication. The following themes from diaries indicated the ambiguity concerning IE: *the dynamic nature of culture* and *the place of non-native*

*speakership in ELT*. This finding reflected criticism by Cohen and Sykes (2013) that there is a lack of awareness of the dynamic nature of intercultural interactions rather with a focus on native speakership in English classrooms.

Particularly, the theme, *the dynamic nature of culture*, echoed the discussion by critics in the literature related to culture. As many people increasingly have multiple cultural heritages, cultures are in a “constant state of flux”, so intercultural dynamics are liquid, varying and intermixing (Dulabaum, 2011, p. 105). Jokikokko (2010) summarizes the connection between the dynamic nature of culture and IE the issue clearly:

We can conclude that if cultures are seen as dynamic, flexible and constantly changing constructions affected by various subcultures, intercultural learning and competence cannot merely be seen as the possession of specific knowledge on certain cultural groups, or skills on how to behave in certain cultural contexts, but is a process that demands constant reflection, openness and willingness for mutual learning (p. 22).

These claims indicate how an intercultural or language practitioner’s worldview can influence the process of IE. When cultures are seen as fixed and stable, the practitioner tends to provide cultural information about certain countries or cultures. If the practitioner perceives culture as flexible and ever-changing, providing information about cultural groups may not be adequate and appropriate to teach interculturality.

Another finding of the study was the effect of IE on *critical thinking* (CT) and research, which is about reading between the lines, analyzing and discussing (Fisher, 2011). The potential connection between IE and CT was pointed out by the participants. Although the participants did not attempt to give a clear definition of the concept, some of them pointed out how IE facilitated CT. In the existing literature, the role of critical thinking in language education and intercultural training is also mentioned. Council of Europe (2008) suggests that



learners need be taught how to question and interpret information critically through dialogue. On the same token, scholars emphasize that intercultural dialogue requires critical thinking as well as emotional and social intelligence (Dulabaum, 2011; Lee, 2005). Lee (2005) explains the point as follows: “Our job is to ensure that students can carry out a critical dialogue with others, regardless of who they are. This is a life skill that does not end with a course or a program of study. The dialogue is ongoing and the voices are in principle infinite” (Lee, 2005, p. 210). Therefore, it can be claimed that critical thinking can be the requirement and the consequence of successful IE.

The participants’ statements related to *the place of non-native speakership in ELT* and *limited understanding of intercultural education* can be viewed as a reflection of the literature that emphasizes the outstanding existence of non-native speakers all around the world (Harmer, 2007; Kachru, 1985; Rajagopalan 2004; Crystal 2003; Seidlhofer, 2005).

It is also possible to say that the participants’ awareness regarding numerous intercultural approaches increased after the course. The complex nature of interculturality was noticed by some participants. This may imply that the participants started to develop an understanding closer to the notion that IE is necessary to address the challenges of globalization. This may suggest that the coexistence of diverse cultures in an increasingly multicultural world with its challenges should be handled in English lessons by integrating intercultural elements successfully.

The participants also touched upon *socially constructed nature of intercultural communication*, which was another finding that has a place in the relevant literature (Aneas, & Sandín, 2009; Dervin 2011). The awareness of the socially constructed nature of intercultural communication challenges the traditional view of cultural teaching and solid understanding of intercultural communication which has a focus on national attributes

imposed on people of a country. Many other characteristics such as age, gender, social status etc. may influence interaction process and these characteristics are constructed during the interaction process. In addition, Suneetha & Sundaravalli (2011) mention gender communication as one of the neglected aspect of culture, which was supported by the findings of this study as some participants pointed out how their reactions might have differed accordance with the gender of the interlocutor during intercultural communication.

Further, in the fields of linguistics and social interaction, scholars have found evidence that people change identities and adapt their manners and speech to context and interlocutor (Bauman, 2000). Like other types of communication, intercultural communication is a process highly under the influence of the context, interlocutors involved in the communication. Increased awareness related to the socially constructed nature of intercultural communication, which is highly connected to the renewed understanding of interculturality, was one of the most significant findings of the study.

*The place of stereotypes in intercultural communication* was also a significant finding. The findings of this research study suggested that intercultural learning were great tools to challenge stereotypes. On the same token, Council of Europe (2008) emphasizes the connection between language learning and IE with a focus on preventing stereotypical ideas as follows: “Language learning helps learners to avoid stereotyping individuals, to develop curiosity and openness to otherness and to discover other cultures”. Interculturality integrated language teaching can play a significant role in preventing and challenging stereotypical ideas, which is a precondition for IC (Dong, Day, & Collaco, 2008; Chen & Starosta, 2000). Intercultural training can help individual challenge ethnocentric views, question their stereotypical ideas and understanding of respect toward differences.

Jokikokko (2010) defines intercultural training as 'holistic and transformative', which is affected by 'knowledge, emotions and actions' (p. 28). In the same way, Taylor (1994) points out that intercultural training can be transformative by stating that the objective of intercultural training is to guide students to reach a more advanced level of consciousness, which would prevent stereotypical ideas' inhibitive influence on the success of intercultural negotiations. The reflection of transformative experiences fall into three categories: *reflection*, *critical reflection* and *critical self-reflection* (Mezirow, 1991). *Reflection* is about an individual's awareness of her ways of thinking while *critical reflection* refers to considering the validity of her thoughts and assumptions. *Critical self-reflection* includes the evaluation of an individual's ways of questioning her thoughts and assumptions. This categorization can guide language teachers who aim to challenge their students' stereotypical ideas while teaching interculturality. It is believed that language learners who are critically aware of the way they understand the world can become successful intercultural speakers.

Other related findings from RQ1 were *changing self-perceived identity* and *questioning one's own culture*. It was found out that acquiring another language, especially through introduction to intercultural issues, has a great potential to provide learners with insight into sense of self and their own culture. They may unconsciously start to compare and contrast their own culture to other cultures and realize potentially problematic parts of their culture and appreciate positive sides. Before elaborating on the theme changing self-perceived identity, it is important to note that the researchers in the field of social psychology differentiate between social identity and self-perceived identity (personal identity).

When the personal identity is salient, an individual's individual needs, standards, beliefs, and motives better predict behaviour. In contrast, when social identity is more strongly activated, people come to perceive themselves as more interchangeable

exemplars of a social category than as unique personalities defined by their individual differences from others (Dovidio et al. 2010, p. 15).

So acquiring a foreign language or intercultural experiences may not influence an individual's social identity, but it has a great capacity to influence one's self-perceived identity. Regarding *changing self-perceived identity*, in the relevant literature, scholars suggest that intercultural experience and training contribute to construction and reconstruction of one's perception of self. (Hopkins 1999; Weber, 2005; Dirkx et al., 2006). It opens a new 'window' for language learners by helping them to realize other people have world views, the existence of multiple realities and tacit assumptions (Mathews, 2008; Mezirow, 2000). Similarly, Taylor (1994) highlights that intercultural learning is a transformative process during which one builds up an adaptive capability, changing his or her viewpoints to effectively address the demands of different cultures. Therefore, English language teachers and curriculum and program designer can take into account that apart from many other experiences, language learning can also be a transformative process by integrating intercultural education into the courses, curricula or programs.

The theme *questioning one's on culture* echoed Kramsch's (1995) statements that suggest that language and culture study forms 'a third place', an analytical spot, where learners have a window to their own as well as other cultures. As the findings of this study and the relevant literature suggest, in intercultural training, learners' increasing awareness of how their society and background influence the way they perceive the world is crucial to understand other cultures, to take on perspectives and to examine issues from different angles (Andreotti & Souza, 2008; Bredella, 2003; Jokikokko, 2010).

*The existence of bicultural identities and subcultures* was another finding of the study. The participants, especially by referring to the movie *The Namesake*, said that they developed

an awareness regarding the existence of bicultural identities and subcultures within a larger culture. They questioned whether the people who are stuck between two cultures.

The term 'bicultural' has been used to address "immigrants, refugees, sojourners, indigenous people, ethnic minorities, those in interethnic relationships, and mixed-ethnic individuals" (Nguyen & Benet-Martinez, 2007, p. 102). However, it may be limited to those. As the work on biculturalism has advanced, it has been realized that biculturalism is a complex and multidimensional process since there are different ways of being bicultural (Brannen & Thomas, 2010). Acquiring a foreign language, intercultural encounters and intercultural trainings may trigger the development of bicultural identities. According to the renewed understanding of interculturality, personal traits have a key role to play in intercultural communication and all these traits are created again or socially constructed by interlocutors during communication (Johansson, 2000; Bauman, 2000; Dervin & Dirba, 2006). Thus, intercultural communication can act as a transformative process during which a foreign language learner and speaker develop more than one identity.

Concerning subcultures, Parekh (2006) points out that some groups of people have different values or practices although they seem to share a common culture within the same society. According to Parekh (ibid.), these groups pluralize the existing culture rather than constituting an alternative one. Therefore, the existence of bicultural identities and subcultures can be integrated into intercultural teaching and learning processes in various in order to add an alternative, if not better, perspective to IE because language learners either interact with people who have bicultural identities or they develop a bicultural identity themselves while learning foreign languages and learning about/with different cultures.

*Significance of respecting different cultures* was another theme underlined by the participants. The findings indicated that the intercultural training made the participants think

about their own attitudes and stereotypical ideas toward other cultures through discussion and reflection and helped them question their understanding of respect during intercultural communication.

In the existing literature, it is acknowledged that cultural information might easily lead to stereotypes and generalizations (Jokikokko, 2010). Panzar (2009, cited in Jokikokko, 2010) stated that people should have chance to identify themselves individually. Drawing on these notions, therefore, to promote respect toward other cultures, providing cultural knowledge would not be enough, if not disincensive, to promote respect toward diversity, which indicates the need for alternative intercultural teaching and learning. In that sense, it is believe that the IE course encouraged the participants to think about ad reflect on the meaning of ‘respect’ and how they perceive it.

*Intercultural competence as an on-going process* was a theme obtained from the data. The necessity of teaching IC was not questioned by the participants. It is considered as an indispensable competence to prevent misunderstandings. The role of the teacher in fostering learners’ development of IC was acknowledged by the participants. Similarly, in the literature concerning IC, it is suggested that IC entailing respect for diversity, empathy and tolerance should be the objective of education (Andreotti, 2010; Jokikokko, 2010; Kohonen et al. 2001; Nieto, 2000). Further, concerning IC, it was underlined that acquiring IC is a never-ending process by the participants of this study and by the researchers in the field of IE (Deardorff, 2006; Jokikokko, 2010).

*Global awareness* is another significant finding that has its place in the relevant literature. The participants stated that they learned that IE can promote the information about global cultures and issues.

In the literature, the concept ‘global awareness’ is described as possessing extensive interdisciplinary knowledge about the modern world, and adaptability and flexibility to contribute successfully to the globalized world (Kirkwood, 2001). A study conducted by Jing (2013) suggests that IC and global awareness were integrated in China’s English curriculum in 2001, which, in a way, indicates that the two concepts are up-to-date and interconnected. For instance, referring to the English curriculum standards in 2001, Jing (2013) says, “The documents showed that the eighth level of the goal of cultural awareness is to develop global awareness through learning English and world culture” (p. 95). Jing’s study also indicates that the English teachers need training on intercultural FLT and global English teachers are responsible for teaching “intercultural experiences, grammar, language knowledge and way of thinking, attitudes, intercultural communicative skills, responsibility, and world values” (Jing, 2013: 4). All points considered, IE shares some common components and characteristics with global education (Räsänen, 2007). In that sense, as the findings from this research study indicated, global awareness can be the objective and result of interculturality integrated language lessons.

The overall findings from RQ1 indicated that some materials used in the study were found to be more influential than the others. The participants mostly expressed their opinions related to the movie (*The Namesake*) the book chapter, (“The Changing World of English”), the academic article (“On Liquid Interculturality: Finnish and Latvian student teachers, perceptions of intercultural competence”) and components of interculturality whereas the short story, (“All Summer in a Day”) and the document (CEF) were not mentioned as much, which were, therefore, found to less effective.

Besides, on the basis of the research, the pre-service teacher’s IE learning processes may have differed depending on their backgrounds, their interests in the topics covered in the IE course, family history, worldview, learning style and other experiences. Thus, there did not

seem to be only one clear reason that would comprehensively explain this complex process. The pre-service teachers' learning was a process combining educational background and informal life experiences along with their individual reflection and critical thinking skills. However, it is important to note that the IE course was quite influential in introducing new theories and approaches to interculturality, making the participants' implicit assumptions, ideas and expectations related to IE and language education explicit and developing critical thinking and reflection skills on intercultural and language education issues.

#### **4.1.2 Discussion of the findings of Research Question 2**

*Improved interpretation and reflection skills* was another theme that showed up during the analysis of the data related to R3. Actually, in the relevant literature, interpretation was noted as one of sub-skills regarding IC (Coperías Aguilar, 2010). So improvement in interpretation skills supported the relevant literature as an expected outcome of the intercultural training. Participants stated that the IE course promoted interpretation and reflection skills through materials such as movies, literature etc. These materials were also suggested by Lázár et al. (2007) to develop IC.

In addition, in the field of critical pedagogy, teachers are considered as 'transformative change agents' who address various societal issues in educational practice and encourage students to participate in these issues (McLaren, 2001; Popkewitz, 1999). As the relevant literature suggests, teachers can support the learning processes of their students. In language education context, English language teachers can transform English lessons by integrating intercultural elements to reconstruct, change and develop their students' ideas, communication skills and worldviews. Thus, it is important for pre-service and in-service English language teachers to develop their interpretation and reflection skills and design their education programs accordingly.



*Peer collaboration* was another theme that showed up during the data analysis process. The results showed that the IE course was quite interactive and the pre-service teachers helped each other and learned from each other during each stage of the course. It is possible to say that one of the approaches in the field of sociocultural learning, namely peer collaboration inspired some activities in this study. Especially microteachings prepared in pairs promoted collaborative learning.

Sociocultural learning theories emphasize the idea that learning takes place in a certain context and is usually unconscious (Rogoff, 2003). The context affects how people understand and learn. Not only the context but also other people influence learning process. Particularly in collaborative learning, people can learn together through a mutual creation of knowledge (Kaartinen & Kumpulainen, 2002; Wells & Claxton, 2002). The sociocultural point of view has some implication for FLT context as well. As language learning and intercultural learning can be successfully mediated through interactive activities and negotiation between individuals, peer collaboration has a key role to play in this process. All in all, the results of the study also suggested that peer collaboration contributed to the participants' changing perspectives regarding IE and its role in language teaching.

*Interculturality from theory to practice* was also an issue raised by the participants of the study. Model teachings by the course tutor, and peer microteachings contributed to the process of applying theory into practice. The findings suggested that the participants gained insight into the ways to put how interculturality into practice due to model teachings and their microteachings.

*Awareness of the importance of intercultural topics in language education* was another issue that was brought up by most participants. It was underscored in the existing literature as well. With an emphasis on its place in the contemporary era, IC was referred as

the intended outcome of the language education (Dervin, 2010). Suneetha & Sundaravalli (2011) emphasize that it is necessary to pay attention to intercultural issues in the classroom by teaching language learners how to share their culture and be open to learn other cultures and how to progress from ethnocentric understanding, which refers to evaluating another culture only by standards of one's own culture to ethno-relative state of mind so that one's own culture will not be center of reality.

Another theme of the study was *the relationship between IE course and teaching effectiveness*. Having tutorials on lesson plans, observing peer microteachings and in-class discussions related to designing lesson plans helped pre-service teachers gain better insights into English teaching effectiveness as well. They refreshed their knowledge about teaching strategies. Designing an intercultural integrated English lesson was a fairly comprehensive process since it required attention to the content of the lesson, teaching strategies, skill-based instruction etc.

*Handling vast literature on intercultural education, process of making intercultural activities applicable in language classroom and subjective nature of intercultural education* were challenges of the IE course. On the other hand, they explained how the participants' evolving their perceptions related to IE throughout the course.

The theme, *handling vast literature on intercultural education* highlighted the complicated process of IE. These findings reflected the argument that a great ambiguity regarding IE terminology and approaches made it difficult to generate sound educational practices (Aguado Odina & Del Olmo, 2009) although some approaches to teach interculturality such as “information/knowledge approach”, “area simulation approach”, “group encounters”, “communication theory approach”, “programmed approach” (Suneetha & Sundaravalli, 2011, p. 130). The existence of vast literature was a contribution to the IE

course as well as a challenge. It enabled the participants to examine intercultural learning from the perspective of different theories and approaches.

Another theme, which can also be considered as a weakness of IE course in general, was *process of making intercultural activities applicable in language classroom*. Technically, classroom practices are supposed to include intercultural topic via suitable reading texts, movies and other media resources, intercultural encounters, role plays etc. (Suneetha & Sundaravalli, 2011). This situation can create a challenge and complexity on the part of language teachers.

This notion was supported by the findings of the study. It was reported that making IE applicable in language classroom was a demanding process. Some participants stated that they did not know if it was the language teacher's job to teach IE. This idea implied that the participants needed to learn more about teacher competencies included in Turkish Educational Association (2009) and in Turkish Republic Ministry of National Education General Directorate of Teacher Training (2006), and the role of intercultural elements in ELT as indicated in PSELTP (MoNE, 2013). Although making intercultural activities applicable in language classroom was described as a demanding process by the participants of the study, the results also suggested that designing, selecting or adapting intercultural activities influenced how the participants understand IE with regard to its role in language education.

The findings related to *subjective nature of intercultural education* echoed some ideas in the literature. In this study, differing perceptions of the pre-service English teachers indicated the subjective nature of the IE course. As intercultural learning or intercultural knowledge is not a reality to be discovered, the participants constructed their own meanings and created their interpretations. Similarly, it is highly difficult to say that there is a consensus related to the concept of culture and IE. Some critics challenge whether cultures can be

universally categorized and considered as static and fixed units. For others, a global awareness and social justice agenda is the cornerstone of IE (Dulabaum, 2011). This controversy over culture and IE refers to the subjectivity in this field because the trainings, courses or programs related IE tend to be influenced highly by researchers', educators', curriculum designers' or practitioners' individual worldview.

On the basis of the intercultural awareness, of course, the pre-service teachers' learning processes differed, depending on the individual's background, living environment and other experiences because their learning is a combined process of formal and informal learning. Despite these differences, it is likely that the course encouraged them to reconsider their ideas by providing some theoretical and practical knowledge related to IE and helped them broaden their understanding of IE.

### **4.1.3 Discussion of the findings of Research Question 3**

#### **4.1.3.1 Discussion of the findings from Intercultural Education Questionnaire**

As the results suggested, the pre-service English teachers gained insights into the intercultural language education. They had a better understanding of components of IE in general although they did not show a significant improvement related to 'multi-dimensional understanding of culture' component. It might be a due to the complexity and difficulty of this component. As D5, multi-dimensional understanding of culture, included items based on the renewed understanding of intercultural communication, it was probably new and challenging for most participants to express their ideas related to this dimension comprehensively even after the training. 'Multi-dimensional understanding of culture', which refers to "countless different and sometimes contradictory, cultures (sexual, generational, professional, educational, the media)..." was a highly sophisticated and difficult concept to comprehend

and internalize (Dervin, 2006, p.76). It seemed necessary to deal with it more meticulously and maybe separately in a longer period of time.

Despite D5, other domains were statistically significant, which implied that the pre-service teachers gained better insights into those components of IE. The IE training enabled pre-service teachers to be more critical and reflective about FLT and its potential as a window to intercultural issues. The participants developed a different perspective related to the impact of language learning on understanding one's own culture and other cultures, challenging preconceived ideas and obtained information about other cultures, and exploring other perspectives.

#### **4.1.3.1 Discussion of the findings from open-ended questions**

As put forward, in Chapter 5, findings for RQ3 was attained through open-ended questions and closed-ended questionnaires. The participants answered the very same questions provided at beginning and at the end of the course. After that, both pieces of papers were handed and the participants were expected to compare and contrast their early ideas to their ideas brought up later on. In that way, the researcher's interpretations related to the change in the participants' ideas and beliefs were shaped and confirmed.

Throughout the training, the participants went through the four stages, namely 'struggling', 'breakthrough', 'implementation' and 'reflection' and these stages emerged with respect to the IE course's purpose, materials, microteachings and beliefs about IE. The emergent data were observed to be closely related to the design and delivery of the IE course. The findings indicated that IE course was confusing for the participants at first, which might be due to considerable amount of new materials, and course expectations presented in the first three weeks. However, over time, everything related to the course became clearer through the presentation of components of interculturality, sample intercultural activities, and intercultural

materials and this period of time was a 'breakthrough.' The 'implementation' stage enabled the objectives of the course come true by combining theory and practice through microteachings as it gave the opportunity to participant to show what they had learned. Finally, in-depth reflection was required of the participants as well as abilities to verbalize, and discuss his or her own ideas throughout the course through diaries. However, it can be said that the participants became more reflective on intercultural training toward the end of the course.

Pre-training results showed that the participants could not provide any clear points related to the connection between IE and FLT or the role of IE in foreign language classrooms. This implied that the pre-service teachers had not thought about or reflected on issues related to IE in spite of its increasing importance of intercultural issues in ELT. After the IE training, the participants pointed out the relationship between learning IE and vocabulary learning. They claimed that the course could contribute to their students' vocabulary knowledge as well. This finding was consistent with the existent literature. During an IE course, individuals attain vocabulary related to description of "values, expectations, behaviors, traditions, customs, rituals..." (Straub, 1999). The quote underlined the notion that IE can trigger vocabulary learning particularly related to certain areas.

Another point to underscore was that after the training, the participants started bringing up different aspects of culture and the words that they used to define IE varied became more specific and sophisticated. The participants' answers given in the final questionnaires suggested that most participants started perceiving intercultural communication as the interaction not only between countries, but also between individuals with a focus on 'socially constructed' nature of intercultural communication.

In addition, the findings suggested that the IE course was useful for teaching pre-service teachers how to combine theory and practice during the process of intercultural language education. The pre-service teachers showed increased awareness regarding positive influence of IE on teaching language skills and teaching effectiveness.

All in all, overall findings implied that the changes in curriculum needs to be supported by pre-service and/or in-service trainings offered to English language teachers by clearing the purpose, materials to be used, implementations via micro-teachings and reflexivity, which is a basic skill expected from university students (Barnett, 1997).

## **4.2 Conclusion**

The study examined the impact of intercultural training on pre-service English language teachers' perceptions of IE in ELT. The findings indicated that a carefully designed IE course can help pre-service teachers not only understand and practice how to teach interculturality but also to question their own global perspective and ideas related to education. The differences in other cultures that were once described as “weird” and “unacceptable” were examined from a different point of view and challenged to overcome ethnocentrism and to “recognize that one’s view of the world is not universally shared” (Mathews, 2008, p. 8).

The training period was marked by awareness, both personal and instructional. Just as the pre-service teachers matured in literature and theories related to intercultural education, they also reflected on and questioned their own intercultural experiences and beliefs. The pre-service teachers struggled to find a balance between IE and ELT while they were trying to integrate IE theories into language teaching. During the process of preparing and delivering their microteachings, apparently, the pre-service teachers benefited from research outside the

classroom more than any factor. Thus, it is believed that the research process contributed to the IE training process.

Teacher education programs such as ETE or ELT programs in Turkish context are the cornerstones of education. They are supposed to prepare the pre-service teachers for the program they will be supposed to follow. It is crucial to examine the content of ETE or ELT programs and question if pre-service teachers are ready to comprehend and deal with the objectives provided by the curriculum that they will have to handle in their future career.

In Turkish context, PSELTP (MoNE, 2013) has a new focus on interculturality. However, integrating interculturality into the curricula, programs and lessons is a complex and difficult procedure, which has been addressed or studied little in Turkish educational context. The findings of this study can be useful for teaching interculturality in a more comprehensive way. The study may be helpful for redesigning the curricula to include practical activities of intercultural awareness. It can also encourage policy-makers to consider the concept of interculturality with its role in ELT. In addition, ETE and ELT Programs in Turkey do not have a compulsory course on IE or any training that would prepare pre-service teachers for intercultural teaching. It is only offered as an elective course by some programs. Therefore, it seems beneficial to integrate IE course into ELT Programs as a compulsory course by the CHE or it can be integrated into various lessons such as ELT methodology, Literature, Linguistics etc. Due to the concerns stated above, the study provided some suggestions to modify teacher education programs in ways that might be more helpful for pre-service teachers to attain knowledge, develop skills and gain different points of views related to IE with its role in ELT after testing the effects of the course on the pre-service teachers.

All in all, the results indicated that during the training, pre-service teachers tended to rearrange their present views related to FLT and IE, and generate new ones, while developing



further views of intercultural communication as being fluid, dynamic and contradictory, constantly being negotiated and reconstructed. However, the findings also indicated that the duration of the IE course may not have been sufficient to achieve all objectives of the training.

### **4.3 Implications**

Current ELT education in Turkey provides students with some basic skills in English. Once they have acquired the basic skills regarding English class, the assumption goes, the students can be successful at intercultural interactions in which they eventually have to participate. However, not to limit the students' English learning to linguistic terms, it is necessary to learn and practice "sociolinguistic, strategic and discourse competence" (Canale and Swain, 1980) through intercultural education. Sociolinguistic competence, which is about understanding social and cultural meanings of the choice of linguistic elements, can be developed in English classes through intercultural activities. Furthermore, intercultural education can help the students develop their discourse competence since intercultural materials provide samples of different types of discourse. Finally, intercultural education can promote favorable opportunities for the development of strategic competence because offers plenty of opportunities for communication and requires an adequate knowledge of discourse structure as well as critical thinking skills and tolerating ambiguity.

Therefore, the programs where pre-service language teachers are trained should be modified and adapted in accordance with the recent needs of language learners because the key factor in improving the quality of education and getting good learning outcomes of students is high-quality teacher education. As needed, intercultural trainings should also be offered to teacher trainers for successful integration of IE into the programs. Besides, the pre-service teachers should have microteaching practices in intercultural communication/education courses. It seems important to note that the pre-service teachers can

design interculturality integrated lessons not necessarily in an intercultural course since some ELT courses such as methodology courses can be used for this purpose.

Another implication of the study was that IE courses should be designed flexibly with regard to its objectives, content and evaluation strategies because educational context and the characteristics of the pre-service teachers may require some changes and modifications. Further, negotiation between the course tutor and the pre-service teachers should be maintained.

One of the most important implications was that the pre-service teachers should be acquainted with different approaches to intercultural communication/education and alternative learning activities such as diaries, doing research, analyzing academic articles and intercultural movies. For instance, in this study, diaries were observed to be beneficial as a reflective tool to explore pre-service teachers' awareness regarding the role of IE in English classrooms. They provided insight into the challenges and conflicts they encountered such as lack of familiarity with terms and concepts regarding interculturality, especially in the beginning of their diaries. Furthermore, the pre-service teachers either emailed a soft copy or hard copy of their diaries weekly and therefore it gave researcher the opportunity to modify and make necessary changes related to the course.

Special consideration should be given to the course delivery. An intercultural course for the pre-service teachers should follow a systematic path. Introducing new concepts, ideas and approaches, challenging pre-service teachers' preconceived ideas, illustrating and giving them the opportunity to practice what they have learned are crucial and should be employed respectively. The course should be interactive and evoke critical and reflective thinking skills because this course mainly aims at providing different perspectives. The time allocated to

lecturing should be reduced and lecturing should be backed up by discussions, collaborative activities and microteaching practices.

#### **4.4 Suggestions for further research**

Further research may investigate the influence of online intercultural training on pre-service teachers. The pre-service teachers can join webinars by intercultural teachers from different parts of the world or exchange ideas with pre-service teachers who are taking an IE course simultaneously. They can share their ideas and experiences related to the course, which would provide opportunities for reflection, discussion and comparison between the two groups of participants from different countries. It is also possible to examine the impact of educational interventions such as online courses on the pre-service teachers' perceptions of IE.

Additionally, in this study, the pre-service teachers were just asked to reflect on their own microteachings. They were not supposed to write a diary entry about their peers' microteachings. For further research, it might be useful to ask the pre-service teachers to reflect on their peers' microteachings to have a whole picture of the case from different angles.

#### **4.5 Chapter Summary**

This chapter began with the discussion of the findings from the study. Subsequently, a general conclusion was drawn in the light of the findings and followed by the implications of the study. Finally, suggestions for further research were presented.

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## APPENDICES

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## APPENDIX A

### Intercultural Education Course Syllabus (Pilot study)

Academic Year: 2012-2013

Term: Fall

Credits: 2

Course tutor: Nilgün Yücel

The aim of the course: This course aims to help pre-service English teachers understand how cultural values influence their interaction with people from cultural backgrounds different from their own and help them become aware of growing importance of intercultural education in English classrooms.

Outcomes of the course:

- View cultural differences objectively and understand that differences are not hierarchical
- Demonstrate increasing ability to communicate with native and non-native speakers of English
- Interpret the importance of intercultural education in language teaching
- Analyze and synthesize large amounts of disparate information to produce relevant, insightful microteachings
- Seek out information from a variety of sources, including print, media, the internet
- Equally share the responsibility for pair/group work activities

#### Assessment and Evaluation:

Diary: (20 %)

Cultural Identity Paper: (15%)

Two to three-page, double-spaced paper on how your culture/s affects your communication. This paper is designed to allow an opportunity to examine how your own cultural and social identities affect you and your communication behavior. You will be required to decide how your own cultural, social, and personal beliefs, values, and norms affect the ways you

communicate with others, and to tie your findings to course concepts. Your paper will be evaluated based on your level of insight, your demonstrated understanding of course concepts, and the quality of your writing. Papers should be written in APA format.

Microteachings: (25%)

You will be pairs based on which culture(s) you prefer to study. Each pair will read information about its culture of interest. Each pair will give a 30-minute microteaching that includes a presentation of cultural components and conclusions. Your microteaching will be evaluated based on the quality of the information you present to the class, as well as the quality of the microteaching itself.

Participation: 10%

Final exam: 30%

<b>Weeks</b>	<b>Content</b>
<b>1</b>	Introduction of the course and to the concept <i>interculturality</i> and terminology regarding ICC ( <i>culture, subculture, language and culture, culture and society etc.</i> )
<b>2</b>	Jeremy Harmer's "The Changing World of English" from the book of <i>The Practice of English Language Teaching</i>
<b>3</b>	Movie ( <i>Smoke Signals</i> )
<b>4</b>	Movie ( <i>Smoke Signals</i> ) : Discussion & Movie Review
<b>5</b>	<i>Common European Framework of Reference for Languages</i> and its relevance to IE
<b>6</b>	Intercultural Activities
<b>7</b>	Model Teaching ("Desire's Baby" by Kate Chopin)
<b>8</b>	Microteachings
<b>9</b>	Microteachings
<b>10</b>	Microteachings
<b>11</b>	Microteachings
<b>12</b>	Evaluation of the course

## APPENDIX B

### Intercultural Course Syllabus (Main study)

Academic Year: 2013-2014

Term: Fall

Credits: 2

Course tutor: Nilgün Yücel

The aim of the course: This course aims to help pre-service English teachers become aware of growing importance of intercultural education in English classrooms and inform them about the approaches to intercultural education and practice how to integrate intercultural education into English lessons.

At the end of the course, students will be able to

- Describe the role of English as a intercultural language
- Explain the importance of intercultural education in language teaching
- Distinguish between different approaches to interculturality
- Compare and contrast different approaches to intercultural education
- Prepare intercultural education integrated lesson plans
- Seek out information from a variety of sources, including print, media, internet

#### Assessment and Evaluation:

##### Diary: (30 %)

You will keep a weekly online diary and answer the following questions:

- 1) Are there any surprising points in today's lesson? If yes, please, explain.
- 2) Is there any information that conflicts with your previous knowledge?
- 3) What are the most instructive points of today's lesson?
- 4) Are there any confusing points that you feel you have to learn more about?

##### Microteachings: (20 %)

You will prepare a 50 minute English lesson plan that includes intercultural elements. You

will work individually and each one of you will have a tutorial with the course tutor. Your microteaching will be evaluated based on the quality of the information you present to the class, as well as the quality of the microteaching itself.

Reflection: (10%)

- What were my goals in the lesson?
- What did/did not I do during my teaching session?
- What would I do differently if I had another chance?
- How did intercultural dimension influence my teaching session?

Participation: 10%

Final exam: 30%

<b>Weeks</b>	<b>Content</b>
<b>1</b>	Introduction to the course and terminology regarding IE ( <i>culture, subculture, language and culture, culture and society etc.</i> )
<b>2</b>	Jeremy Harmer's "The Changing World of English" from the book of <i>The Practice of English Language Teaching</i>
<b>3</b>	Common European Framework of References for Languages – Chapter 4
<b>4</b>	Components of interculturality
<b>5</b>	Intercultural Activities
<b>6</b>	Different approaches to intercultural education
<b>7</b>	Model teaching (video-watching lesson): ( <i>The Namesake</i> )
<b>8</b>	Model teaching (reading lesson): ( <i>All Summer in a Day</i> by Ray Bradbury)
<b>9</b>	Microteachings
<b>10</b>	Microteachings
<b>11</b>	Microteachings
<b>12</b>	Evaluation of the course

## APPENDIX C

### Lesson Plans (Pilot Study)

#### Week 1: Lesson Plan (Pilot Study)

Time: 50 mins.

Materials: A video on culture, handouts

By the end of the lesson students will be able to:

- define *culture*, *subculture*,
- elaborate on the relationship between language and culture, culture and society, nation, ethnicity etc.

Time	Procedure
<b>5 minutes</b>	Warm-up <ul style="list-style-type: none"> <li>- Ask students to define culture and subculture to check their background knowledge.</li> <li>- Elicit answers.</li> <li>- Write their answers on the board as a mind map.</li> </ul>
<b>10 minutes</b>	Pre-viewing activity <ul style="list-style-type: none"> <li>- Distribute the handout that includes the concepts high culture, popular culture, subculture, counterculture and multiculturalism.</li> <li>- Ask students to put a tick next to the concepts that they are familiar with and write their definition.</li> </ul>
<b>20 minutes</b>	Video-watching activity <ul style="list-style-type: none"> <li>- Have students watch the video related to the concepts. <a href="http://education-portal.com/academy/lesson/cultural-diversity-ethnocentrism-cultural-relativism-cultural-subsets.html">http://education-portal.com/academy/lesson/cultural-diversity-ethnocentrism-cultural-relativism-cultural-subsets.html</a></li> <li>- Ask students to write down the definitions of the concepts that they are unfamiliar with while they are watching the video.</li> </ul>
<b>15 minutes</b>	Post-viewing activity <ul style="list-style-type: none"> <li>- Have students work in groups of three</li> <li>- Ask students discuss the relationship between culture, subcultures and language</li> <li>- Elicit their answer</li> </ul>

#### Week 2: Lesson Plan (Pilot Study)

Time: 50 mins.

Materials: Jeremy Harmer's "The Changing World of English" from the book of *The Practice of English Language Teaching*

<b>Time</b>	<b>Procedure</b>
<b>5 minutes</b>	Warm-up <ul style="list-style-type: none"> <li>- To activate their background knowledge, ask students some questions such as:                “When did you start to learn English?”, “How many people around the world do you think speak English as a second language?”, “Have you ever heard of Indian English, Chinese English etc.?” , “What is the meaning of globalization?”</li> </ul>
<b>10 minutes</b>	Pre-reading activity <ul style="list-style-type: none"> <li>- Distribute handouts which provide some acronyms (EFL, ESL, ESOL, ELF)</li> <li>- Ask students guess their long forms or what they refer to</li> <li>- Elicit answers</li> </ul>
<b>25 minutes</b>	Reading activity <ul style="list-style-type: none"> <li>- Have students work in groups of three.</li> <li>- Assign each group one part of the chapter, which mainly have five parts</li> <li>- Tell students to read their part and summarize it together by focusing on key words and main ideas.</li> <li>- Have one person from each group present their summary to the whole class.</li> </ul>
<b>10 minutes</b>	Post-reading activity <ul style="list-style-type: none"> <li>- Have students work in groups of five.</li> <li>- Ask them to discuss on:               <ul style="list-style-type: none"> <li>o How does English becoming the global language affect local languages and cultures?</li> </ul> </li> </ul>

### **Week 3: Lesson Plan (Pilot Study)**

Time: 50 mins.

Materials: DVD, handouts

<b>Time</b>	<b>Procedure</b>
<b>5 minutes</b>	Warm-up <ul style="list-style-type: none"> <li>- Ask students what do they know about Indian Americans?</li> <li>- Elicit answers.</li> </ul>
<b>5 minutes</b>	Pre-viewing activity
<b>20 minutes</b>	Video-watching activity <ul style="list-style-type: none"> <li>- Have students watch the movie segments (focus on the parts related to stereotyping of racism)</li> </ul>
<b>20 minutes</b>	Post-viewing activity <ul style="list-style-type: none"> <li>- Ask them to discuss on the following topics:               <ul style="list-style-type: none"> <li>o What does the "oral tradition" refer to in the movie?</li> <li>o After Thomas comes back to the bus with his hair down, looking closer to the image that Victor told him</li> </ul> </li> </ul>

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was important for Indian men, two white men were seated where Victor and Thomas had sat earlier. They show disrespect for the Indians and Thomas tells Victor his warrior look doesn't work every time. Victor responds with the song about John Wayne's teeth. What is his purpose here?

- Victor and Arnold are asked if they have passports as they are leaving the reservation. One of the women in the only-in-reverse car comments that they are going to a whole different country and that the U.S. is as foreign as it gets. What irony lies in this statement?

(Discussion questions retrieved from <http://www.teachwithmovies.org/guides/smoke-signals-files/smoke-signals-supplemental-materials.html#Dqs>)

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#### **Week 4: Lesson Plan (Pilot Study)**

Time: 50 mins.

Materials: Movie review

<b>Time</b>	<b>Procedure</b>
<b>5 mins</b>	Warm-up -Ask students what was interesting about the last week's movie?
<b>10 mins.</b>	Pre-reading activity <ul style="list-style-type: none"> <li>- Ask students if they know what a movie review is?</li> <li>- Ask students if they read movie reviews? If yes, ask what they like about movie reviews?</li> </ul>
<b>20 mins.</b>	Reading activity <ul style="list-style-type: none"> <li>- Have students read the movie review retrieved from <a href="https://www.press.umich.edu/pdf/0472031678-ch1.pdf">https://www.press.umich.edu/pdf/0472031678-ch1.pdf</a></li> </ul>
<b>15 mins</b>	Post-reading <ul style="list-style-type: none"> <li>- Have students write a short movie review</li> </ul>

#### **Week 5: Lesson Plan (Pilot Study)**

Time: 50 mins.

Materials: *Common European Framework of Reference for Languages-Chapter 4*

<b>Time</b>	<b>Procedure</b>
<b>5 mins.</b>	Warm-up <ul style="list-style-type: none"> <li>- Ask students what CEFR stand for?</li> <li>- Elicit answers.</li> </ul>
<b>10 mins.</b>	Pre-reading activity <ul style="list-style-type: none"> <li>- Introduce CEFR and its relation to language teaching and intercultural education</li> </ul>



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<b>20 mins.</b>	Reading activity <ul style="list-style-type: none"> <li>- Have students work in pairs</li> <li>- Ask students to skim CEFR, Chapter 4 and discuss what the gist of the chapter is.</li> <li>- Ask students to scan the chapter and guess the meanings of specific words from the context and note it down. The words are <i>monolingual</i>, <i>plurilingual</i>, <i>cultural awareness</i>,</li> <li>- Elicit answers.</li> </ul>
<b>15 mins.</b>	Post-reading <ul style="list-style-type: none"> <li>- Ask students “How can CEFR contribute to foreign language teaching in Turkey?” and “Which alterations are supposed to be done to adapt foreign language classrooms in line with CEFR?”</li> </ul>

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### **Week 6: Lesson Plan (Pilot Study)**

Time: 50 mins.

Materials: *Intercultural Resource Pack: Intercultural communication resources for language teachers* by Derek Utley

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<b>Time</b>	<b>Procedure</b>
<b>5 mins.</b>	Warm-up <ul style="list-style-type: none"> <li>- Ask students whether they would like to integrate culture teaching into their lesson?</li> <li>- Elicit answers.</li> <li>- Have students work in pairs and discuss what first thing they would teach about culture?</li> <li>- Elicit answers</li> </ul>
<b>10 mins.</b>	Pre-reading <ul style="list-style-type: none"> <li>- Ask students “What culture is?” “What shapes culture?”</li> <li>- Elicit answers.</li> <li>- Have students draw a mind map depicting components of culture?</li> <li>- Ask them explain their mind map to their partners.</li> </ul>
<b>15 mins.</b>	Reading <ul style="list-style-type: none"> <li>- Have students look at the diagram on page 13 from the book, <i>Intercultural Resource Pack: Intercultural communication resources for language teachers</i>.</li> <li>- Ask students to compare and contrast their mind maps to the diagram in the book.</li> <li>- Have students examine the ‘culture teaching’ activities from page 14 to 21.</li> <li>- Ask students “Which activity do you like most and why?”</li> </ul>

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<b>15 mins.</b>	Post-reading <ul style="list-style-type: none"> <li>- Have students prepare their own culture teaching activity.</li> <li>- Ask students to present their activity to their partner.</li> </ul>
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### **Week 7: Lesson Plan (Model Teaching) (Pilot Study)**

Time: 50 mins.

Materials: The story (“Desire’s Baby” by Kate Chopin)

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<b>Time</b>	<b>Procedure</b>
<b>5 mins.</b>	Warm-up <ul style="list-style-type: none"> <li>- Have students write a short paragraph describing their physical traits and personality traits.</li> <li>- Ask students “Which trait is the most important one for you?” “Is it a physical one or personality one?”</li> <li>- Elicit answers.</li> </ul>
<b>10 mins.</b>	Pre-reading <ul style="list-style-type: none"> <li>- Ask students to think about a time when they have learned something about their own past later. Ask students to share how they felt about it with their partner.</li> <li>- Elicit answers.</li> </ul>
<b>20 mins.</b>	Reading <ul style="list-style-type: none"> <li>- Distribute the copies of the short story Desire’s Baby</li> <li>- Have students read the story individually.</li> </ul>
<b>15 mins.</b>	Post-reading <ul style="list-style-type: none"> <li>- Have students work in groups of three.</li> <li>- Ask students “Does racism or social class distinction exist in Turkey?” “If yes, in what ways does it affect your life and other people’s lives in Turkey?”</li> </ul>

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## APPENDIX D

### Lesson Plans (Main study)

#### Week 1: Lesson Plan (Main Study)

##### Session I

Time: 50 mins.

By the end of the lesson students will be able to:

- define *culture, subculture*,
- elaborate on the relationship between language and culture, culture and society, nation, ethnicity etc.

<b>Time</b>	<b>Procedure</b>
<b>5 minutes</b>	Warm-up <ul style="list-style-type: none"> <li>- Ask students to define culture to activate their background knowledge.</li> <li>- Elicit answers.</li> <li>- Write their answers on the board as a mind map.</li> </ul>
<b>10 minutes</b>	Pre-viewing activity <ul style="list-style-type: none"> <li>- Distribute the handout that includes the concepts high culture, popular culture, subculture, counterculture and multiculturalism.</li> <li>- Ask students to put a tick next to the concepts that they are familiar with and write their definition.</li> </ul>
<b>20 minutes</b>	Video-watching activity <ul style="list-style-type: none"> <li>- Have students watch the video related to the concepts. <a href="http://education-portal.com/academy/lesson/cultural-diversity-ethnocentrism-cultural-relativism-cultural-subsets.html">http://education-portal.com/academy/lesson/cultural-diversity-ethnocentrism-cultural-relativism-cultural-subsets.html</a></li> <li>- Ask students to write down the definitions of the concepts that they are unfamiliar with while they are watching the video.</li> </ul>
<b>15 minutes</b>	Post-viewing activity <ul style="list-style-type: none"> <li>- Have students work in groups of three.</li> <li>- Ask students discuss with a partner what is the most interesting point in the video.</li> <li>- Elicit their answer.</li> </ul>
<b>Homework</b>	<ul style="list-style-type: none"> <li>- Have students write one paragraph on the relationship between culture, subcultures and language</li> <li>-</li> </ul>

**Week 2: Lesson Plan (Main Study)****Session I**

Time: 50 mins.

Materials: Jeremy Harmer's "The Changing World of English" from the book of *The Practice of English Language Teaching*

<b>Time</b>	<b>Procedure</b>
<b>5 minutes</b>	Warm-up <ul style="list-style-type: none"> <li>- To activate their background knowledge, ask students some questions such as:                "When did you start to learn English?"                "How many people around the world do you think speak English as their native language?"                "How many people around the world do you think speak English as a second language?"</li> </ul>
<b>10 minutes</b>	Pre-reading activity <ul style="list-style-type: none"> <li>- Distribute handouts which provide some acronyms (EFL, ESL, ESOL, ELF)</li> <li>- Ask students guess their long forms or what they refer to</li> <li>- Elicit answers</li> </ul>
<b>25 minutes</b>	Reading activity <ul style="list-style-type: none"> <li>- Have students work in groups of three.</li> <li>- Assign each group one part of the chapter, which mainly have five parts</li> <li>- Tell students to read their part and summarize it together by focusing on key words and main ideas.</li> <li>- Have one person from each group present their summary to the whole class.</li> </ul>
<b>10 minutes</b>	Post-reading activity <ul style="list-style-type: none"> <li>- Have students work in groups of five.</li> <li>- Ask "How does English becoming the global language affect local languages and cultures?"</li> </ul>

**Session II**

Time: 50 mins.

<b>Time</b>	<b>Procedure</b>
<b>5 minutes</b>	Warm-up <ul style="list-style-type: none"> <li>- Ask “What is the meaning of globalization?”</li> <li>“Have you ever heard of Indian English, Chinese English etc.? What do they mean or suggest to you?”</li> </ul>
<b>10 minutes</b>	Pre-speaking activity <ul style="list-style-type: none"> <li>- Have students work in groups of three.</li> <li>- Ask them to discuss if English teachers should teach “native-like” accent to their students?</li> <li>- Elicit answers.</li> </ul>
<b>25 minutes</b>	Speaking activity. <ul style="list-style-type: none"> <li>- Have one person from each group present their summary to the whole class.</li> </ul>
<b>10 minutes</b>	Post-speaking activity <ul style="list-style-type: none"> <li>- Have students work in pairs.</li> <li>- Ask students to choose a segment of the chapter and draw a diagram related to it.</li> </ul>

**Week 3: Lesson Plan (Main Study)****Session I**

Time: 50 mins.

Materials: *Common European Framework of Reference for Languages-Chapter 4*

<b>Time</b>	<b>Procedure</b>
<b>5 mins.</b>	Warm-up <ul style="list-style-type: none"> <li>- Ask students what CEFR stand for?</li> <li>- Elicit answers.</li> </ul>
<b>10 mins.</b>	Pre-reading activity <ul style="list-style-type: none"> <li>- Distribute Chapter 4 (CEFR).</li> <li>- Ask students to examine the tables involved in this chapter and to tell what they understand.</li> <li>- Elicit answers.</li> </ul>
<b>20 mins.</b>	Reading activity <ul style="list-style-type: none"> <li>- Have students work in pairs</li> <li>- Ask students to scan Chapter 4 (CEFR) the chapter and guess the meanings of specific words from the context and note it down. The words are <i>monolingual, plurilingual, cultural awareness</i>.</li> <li>- Elicit answers.</li> <li>- Explain the meanings of the words.</li> <li>- Lead the discussion related to the words and concepts presented.</li> </ul>
<b>15 mins.</b>	Post-reading <ul style="list-style-type: none"> <li>- Ask: “Should culture teaching be part of foreign language teaching?”, “How should language teachers teach culture?”</li> </ul>

**Session II**

<b>Time</b>	<b>Procedure</b>
<b>5 mins.</b>	Warm-up <ul style="list-style-type: none"> <li>- Introduce CEFR and its relation to language teaching and intercultural education</li> </ul>
<b>10 mins.</b>	Pre-reading activity <ul style="list-style-type: none"> <li>- Ask students to take notes while watching the video.</li> <li>- Have students watch the following video related to CEFR <a href="http://www.youtube.com/watch?v=UAehOcVfr3Y">http://www.youtube.com/watch?v=UAehOcVfr3Y</a></li> <li>- Elicit answers.</li> </ul>
<b>20 mins.</b>	Reading activity <ul style="list-style-type: none"> <li>- Have students work in pairs</li> <li>- Ask students to skim Chapter 4 (CEFR) and underline the concepts and sentences related to intercultural education with a partner.</li> <li>- Have students work in groups of three.</li> <li>- Ask students what CEFR says about intercultural education and its relation to language education.</li> <li>- Elicit answers.</li> </ul>
<b>15 mins.</b>	Post-reading <ul style="list-style-type: none"> <li>- Ask students if Chapter 4 (CEFR) has contributed their knowledge related to intercultural education and language teaching.</li> <li>- Have students write one paragraph about how being informed about Chapter 4 (CEFR) would influence an English teacher's lessons.</li> </ul>

**Week 4: Lesson Plan (Main Study)****Session I**

Time: 50 mins.

Materials: “Intercultural communicative competence as a tool for autonomous learning” by María José Coperías Aguilar

<b>Time</b>	<b>Procedure</b>
<b>5 mins.</b>	Warm-up <ul style="list-style-type: none"> <li>- Ask students what makes an intercultural encounter successful or unsuccessful.</li> <li>- Elicit answers.</li> </ul>
<b>10 mins.</b>	<ul style="list-style-type: none"> <li>- Have students brainstorm what are the possible components of intercultural competence for successful intercultural communication.</li> <li>- Write their answers on the board as a mind map.</li> </ul>
<b>20 mins.</b>	<ul style="list-style-type: none"> <li>- Distribute the article, “Intercultural communicative competence as a tool for autonomous learning”</li> <li>- Ask students to scan the article and identify the components of intercultural communication competence.</li> <li>- Elicit answers.</li> <li>- Ask students to draw a mind map that shows the components of intercultural competence and write short explanations regarding each component next to it.</li> </ul>
<b>15 mins.</b>	<ul style="list-style-type: none"> <li>- Say “Think about an intercultural encounter that you have observed. If you have not observed an intercultural encounter in person, give an example in a movie, advertisement you have watched, or in a book you have read. What do you think made that intercultural communication successful or unsuccessful?”</li> <li>- Have students work in pairs and ask them to share their answer with their partner.</li> <li>- Elicit answers.</li> </ul>



**Week 5: Lesson Plan (Main Study)****Session I**

Time: 50 mins.

Materials: *Intercultural Resource Pack: Intercultural communication resources for language teachers* by Derek Utley

<b>Time</b>	<b>Procedure</b>
<b>5 mins.</b>	Warm-up <ul style="list-style-type: none"> <li>- Ask students whether they would like to integrate culture teaching into their lesson?</li> <li>- Elicit answers.</li> <li>- Have students work in pairs and discuss what first thing they would teach about culture?</li> <li>- Elicit answers</li> </ul>
<b>10 mins.</b>	Pre-reading <ul style="list-style-type: none"> <li>- Ask students “What culture is?” “What shapes culture?”</li> <li>- Elicit answers.</li> <li>- Have students draw a mind map depicting components of culture?</li> <li>- Ask them explain their mind map to their partners.</li> </ul>
<b>15 mins.</b>	Reading <ul style="list-style-type: none"> <li>- Have students look at the diagram on page 13 from the book, <i>Intercultural Resource Pack: Intercultural communication resources for language teachers</i>.</li> <li>- Ask students to compare and contrast their mind maps to the diagram in the book.</li> <li>- Have students examine the ‘culture teaching’ activities from page 14 to 21.</li> <li>- Ask students “Which activity do you like most and why?”</li> </ul>
<b>15 mins.</b>	Post-reading <ul style="list-style-type: none"> <li>- Have students prepare their own culture teaching activity.</li> <li>- Ask students to present their activity to their partner.</li> </ul>

**Week 6: Lesson Plan (Main Study)****Session I**

Time: 50 mins.

Materials: “On Liquid Interculturality. Finnish and Latvian student teachers, perceptions of intercultural competence” by Fred Dervin.

<b>Time</b>	<b>Procedure</b>
<b>5 mins.</b>	Warm-up <ul style="list-style-type: none"> <li>- Ask to define their understanding of intercultural education in a few sentences.</li> <li>- Elicit answers.</li> </ul>
<b>10 mins.</b>	Pre-reading <ul style="list-style-type: none"> <li>- Distribute the article, “On Liquid Interculturality. Finnish and Latvian student teachers, perceptions of intercultural competence.”</li> <li>- Have students read the title of the article and guess what the article will possibly tell them and what they will learn from it.</li> </ul>
<b>20 mins.</b>	Reading <ul style="list-style-type: none"> <li>- Ask students to scan the article and find the key concepts such as <i>traditional understanding or renewed understanding of intercultural education, intercultural competence and language teaching.</i></li> <li>- Ask students to skim the article and to find the gist of it.</li> <li>- Elicit answers.</li> <li>- Ask students to skim the article again and identify the relation between the key concepts and what the author tells about them.</li> <li>- Elicit answers.</li> </ul>
<b>15 mins.</b>	Post-reading <ul style="list-style-type: none"> <li>- Ask students to write one paragraph stating if they support the <i>traditional or renewed understanding of interculturality</i> and explaining why.</li> </ul>

## Week 7: Lesson Plan (Model Teaching) (Main Study)

### Session I

Level: Intermediate

Grade: 10<sup>th</sup>

Topic: Intercultural Encounters

Time: 50 mins.

Skills: speaking, listening

Materials: The DVD (*The Namesake*), handouts

Content Objectives:

By the end of the lesson students will be able to:

- question ideas toward sameness and otherness
- explain social problems caused by cultural differences
- compare and contrast the pros and cons of intercultural encounters

Language objectives:

By the end of the lesson students will be able to:

- form sentences using present perfect tense

Learning strategies objectives:

- listen for specific information

<b>Time</b>	<b>Procedure</b>
<b>5 minutes</b>	Warm-up <ul style="list-style-type: none"> <li>- Ask students to tell which countries they want to travel and reasons for that.</li> <li>- Elicit answers.</li> </ul>
<b>5 minutes</b>	Pre-viewing activity <ul style="list-style-type: none"> <li>- Distribute the Handout 1.</li> <li>- Ask students to go through the activities on the handout and to check the items that they have already done at least once in their life time.</li> <li>- Have students work in pairs and exchange their answers with a partner.</li> </ul>

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**20 minutes**

Video-watching activity

- Ask students to watch the movie segment and check who performs the activities on the handout 1, the boy or the girl.
- Elicit student answers.

**20 minutes**

Post-viewing activity

- Have students write a poem or essay demonstrating how family relations and codes of behaviour might be similar/different in different cultures by making references to the movie.

Homework

- Ask students to use the movie and their own experiences and create a piece of art demonstrating human interaction is affected by cultural differences.
- 

The Handout 1

1. travel by train
2. travel abroad
3. read the book by the author, Gogol
4. study in the U.S.
5. recite a poem
6. write a letter
7. do laundry

**Week 8: Lesson Plan (Model Teaching) (Main Study)**

Level: Intermediate

Grade: 10<sup>th</sup>

Topic: Intercultural Encounters

Time: 45 mins.

Skills: speaking, listening, reading

Materials: Copies of short stories, handouts

Content Objectives:

By the end of the lesson students will be able to:

- question ideas toward sameness and otherness
- evaluate how preconceived ideas influence the perception of reality
- explain prejudices cause social problems

Language objectives:

By the end of the lesson students will be able to:

- form and answer wh- questions

Learning strategies objectives:

By the end of the lesson students will be able to:

- guess the meaning of unknown words from context

The teacher asks students to work in pairs.

<b>Time</b>	<b>Procedure</b>
<b>5 minutes</b>	Warm-up <ul style="list-style-type: none"> <li>- Have students to work in pairs.</li> <li>- Say “Ask your partner questions to find out more about their intercultural experiences. If your classmates has had intercultural experiences, ask them questions such as ‘Have you had problems during intercultural encounters? Have you ever felt left out just because you are different? Discuss the reasons for that?’ and take notes.</li> </ul>

- 
- Elicit student answers

**5 minutes**

Pre-reading activity

- Ask “From the title, can you predict what the story will be about?”

**30 minutes**

Reading activity

- Distribute the first handout and have the students read the story and guess the meanings of the words in bold.
- Elicit the answers.
- Distribute the second handout and ask students to complete it individually.
- Ask students to compare and contrast their answers
- Guide the comprehension check by writing the questions and answers on the board, clarifying the any question about the structure of wh- questions?
- Have students work in groups of four and ask them to write some questions to interview Margot about her feelings when she was locked in the closet.
- Elicit student answers.

**10 minutes**

Post-reading activity

- Ask students to work in groups of three and compose a poem about Margot’s feelings when she was locked in the closet.

Homework

- Have students write an essay explaining how differences (coming from different cultures) affect communication by using examples from the short story.
- 

The Handout 1

Guess the meaning of words using the context. Write a short definition or synonym in the box next to it.

---

**remembrance**

---

**crushed**

**frail**

**whispered**

**resilient**

---

## The Handout 2

1. What is the difference between Margot and the other children?
2. Why do the children lock Margot in the closet?
3. What do you think the children feel about Margot when the sun comes out?
4. What do the children do when they see the sun?

## APPENDIX E

### Open-ended Questions

1. How do you define culture?
2. How do you define intercultural education? Please elaborate on that.
3. As a prospective English teacher, do you think intercultural education has a place in English language teaching? If yes, how can you take advantage of it in your lessons?
4. Do you think intercultural education can contribute to your students as language learners? If yes, how?



## APPENDIX F

### Intercultural Education Questionnaire

*Dear student teachers,*

*This questionnaire was developed to investigate your perceptions regarding the role of intercultural education in English language teaching. Your answers to the questionnaire will be kept confidential and used only for research purpose. Please circle the statement below in line with your opinions (1 –Strongly disagree— 5 strongly agree). Thank you for your time.*

*Should you need further information about the study, feel free to contact the researcher, please.*

Nilgün YÜCEL  
[nilgun.yucel@inonu.edu.tr](mailto:nilgun.yucel@inonu.edu.tr)

#### A. Perceptions Regarding Intercultural Education

ENGLISH LANGUAGE LEARNING SHOULD <b>ENABLE</b> LANGUAGE LEARNERS TO	
1. Know the relationships between one's own and other cultures	1 2 3 4 5
2. Identify racist perspectives in a document or event	1 2 3 4 5
3. Challenge preconceived ideas toward different cultures	1 2 3 4 5
4. Identify and interpret cultural values in documents and events	1 2 3 4 5
5. Be interested in exploring other perspectives	1 2 3 4 5
6. Identify dissimilar processes of interaction	1 2 3 4 5
7. Know the means of achieving contact with interlocutors from another culture	1 2 3 4 5
8. Know the types of cause of misunderstanding	1 2 3 4 5
9. Be open toward different cultures	1 2 3 4 5
10. Be curious toward different cultures	1 2 3 4 5
11. Identify relationships between one's own and other cultures	1 2 3 4 5
12. Question information obtained about different cultures	1 2 3 4 5
13. Make an evaluative analysis of cultural documents and events	1 2 3 4 5
14. Interact and mediate in intercultural exchanges	1 2 3 4 5
ENGLISH LANGUAGE LEARNING SHOULD <b>ENABLE</b> LANGUAGE LEARNERS TO NOTICE THAT	
15. Every society is complex and culturally varied	1 2 3 4 5
16. (R) The best way to obtain information about a culture is to take	

into consideration what one hears about that culture	1 2 3 4 5
17. (R) The best way to obtain information about a culture is to take into consideration what members of that culture say about that culture	1 2 3 4 5
18. People create and negotiate their cultural identity in the very process of communicating with people of cultures other than their own	1 2 3 4 5 1 2 3 4 5
19. People should monitor their own language and be aware of the racist and stereotypical discourses they might be conforming to	1 2 3 4 5
20. During intercultural encounters, what happens between interlocutors is influenced very much by the environment within which we are communicating	1 2 3 4 5
21. The media, political and institutional influences in our own society lead us to see people from different cultural backgrounds in a certain way	1 2 3 4 5
22. It is important appreciate and respect differences between people and their life styles.	1 2 3 4 5
23. Intercultural education can help people to expand their own cultural awareness	1 2 3 4 5

## B. Personal Information

1. Gender:                      Male ( )              Female ( )

2. Age:

3. Have you had any additional language learning experience? If so, please specify;

Language (s) .....

4. Duration (How long have you been studying (did you study) this/these language(s)?

.....

5. Do you have any foreign friends that you still keep in touch? Yes ( ) No ( )

6. Have you ever been abroad? Yes ( ) No ( ) If yes, please specify.

Where? .....

How long? .....

Purpose?.....

7. Have you ever participated in an international project? Yes ( ) No ( )

If yes, please explain.

8. Have you been involved in intercultural training, courses and seminars? If yes, please explain.

## **APPENDIX G**

### **Interview Form**

1. What are your opinions related to the course?
2. What are the strengths of the course?
3. What are the weaknesses of the course?
4. Do you think the course has provided you with information about the role of intercultural education in language teaching? If yes, how?
5. Do you think the course has helped you understand how to make intercultural activities to be effective and applicable in your classroom? If yes, how?

## **APPENDIX H**

### **Diary questions**

- 1) Are there any surprising points in today's lesson? If yes, please, explain.
- 2) Is there any information that conflicts with your previous knowledge?
- 3) What are the most instructive points of today's lesson?
- 4) Are there any confusing points that you feel you have to learn more about?

**APPENDIX I****Consent Form**

I understand that this study aims to explore pre-service English language teachers' definition of intercultural education, the similarities and differences in their understanding regarding the role of intercultural education in English language teaching and to assess the impact of *Intercultural Education Course* on their understanding of intercultural education in English classrooms.

I understand that all information which would permit identification of the individual will be held strictly confidential, will be used only by persons engaged in and for the purposes of the study, and will not be disclosed or released to others for any other purposes.

I agree to participate to the study under the conditions above.

Name

Signature

Date

**APPENDIX J**  
**The number of themes for each participant**

Findings from diaries: The number of themes for each participant

<b>Participants</b>	<b>Number of themes</b>
<b>P1</b>	8
<b>P2</b>	7
<b>P3</b>	4
<b>P4</b>	7
<b>P5</b>	7
<b>P6</b>	6
<b>P7</b>	5
<b>P8</b>	7
<b>P9</b>	3
<b>P10</b>	6

Findings from interview: The number of themes for each participant

<b>Participants</b>	<b>Number of themes</b>
<b>P1</b>	4
<b>P2</b>	5
<b>P3</b>	3
<b>P4</b>	5
<b>P5</b>	6
<b>P6</b>	5
<b>P7</b>	3
<b>P8</b>	4
<b>P9</b>	2
<b>P10</b>	5

## APPENDIX K

## Approval of Directorate of Uludağ University



T.C.  
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ  
ÖĞRENCİ İŞLERİ DAİRE BAŞKANLIĞI

Sayı : 93130991-044-1552 11459

06 Eylül 2013

Konu : Nilgün YÜCEL'in Anket İzni

## EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 08.07.2013 tarih ve ...044-686 sayılı yazımız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı Doktora öğrencisi Nilgün YÜCEL'in, doktora tez çalışması ile ilgili olarak İngilizce öğretmen adaylarının kültürlerarası iletişim eğitiminin İngilizce öğretimindeki rolüne dair görüşlerini araştırmak amacıyla hazırladığı anket çalışmasını Uludağ Üniversitesi Eğitim Fakültesi Yabancı Diller Eğitimi İngiliz Dili Eğitimi Anabilim Dalında okuyan İngilizce öğretmeni adaylarına uygulayabilmesi ile ilgili Uludağ Üniversitesi Rektörlüğü Öğrenci İşleri Daire Başkanlığının 20.08.2013 tarih ve ...26502 sayılı yazısı ekte gönderilmektedir.

Bilgilerinize arz ederim.

  
Mustafa YOLLU  
Genel Sekreter

**EK :**  
-Yazı (1 sayfa)





T.C.  
ULUDAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜ  
Öğrenci İşleri Daire Başkanlığı

Sayı: B.30.2.ULU.0.72.02.01-774/26502  
Konu: Nilgün YÜCEL'in Anket İzni

20/08/2013

ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : 16.07.2013 tarihli ve 93130991-044-1274-9429 sayılı yazınız.

Üniversitemiz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı Doktora Programı öğrencilerinden Nilgün YÜCEL'in "İngilizce Öğretmen Adaylarının Kültürel Arası İletişim Eğitiminin İngilizce Öğretimindeki Rolüne Dair Görüşleri" konulu tez çalışmasına veri toplamak amacıyla ekte bir örneği yer alan anket formunu İngilizce Öğretmeni adaylarına uygulamak istediği ilgi yazınız ile bildirilmiştir.

Söz konusu anketin Üniversitemiz Eğitim Fakültesinde öğrenim gören İngilizce Öğretmeni adaylarına uygulanması Üniversitemiz Eğitim Fakültesi Dekanlığınca uygun görülmüştür.

Bilgilerinize arz ederim.

*imza*

Prof. Dr. A.Saim KILAVUZ  
Rektör V.

Bu avrakın 5070 sayılı Kanun gereğince e-imza ile imzalandığı tasdik olunur.  
21.08.2013  
Nimet ERDOĞAN  
Evrak Kayıt Görevlisi

*Bu Belge, 5070 sayılı Kanun hükümlerine uygun olarak elektronik imza ile imzalanmıştır.*

U.Ü.Rektörlüğü Görükle Kampusu 16059 Nilüfer/BURSA

Tel: (0 224) 2940630

Fax: (0 224) 2940629

e-posta:oidb@uludag.edu.tr

Elektronik Ağ: www.uludag.edu.tr

Bu belge UDOS kullanılarak hazırlanmıştır.

Ayrıntılı Bilgi  
Neriman Y.Şef