Educating the 21st Century Language Teacher

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This study engages with how prospective teachers of English (PTEs) conceptualize intercultural communicative competence (ICC). In particular, we focus on the underlying sources that influence the development of ICC for pre-service teachers in a teacher education program in Turkey. A self-assessment scale and semi-structured interviews were used as data collection tools. The results reveal that the definition of ICC is vague among the PTEs, and their understanding of it is insufficient. In particular, while they can provide a definition of ICC, they rarely mention characteristics beyond linguistic competence. Further to this, travel and exchange programs, as well as peer interactions are the primary sources of ICC as reported by PTEs; while academic courses have no statistically significant contribution.

Cette étude porte sur la façon dont les futurs enseignants d'anglais conçoivent la compétence communicative interculturelle (CCI). Plus particulièrement, nous nous penchons sur les sources sous-jacentes qui influencent le développement de la CCI chez les enseignants en formation dans un programme de formation à l'enseignement en Turquie. Une grille d'autoévaluation et des entrevues semi-structurées ont servi d'outils de collecte de données. Les résultats indiquent que la définition de la CCI est vague chez les futurs enseignants d'anglais et qu'ils possèdent insuffisamment de connaissances à ce sujet. Notamment, même s'ils sont en mesure de fournir une définition de la CCI, ils en notent rarement les caractéristiques autres que la compétence linguistique. De plus, comme sources principales de CCI, les futurs enseignants d'anglais nomment les voyages, les programmes d'échange et les interactions avec les pairs; les cours académiques n'y contribuent pas de façon statistiquement significative.

It has long been accepted that culture is an integral part of foreign language learning and teaching. The approach to the cultural elements of language teaching has recently shifted to a more plurilingual and pluricultural perspective. This perspective, recommended with the publication of the Common European Framework of Reference (Council of Europe, 2001), was founded on a theoretical approach that is defined as intercultural communicative competence (ICC). ICC is a combination of abilities that help language learners to communicate appropriately and efficiently while interacting with linguistically and/or culturally different people (Alptekin, 2002; Byram, 1997; Fantini & Tirmizi, 2006). This combination includes a communicative competence (CC) in a foreign language (Canale & Swain, 1980), but it rejects the monocultural aspects of CC that is defined by the native speaker norms of the target language. Instead, ICC encompasses a broader set of knowledge, skills, attitude, and awareness that are identified as intercultural competence (Byram, 1997), and it values local cultural perspectives of the learner as well as the cultural perspectives of the target language group (Arıkan, 2011;

Holliday, 2011; Kumaravadivelu, 2007). From such a perspective, teaching and learning foreign languages is a process of promoting social and cultural skills as well as communication techniques along with linguistic competence. Sercu, Bandura, and Castro (2005) argue that foreign language education is by definition intercultural thus bringing a foreign language to the classroom means connecting learners to a world that is culturally different from their own.

In this view of language teaching, teachers have a vital role to play in promoting intercultural competence in and through their teaching (Alptekin, 2002; Bianco, Anthony & Crozet, 1999; Byram, 2008) as intercultural competence "is not something innate within us, nor does it occur accidentally" (Wiseman, 2002, p.211), yet it is an "acquired quality" (Kupka, Everett, & Wildermuth, 2007, p. 20). Hence, teachers are expected to help their learners to gain a critical understanding of concepts such as respect for difference, tolerance for a range of different cultures and appreciating different ways of living. To raise interculturally aware students, teachers are supposed to be equipped with ICC.

Within this scope, it is imperative for teacher educators to create an appropriate context for the trainee teachers' attainment of intercultural competence. According to Lazar (2003), incorporating intercultural communication training in teacher education should be one of the first steps in this process. Likewise, Guilherme (2002) argues, the curriculum of foreign language teacher education programs needs to take on a more critical dimension in both its content and instructional practices to equip trainee teachers with the necessary skills and knowledge to enhance their intercultural competence.

Although the need for including intercultural competence in foreign language teacher education programs is well established in the literature, to our knowledge, very few studies focus on the evaluation of the teacher education programs from an intercultural perspective. Based on this observation, studies that examine the ICC and English language teaching in Turkey might be grouped into three categories. For example, one group of studies looks at the perception of culture and integration of cultural components into language teaching, more specifically focusing on which culture to include into the teaching, such as the target culture, local culture or international culture (e.g. Atay, 2005; Bayyurt, 2006). This group of studies also tries to understand the perception of the teacher candidates towards the target culture as the teachers engage in language teaching (e.g. Arıkan, 2011). Another group of studies seeks to evaluate interculturality of the teachers or teacher candidates as to whether they are competent or not to perform tasks that require certain knowledge, skills, attitudes and awareness presented as components of ICC (Bektas-Cetinkaya & Celik, 2013; Cubukcu, 2013; Polat, 2009; Sarıcoban & Oz, 2014). The final group of studies we reviewed includes studies that try to reveal the understanding of ICC by teachers or teacher candidates (Inozu & Can, 2015) and sources of their cultural information (e.g., Atay, 2005). However, none of these studies focus on the issue of the relation between teacher education programs and the development of ICC in prospective teachers of English (PTEs), which is our focus for this study.

Purpose and Significance of the Study

We designed this study as an inquiry into PTEs understanding of ICC and the relationship between ICC and the English language teacher education program. Through a self-assessment scale and interviews with a group of pre-service English teachers, we aim to find out how candidate English teachers conceptualize ICC, how they perceive ICC regarding both in and out-of-class activities as well as practices of the English language teacher education program.

We have three primary objectives in this study. First, we want to understand how PTEs conceptualize ICC. Second, we want to understand the relation between PTEs ICC profile and its possible sources or contributors as experienced both in and out-of-class activities and practices. Lastly, we try to reveal how PTEs perceive the relation between ICC and those contributors within the scope of the English language teacher education program in Turkey. The program typically includes four-years of education with courses on language skills, professional knowledge of teaching, professional knowledge of subject-specific teaching, world knowledge and teaching practice at the final year. We asked the following research questions to fulfill these aims.

1. How do prospective teachers of English conceptualize ICC?

2. What are the sources contributing to the development of ICC of prospective teachers of English?

3. How do prospective teachers of English perceive the relationship between ICC and the sources contributing to the development of ICC?

Method

Research Sample

Eighty-two PTEs in the final year studying for a BA degree in English language teaching at a state university in the south of Turkey participated in the study. There were 59 females and 20 males, as well as three participants that did not specify their gender. All participants were student-teachers in their final year of a four-year English language teacher education program. Those who wish to be teachers of English in Turkey need to complete the program successfully to receive their diploma, and they are later required to pass a nationwide exam to be assigned as a teacher at state schools. The number of participants was equal to ¾ of the total senior students of the English language teaching program at one university; thus representative of the program. Since the results of the ICC scale depicted a direct relation between participation in an exchange program, travel to other countries and ICC, we assigned abroad experience as a criterion to choose the representative student teachers for the interviews. We invited 11 of those PTEs who had abroad experience as part of the criterion sampling technique (Patton, 2001). We obtained consent for both the scale and the interview.

Research Instrument and Procedure

For the remainder of the paper, and as a way of maintaining distinctions between dimensions and sources of ICC, as well as direct quotations and other elements, we will be using a combination of italics and quotation marks in the following ways. The dimensions of the ICC scale are presented in *italics*. The sources that we defined for each item in the scale are presented in between "double quotation marks". Excerpts taken from the interviews are presented with 'single quotation marks'. The content retrieved from the items of the scale are presented in '*italics with single quotation marks*'.

To find answers to our research questions, we collected data through an ICC self-assessment scale and a semi-structured interview. We retrieved the scale from the ICC framework developed by Basol (2017) as a part of a broader study. Basol (2017) developed this scale with an expert

panel through a Delphi study, and some items of the scale are similar to the Intercultural competence survey questionnaire items developed by Fantini & Tirmizi (2006). The original scale includes 35 items designed as can do statements, which are meant to evaluate knowledge, skills, attitude, and awareness related to ICC (Basol, 2017). In the original scale, depending on the nature of the sentence, each item was either formed as can do statements such as '*I can use the target language effectively in an interaction with others from different cultural backgrounds*' or descriptive statements such as '*I am aware of the similarities and differences between my own and the target culture(s) and languages*' (Basol, 2017). Participants use a 7-point Likert-type scale between 1 and 7 to indicate whether the sentence does not describe them at all (1), or whether the sentence exactly describes them (7). While the scale holistically evaluates ICC, it also addresses the individual constituents of ICC in particular as it includes statements describing the six dimensions of the construct. These are *intercultural interactive skills, awareness, knowledge of other cultures, willingness, adjustment skills and sensibility* (Basol, 2017). As Basol (2017) puts forward, *Intercultural Interactive Skills* include statements to evaluate '*effective use of target language,*' '*understanding body language of people from other cultures,*' '*understanding cultural communication styles of other people*' and '*using appropriate strategies for reducing stress during intercultural interaction.*' *Awareness* dimension refers to the interlocutor's awareness of '*how the reactions of other people might reflect their cultural perspectives,*' '*similarities and differences between cultures,*' '*reactions of other people to his/her identity,*' '*the factors that might help or hinder his/her intercultural understanding.*' *Knowledge of other cultures* requires information such as '*the social norms and taboos in other cultures,*' '*how other cultures might be varied in terms of race, class, gender, age and sexual orientation,*' and '*various social groups in other cultures.*' *Willingness* encompasses '*the motivation to get involved in intercultural interaction with other cultures*' and '*the readiness to expand the knowledge about other cultures.*' *Adjustment skills* involve '*the self-evaluation of one's performance from other people's perspectives,*' and '*adjusting the behaviors, dresses or manners in the cultural contexts where it is required.*' *Sensibility* requires '*openness to other cultures,*' '*suspending stereotypes about other cultures,*' and '*appreciation of other cultures without relying on stocked ideas and perceptions.*'

In addition to the statements describing knowledge, skills, attitude and awareness related to ICC, we also provided the participants a comprehensive list of sources that are thought to contribute to the development of ICC. To identify these, we carried out an extensive literature review and came up with 13 items including "academic courses," "peer interaction," "work experience," "travel," "exchange programs," "independent learning activities," "leisure time activities," "student club activities," "cultural life of the campus," "conversation with faculty members," "social media," as well as "voluntary work for formal and informal organizations." The list of these items was placed after every statement in the scale and the participants were asked to tick as many as they thought relevant to the particular knowledge, skill, attitude or awareness mentioned in the statement. We also provided an "other" option to enable PTEs to add their own source of ICC. After PTEs completed the scale, we invited 11 PTEs that had an abroad experience to participate in a semi-structured interview as a representative group of the participants. The interview took place in an informal setting at the researcher's office in Turkish for the convenience of the participants. Nevertheless, all the terms and critical components were in English to avoid misconceptualizations. We started the interview with an informal chat to relax the participants; later we asked them to explain ICC in order to understand their conceptualization. In the second part of the interview, we provided them with the overall results

of the scale and we invited them to reflect on the results. In order to help them to elaborate their responses, we asked them various questions in this section, for instance, how they think "travel" and "exchange program" might contribute to their ICC, what they understand from peer interaction, and how they feel about the relationship between social media and awareness.

Data Analysis

We carried out data analysis related to the scale with SPSS version 22. We used chi-square among non-parametric tests to reject the null hypothesis that the variables of ICC and the sources or contributors are independent of each other. During the analysis, we used two types of cross-tabulation; we applied Pearson chi-square for the analysis that has more than three categories for the ICC, and we preferred Fisher's Exact Test if the categories were in a 2x2 cross-tabulation (Leech, Barrett, and Morgan, 2005).

For the analysis of the interview, we used NVivo 11 for Windows. We recorded, transcribed and later coded the answers of the PTEs into NVivo. During the coding procedure, we used emerging themes that we derived from the interview itself, as well as umbrella terms for categories that were pre-defined within the literature of ICC. A colleague using the transcribed data did their own coding and later we crosschecked the themes and the coded content for consistency. Principally, no significant difference was observed between the two coders. Only occasional differences appeared with the wording or the category, so we negotiated those items to group them into the same category.

Results

How PTEs Conceptualize ICC

PTEs that participated in the interview provided various definitions for ICC. While some participants directly offered a definition, others guessed what ICC might be. A summary of all conceptualizations provided during the interviews is presented in Table 1.

Sources Contributing to the Development of ICC

As mentioned previously, in this study we provided PTEs a scale with 35 items, each measuring a different aspect of ICC. After responding to the given statements in the scale, we also asked PTEs to choose as many items as they thought relevant amongst 13 additional items where PTEs could indicate potential sources that might contribute to the development of the knowledge, skills, attitude or awareness given in the statement. These sources or contributors of ICC are presented in Table 2, which also provides the mean number of how many times participants mentioned those sources in the whole scale.

As seen in Table 2, according to the results of the scale, PTEs mentioned "peer interaction" most as the source of their ICC. Very few PTEs mentioned other sources different from what we have given in the list. Thus, these were excluded from further analysis.

During the interview, we asked PTEs how they think they might foster their ICC as an acquired ability or skill in an attempt to triangulate the overall results provided by participants responding to the scale questions, as shown in Table 2. The majority of the PTEs mentioned that ICC could be fostered through 'direct exposure to other cultures' (6 mentions), which might

include 'participation in an exchange program,' or 'traveling to other countries.' PTEs also mentioned 'building relationships with other cultures' (5 mentions) as another contributing factor to ICC. They stated that it might be achieved by interactions with peers from other cultures through the "social media" (i.e. the internet), "cultural life of the campus" (visited), and "independent learning" and "leisure time activities." PTEs mentioned that those sources might also help them 'to learn about other cultures' (3 mentions). PTEs also highlighted 'following cultural products' (e.g films) (3 mentions) and 'learning or practicing a foreign language' (3 mentions) as other forms of activities that contribute to the development of ICC. One PTE mentioned 'tandem learning' as another option to foster ICC.

Table 1

Definition of ICC Provided through Interviews

Definition of ICC provided	Number of PTE
Communication with other cultures	5
English as LF or World Language	3
Reconciliation between cultures	2
Cultural Exchange	2
Accepting cultural differences	2
ICC as an interdisciplinary area	1
Building relationship between different languages	1
Improving one's sense of self	1

Table 2

Mean Number of Mentions for Sources

Sources	Mean Number of Mentions
Peer Interaction	18.78
Social Media	18.58
Academic Courses	14.93
Cultural life of the campus	13.89
Independent Learning Activities	12.39
Travel	10.98
Leisure Activities	10.92
Conversation with Faculty Members	7.63
Exchange Programs	7.45
Work Experience	6.09
Student Club Activities	5.19
Voluntary Work for Formal/Informal Organisations	2.53
Other	0.78

PTEs' Perception of the Relationship between ICC and the Sources

In addition to the descriptive analysis provided above, we also analyzed the relationship between the sources of ICC that we explored in Table 2 together with the ICC scores of the 7-point Likert scale through the use of Pearson chi-square and Fisher's exact test as presented in Appendix A. What follows is a presentation of a few significant results presented in the table provided in Appendix A. First, we found a statistically significant relation between ICC and "travel" and "exchange program" experience. Although "travel" and "exchange program" have low mean scores in the descriptive analysis, they are the only sources that reflect a statistically significant relation with overall ICC scores in $p<0.001$ and $p<0.05$ level according to both the Pearson Chi-Square and Fisher's Exact Test respectively. Moreover, "travel" and "exchange program" also performed a statistically significant relation with almost every dimension of ICC except for *adjustment skills* and "travel". Still, this relation could be considered powerful even though it is not statistically significant. Besides the analysis of the relation between the overall ICC score and the sources, we also analysed the relation between the sources and the scores on each dimension of ICC individually, namely *intercultural interactive skills*, *awareness*, *knowledge of other cultures*, *willingness*, *adjustment skills* and *sensibility* When the relation between other dimensions and sources are observed in the Appendix A, it is seen that no other sources performed a statistically significant relation with overall ICC profile of the students, although some sources have significant relations with various dimensions. For example, although "peer interaction" does not have a statistically significant relationship with overall ICC scores, it stands out by having a statistically significant relationship with *awareness, willingness*, and *sensibility* dimensions individually at $p<0.05$ level.

The results on the relations between the sources of ICC and the scores of ICC support the results reached in the interviews that "direct exposure to other cultures" is the main source of ICC from the perspectives of PTEs. During the interviews, for the overall relationship between total ICC scores and "travel"/"exchange program", PTEs mentioned that travel and exchange programs helped them to 'first-hand experience of other cultures' (mentioned by seven PTEs). They also stated that this was a chance for them to 'practice and improve their communication skills in a foreign language' (5 mentions). One student mentioned that thanks to their experience abroad they learned how to survive in a foreign country on their own, how to solve their communication problems and other issues, thus it helped them to 'gain self-reliance.' Three students highlighted the effect of "travel" and "exchange program" on 'the validation or rejection of their previous knowledge' about other cultures. They stated that their exchange program helped them to 'challenge their earlier judgements about different cultures.'

To elaborate on the relationship between ICC and various sources, we asked PTEs for their opinions with specific references to the particular dimensions of ICC and the sources. The responses were analyzed for the purpose of identifying the contribution of the identified sources to the dimensions of *intercultural interactive skills, awareness, knowledge of other cultures, willingness, adjustment skills*, and *sensibility* (see Appendix B). Accordingly, "student club activities" and "conversation with faculty members" contribute to *intercultural interactive skills* in various ways. Students who have experience abroad interpret those expressions by thinking about both the local and intercultural context. Correspondingly, "student club activities" most helped students to 'socialize and communicate with other people' (5 mentions), thus contributing to their intercultural interactive skills. Other issues that were mentioned as part of the contribution of "students club activities" to *intercultural interactive skills* were limited (see

Appendix B). "Conversation with faculty members" was also selected as contributing to the *intercultural interactive skills* of the students by 'motivating or encouraging them to speak in a foreign language' (5 mentions). Students mentioned that some of their instructors in the local context made efforts to encourage them to speak in English all the time, and it helped them to improve their intercultural interactive skills.

Returning to the results presented in Appendix A, "peer interaction," "cultural life of the campus" and "social media" have a statistically significant relationship with *awareness*. "Peer interaction" refers to the interaction between the classmates, other people on the campus, or peers that student teachers interact with on the internet. Thus it represents people both in the local and international context. It is seen in Appendix B that "peer interaction" contributes to awareness by making PTEs 'understand other people's perspectives on their own culture' (6 mentions) and it is also useful that it helped them to 'face their prejudices about different cultures'(4 mentions). As for "cultural life of the campus", PTEs mentioned that the cultural life of the campus, especially in the international context, helped them to 'gain hands on experience of other cultures' (3 mentions), which they see as part of intercultural awareness. Nevertheless, five of those students interviewed mentioned that their campuses, both local and international, are 'very limited with regards to their cultural life and did not contribute to their awareness'. They suggested that "social media" helped them more to be aware of other people, especially to understand what other people from different cultures think about similar issues or problems. Thus, social media helped them to 'understand other people's perspective' (6 mentions).

The results in Appendix A suggests that "social media" is also a fundamental source of information to gain *the knowledge of other cultures*. Accordingly, as could be observed in Appendix B, PTEs mentioned that they used "social media" most to 'learn about other cultures and lives' (5 mentions) and to 'learn about the survival needs such as the transportation system, health care services and education system before they traveled to other countries' (3 mentions).

As we observed in the results given in Appendix A, "academic courses" performed a statistically significant relationship only with the *willingness* dimension of ICC. Appendix B shows that PTEs mentioned academic courses 'motivated them to learn about other cultures thanks to their content' (4 mentions). Two of the PTEs mentioned that 'although the course content was not motivating, the peer interaction they had during the course prepared them to get involved in an exchange program and thus to learn about other cultures.' This idea of participants on the effect of "peer interaction" is also supported by the results in Appendix A that "peer interaction" as a source performs a significant relation with the *willingness* dimension. As we can see in Appendix B, six of the PTEs stated that 'sharing ideas about cultural experiences, including comparisons' they made between their experiences and those of their peers, most motivated them to learn about different cultures.

Back to the results presented in Appendix A, besides the "exchange program", "independent learning" and "leisure time activities" have a statistically significant relation with the *adjustment skills* dimension of ICC. During the interviews, PTEs approached these sources together and they associated "independent learning" and "leisure time activities" together. In other words, they mentioned that leisure time activities might be regarded as another form of independent learning. Thus we merged the coded items for this part of the study in Appendix B. PTEs mentioned that those "independent learning" and "leisure time activities" such as 'watching movies and TV series of other cultures', 'reading books written by foreign authors' or 'participating in events organized by friends at host institutions' helped them to 'adjust to cultural differences' (4 mentions), to 'observe how other people behave' in different contexts (2

mentions), and to 'accept behaviors of others' that would generally discomfort them in their local settings.

Finally, Appendix A shows that, "peer interaction" and "cultural life of the campus" were found to contribute to the development of the *sensibility* dimension of ICC. When we analyzed the interview results given in Appendix B, it is seen that peer interactions PTEs had abroad helped them to 'accept other people's cultures, values, and beliefs' (5 mentions). Generally, PTEs also stated that the "cultural life of the campus" they visited helped them to 'experience cultural diversity' (5 mentions). However, one participant noted a negative effect of "peer interaction" on *sensibility* during the interview. As can be seen in Appendix B, one PTE stated that they felt their negative judgements towards the target culture were justified during their abroad experience because of the bad experiences they had with their peers abroad whose actions discomforted them, which led to intolerance. Such a result might support the idea that an abroad experience does not automatically help students to suspend their prior negative judgement towards the target culture.

Discussion

Although this study does not aim to define the ICC profile of the PTEs based on their scores, it is observed that the overall scores are quite high. However, the scores do not align with the perspectives of the PTEs, reflecting a limited conceptualization of ICC as seen in the interviews. In other words, while PTEs evaluate themselves as competent in ICC, they portray a limited perspective on what this competency might include. This is evident in their conceptualization of ICC which is addressed in the first research question of this study. Accordingly, it is seen that PTEs define ICC as the ability to communicate with other cultures. However, this conceptualization of ICC is very limited in its scope since to become a competent intercultural communicator, one needs to employ complex strategies requiring various knowledge, skills, attitudes and awareness (Byram, 2008; Fantini & Tirmizi, 2006). While the PTEs offered a very general definition of ICC, they were unable to depict what this communication includes, and how it should be carried out, or how it is different from any other type of communication. They mostly highlighted the nature of intercultural communication that occurs in a shared language such as English. Although this idea coincides with Byram (1997) and Alptekin (2002) that ICC certainly includes English as a Lingua franca, we know that the theoretical foundations of intercultural competence are much more vibrant and varied when compared to theories of English as a lingua franca. For example, English as a lingua franca could explain the non-native approach to English that undervalues the native speaker norms and standards in ELT. However, ICC approaches to the complete system of communication with an intercultural perspective requires the acquisition of various competencies and components such as knowledge, skills, attitude, and awareness along with basic communication competence in any language. The PTEs were unable to reflect on this complex nature of ICC. Very few of them mentioned other critical components of ICC such as the ability to reconcile among other cultures, ability to get involved in cultural exchange, accepting cultural differences, and building relationship among different cultures. Additionally, their elaboration of those concepts was also limited. For instance, when we asked how one reconciles with other cultures most participants could only mention the importance of cross-cultural knowledge-based competencies such as genuine understanding of different cultures with their taboos, customs, and traditions. Yet, none of the students were able to talk about the communication strategies that might be practiced during the actual negotiation

process. The PTEs were also unable to cite critical attitudes of ICC such as respect for difference, tolerance for a range of different cultures and acceptance of different ways of living as crucial behaviors that would reinforce the communication and reconciliation with other cultures. It is understood that although PTEs highlighted the importance of building relationship among different cultures, they do not have many ideas about the source of this relationship such as what kind of historical, cultural or lingual connections might help to build relations. These results also accord with the findings of Atay (2005) that PTEs mostly focus on proficiency issues and the efficient use of the language for practical communication rather than other critical cultural aspects of the language learning and teaching process to improve their ICC. However, such an approach focusing only on the practical communicative aspect of the language contradicts with the perspective of the 21st century language teachers that they are expected to guide students to gain critical understanding of ICC by helping them acquire the necessary knowledge, skills, attitude and awareness mentioned previously. Hence, the PTEs are required to develop such an intercultural perspective in addition to developing practical communicative skills. However, the student teachers that participated in this study seem to develop a highly limited understanding of ICC and they seem to be far away from acting as a guide for their students to develop a critical understanding at the beginning of their teaching career.

As for the sources of ICC, we found results similar to those of Atay (2005) and Sarıcoban and Oz (2014) who suggest that travel and exchange programs are efficient sources of ICC for teacher candidates in the contexts where students do not have a genuine intercultural interaction in their local contexts. This view is supported by the results we retrieved both from the scale and from the interviews. Our participants also acknowledged "travel" and "exchange programs" as their main source of ICC. On the other hand, we also found that for some PTEs exposure to other cultures did not help them to refute their prejudices and presuppositions about them. This is in line with the findings of Keller (1991) and Feng (2009) that direct exposure to other cultures or learning a foreign language does not automatically guarantee the acquisition of ICC. Other contributing sources mentioned by the PTEs were "peer interaction", "social media", as well as "cultural life of the campus". However, PTEs mentioned the sources of ICC without an in-depth analysis of what those contributors might offer. For instance, although PTEs mentioned cultural products, such as films and TV series as an efficient way to promote ICC while learning more about other cultures, they seem to be unaware that those products, which might be representative of popular culture, may misrepresent the target cultures and boost stereotypes.

Besides the sources that are related to ICC from the perspectives of PTEs, this study also revealed the sources, which were thought to be non-contributive to the development of ICC. Regarding this, we learned that "academic courses" that represent the academic program of the PTEs did not present any substantial relation to ICC and its dimensions, except for the *willingness*. Thus, we might claim that either the academic courses are not structured enough to promote ICC, or the content taught for ICC is so complicated and theoretical that student teachers find it hard to associate with their real-life experiences. In our case, considering the findings of the study, we argue that the content of the courses is not elaborate enough to enhance prospective language teachers' intercultural communicative competence. In fact, the teaching and learning activities in the program might be described as lopsided with a focus on pedagogical and content knowledge of teacher candidates, and thus, neglect discussion of cultural and social issues which lead to promotion of ICC.

Conclusion

It is essential that academic programs prepare prospective teachers professionally for the expectations of the 21st century. In order to accomplish this goal, academic programs need to equip PTEs with the necessary pedagogical content knowledge to teach the language they would teach. It should also provide prospective teachers with higher professional skills such as how to teach the language with an intercultural perspective. The current view portrays the academic programs for English language teaching in Turkey as far from such an attitude. It is true that the programs and curricula are hard to change in states where the center defines the curriculum for the periphery. In that context, the center focuses on the core issues which are defined as teaching necessary skills such as speaking, reading, writing and listening in English and using those skills while communicating with people from other cultures. In such a context, ICC is the least of the concerns. Nevertheless, it does not change the reality that teachers today are expected to help their learners to develop ICC as part of the 21st century skills by building a critical understanding of issues such as respect, tolerance and acceptance of cultural differences and varieties. Therefore, reforms in education policies are needed in the EFL teacher training program to integrate ICC to equip future teachers with the skills needed to teach ICC. Some of those improvements might include the integration of intercultural communication as a mandatory course in the ELT training programs, where students will be able to learn theoretical and practical aspects of the foundations of ICC. Courses such as interactive and comparative world history, humanity and culture might also be integrated into the program to raise awareness among students about other cultures, countries, perspectives, and ways of living. Since students often use the internet and social media, they could be guided as to how to use them more effectively as external sources of intercultural communication, for instance, to find and evaluate relevant information about others. The number of bilateral agreements and joint programs with other institutions worldwide might also be increased to foster internationalization of the programs for intercultural understanding and cooperation. These might even include an international practicum through which students might complete a teaching practicum in cross-cultural contexts.

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Appendix A: The Relationship between ICC Scale and the Sources

| | Contributors of ICC | | | | | | | | | | | |
	Academic Course	Peer Interaction	Work Experience	Travel	Exchange Program	Independent Learning	Leisure Time Activities	Student Club Activities	Cultural Life of the Campus	Conversation with Faculty Members	Social Media	Voluntary Work
ICC				*p <0.001	**p<0.05							
Dimensions of ICC												
Intercultural Interactive Skills				*p <0.001	*p <0.001			**p<0.05		**p<0.05		
Awareness		*p<0.05		*p<0.05	*p<0.05				*p<0.05		*p<0.05	
Knowledge of Cultures	***			*p<0.05	*p<0.05						*p<0.05	
Willingness	**p<0.05	*p<0.05		*p <0.001	**p<0.05							
Adjustment Skills				***	**p<0.05	*p<0.05	*p<0.05					
Sensibility		*p<0.05		*p<0.05					*p<0.05			

* Pearson Chi-Square
** Fisher's Exact Test (for 2 x2 cross-tabulations)
*** Very high relation but not statistically significant

Appendix B: Emerged Categories (Ideas) for the Relationship between ICC and the Sources

Dimensions	Sources						
	Academic Course	Peer Interaction	Independent Learning & Leisure Time Activities	Student Club Activities	Cultural Life of the Campus	Conversation with Faculty Members	Social Media
Intercultural Interaction Skills				Socialization & communication (5)		Motivation/ encouragement by faculty members to communicate in a foreign language (5)	
				Learning stress management during communication (2)			
				Practicing a foreign language (2)		Understanding body language (1)	
				Adapting to other cultures (1)		Getting information for cultural adaptation (1)	
				developing team work (1)			
				Not effective (1)			
Awareness		Understanding other people's perspective about one's own culture (6)			Hands on cultural experience of other cultures through activities (3)		Understanding other people's perspective through social media (6)
		Facing one's own prejudices about other cultures (4)			Very limited cultural life of the campus not very effective (5)		Awareness about how people from different social context use social media (1)
		Careful observation of other people's cultures (2)					
Knowledge of Other Cultures							Learning about other cultures and lives (5)
							Learning survival needs when travelling to other countries (3)
							Differentiating real fact from bias (1)

Dimensions	Sources						
	Academic Course	Peer Interaction	Independent Learning & Leisure Time Activities	Student Club Activities	Cultural Life of the Campus	Conversation with Faculty Members	Social Media
Willingness	Motivation on learning about other cultures because of the content (4)	Sharing ideas about cultural experiences and comparison (6)					
	Motivation by peer interactions in the course rather than the course itself (2)						
Adjustment Skills			Adjustment to cultural differences and styles (4)				
			Observing people of other cultures (2)				
			Accepting behaviors that would discomfort me (1)				
Sensibility		Accepting other people's culture, values and beliefs (5)			Experiencing cultural diversity (5)		
		Negative effects on sensibility—"actions of my peer abroad justified my negative judgements about them" (1)					

Note. Numbers between the parentheses show the total number of the PTEs mentioning the theme