

2023

In-house Efforts to Enhance Pre-Service Language Teachers' Intercultural Competence

Nur Gedik Bal
Social Sciences University of Ankara, Ankara

Follow this and additional works at: <https://ro.ecu.edu.au/ajte>



Part of the [Adult and Continuing Education Commons](#), [Bilingual, Multilingual, and Multicultural Education Commons](#), [Higher Education and Teaching Commons](#), [Language and Literacy Education Commons](#), and the [Online and Distance Education Commons](#)

Recommended Citation

Gedik Bal, N. (2023). In-house Efforts to Enhance Pre-Service Language Teachers' Intercultural Competence. *Australian Journal of Teacher Education*, 48(6). <https://doi.org/10.14221/1835-517X.6077>

This Journal Article is posted at Research Online.
<https://ro.ecu.edu.au/ajte/vol48/iss6/3>

In-house Efforts to Enhance Pre-Service Language Teachers' Intercultural Competence

Nur Gedik-Bal

Social Sciences University of Ankara, Ankara

Abstract: The goal of the current study was to ascertain pre-service English language teachers' impressions of the impact of thematic speaking tasks on the development of their intercultural competence in an online Spoken English course. Moreover, the effect of certain demographic variables on pre-service teachers' cultural intelligence (CQ) was also investigated. The findings revealed a significant difference between the CQ of students with and without overseas experience. Pre-service teachers who could speak languages other than their mother tongue and English had significantly higher CQ scores than students who could not speak other languages. However, there was not a significant difference between males' and females' overall CQ. The results showed an increase in CQ scores when the pre- and post-questionnaire averages were compared, but it was not statistically significant. Semi-structured interviews revealed speaking tasks were effective in exposing pre-service teachers to various cultural perspectives, practices, and products.

Keywords: intercultural competence, cultural intelligence, pre-service teachers

Introduction

Massive levels of forced and voluntary migration altered the demographic make-up of classrooms around the world (Goh, 2012). Teachers must meet the requirements of students whose cultural ideas, attitudes, and behaviours diverge from those of the mainstream cultural majority (Gay & Kirkland, 2003; Goh, 2012; Keengwe, 2010; Santoro, 2014). Not a single teacher enters the classroom with the purpose to spread hatred or to teach in a racist manner. It is not admirable when students form limited or myopic perspectives of the world. However, because the culturally diverse demographics of today's classrooms produce regular value conflicts, it is easy to accidentally offend or, at worst, prejudice students from cultural backgrounds other than our own (Goh, 2012, p.402).

Despite the acknowledgement of the necessity for interculturally competent teachers, many educators still feel unprepared to interact with children from varied cultural and language backgrounds (Keengwe, 2010; Romijn, Slot, & Leseman, 2021). This highlights the requirement of professional development that effectively equips in-service teachers with the tools they need to interact with these kids and their families while also preparing pre-service teachers for the pitfalls of diverse classrooms (Romijn, Slot, & Leseman, 2021, p.2). Pre-service teachers must learn how to implement efficient pedagogical design for intercultural education in language classes as they will have profound impact on students' lives in the future and can act as catalysts for the advancement of peace and understanding between cultures.

Although some pre-service teacher education programs require field experiences and commonly offer at least one course on multicultural education, reflection and discussion about teacher candidates' cultural understanding, the growth of their intercultural competence typically occur in isolated courses. Certainly, having a course on intercultural skills, multicultural education or culturally responsive teaching might provide a lot of opportunities and contribute teachers' intercultural competence (e.g. Bodur, 2012; Keengwe, 2010). However, exploring models and strategies that result in more systematic and continuous efforts is essential for teacher educators (He & Cooper, 2009). It is crucial to include critical intercultural inquiry as a dynamic and continuing process in teacher development programs. Teacher educators might integrate intercultural perspectives and practices via different tasks in diverse courses to create globally aware and culturally sensitive educators. They can be a role model first as they have great latitude to result in change in the perceptions of pre-service teachers, for instance, by adjusting their assignments and resources so that students from all backgrounds are encouraged to interact with one another. As Gay and Kirkland (2003) asserted, teachers who actively practice intercultural education principles in their lessons are significantly more effective than those who only discuss them.

Therefore, this project was a modest attempt to incorporate intercultural themes into pre-service teacher education courses, specifically a Spoken English course, to raise pre-service English language teachers' cultural knowledge, foster positive attitudes towards self and others, and strengthen interactional and research skills. The online course is not an isolated course designed specifically on culture or intercultural communication; however, enhancing intercultural awareness and promoting intercultural practices were among the primary goals of this course.

The findings from this study contribute to evidence that intercultural components could be integrated to any pre-service education course through thematic tasks and activities and pre-service teachers could be equipped with intercultural awareness and skills. It is important to note that the widespread and suggested methods to enhance intercultural skills such as study abroad or telecollaborative projects might not be available and feasible for each context. Not every pre-service teacher might have an opportunity to go abroad to enhance their intercultural skills as Erasmus or Comenius programs might be limited to only a few students in each department. Furthermore, teacher educators may find it challenging to develop a telecollaborative project to hone pre-service teachers' intercultural competence because it necessitates careful planning and international contacts. Therefore, alternative, and continuous efforts should be investigated. There is no expense or extensive preparation involved in adding intercultural topics and objectives to the currently offered courses in teacher education programs. Therefore, this study creates another avenue in understanding various aspects and themes linked to interculturality and its implications within teacher education programs. The findings also demonstrate any possible impact of demographic features such as age, gender, languages spoken and overseas experience on pre-service teachers' cultural intelligence. Research questions are formulated as following:

- (1) Do some demographics create a significant difference in the CQs of pre-service teachers?
 - a) Is there a significant difference between the CQ of female and male pre-service teachers?
 - b) Is there a significant difference between the CQ of pre-service teachers with and without overseas experience?
 - c) Is there a significant difference between the CQ of pre-service teachers who could speak languages other than Turkish and English and who could speak only Turkish and English?

- d) Is there a significant difference in the CQ of pre-service teachers in different age groups?
- (2) Is there a significant difference in pre-service teachers' cultural intelligence before and after the implementation of thematic speaking tasks?
- (3) What are the EFL pre-service teachers' perceptions about the effectiveness of the thematic speaking tasks (i.e. dialogue, debate and presentation) to develop their intercultural competence?

Conceptual and Theoretical Framework

Cultural intelligence and intercultural competence are the two concepts that the study is based on. However, it is also important to define what we mean by 'culture' first. Culture was defined with a metaphor of an iceberg by Weaver (1993). The so-called "material culture," which includes things like food, clothing, artefacts, and other tangible items, is what we see at the tip of the iceberg because this concrete aspect can be noticed easily, while a significant portion of culturally shaped knowledge, including beliefs, values, and ways of thinking, are "under the water." Holliday (1999) also differentiated between big cultures and small cultures. While small cultures relate to the intangible elements of culture like attitudes, norms, and values, big cultures focus on the tangible elements of culture like dress, food, holidays, etc. Bennett and Bennett (2004) made a similar distinction between subjective and objective culture. Politics, the economy, food, and the arts are examples of objective cultural elements, whereas values, beliefs, and behaviours are examples of subjective cultural elements. To conclude, the working definition of culture in this study encapsulates perspectives, practices and products of a society or a social group.

Intercultural Competence

Despite debate on how to define intercultural competence, existing research has revealed agreement is spreading over its essential characteristics. IC is frequently defined as the capability of engaging with persons from various cultural or linguistic backgrounds in an appropriate and successful manner (Byram, 1997; Bennet & Bennet, 2004; Dearsdorf, 2006; Hammer, 2015; Spitzberg and Changnon, 2009). Three dimensions are often included in describing the elements of IC: affective, cognitive, and behavioural. For intercultural situations, successful and appropriate communication requires the simultaneous growth of these elements. There are many models of IC, which are meticulously and neatly classified in Spitzberg and Changnon (2009). Some of these models, such as Bennett and Bennett (2004) and Hammer (2015) focus on the adaptation of one to another culture in a continuum in time while others focus on elements that are mentioned above (i.e. attitudes, knowledge, and behavioural skills). Byram's (1997) intercultural competence model is frequently cited and used for the planning and design of the courses in EFL and ESL contexts. According to Byram (1997), intercultural communication is influenced by five factors: openness and curiosity of mind (*savoir-être*), knowledge of one's own and other social groups' cultural settings, norms, and interaction processes (*savoirs*), ability to understand and relate to others (*savoir-comprendre*), ability to discover and interact with others (*savoir-faire*), and critical cultural awareness (*savoir s'engager*) (p. 34).

Cultural Intelligence

A theory-based and empirically sound construct called "cultural intelligence" also offers a feasible framework for fostering intercultural competence. CQ is described by Ang et al. (2007) as a person's capacity to function effectively in a variety of cultural contexts. They also stressed the significance of adapting one's behaviour to the needs of the cultures with which one interacts. Metacognitive, cognitive, motivational, and behavioural were the four main dimensions of CQ. Individuals' level of cultural awareness and understanding in cross-cultural encounters is termed as metacognitive CQ (Ang & Van Dyne, 2008). Planning, awareness, and checking are three subscales for metacognitive CQ, according to Van Dyne et al. (2012). Knowledge of other cultures, primarily knowledge of cultural points of views, habits, and products such as history, geography, art, and religion in various cultures, is referred to as cognitive CQ (Ang et al., 2020; Early & Ang, 2003; Van Dyne et al., 2012). Motivational CQ is interpreted as a person's desire to learn about other cultures and communicate with people from diverse cultures, as well as their self-assurance in intercultural situations and enacting proper verbal and nonverbal behaviours while dealing with individuals from diverse cultures is referred to as behavioural CQ (Earley & Ang, 2003).

Literature Review

Regarding the research on the cultural intelligence of students, studies looking into the effects of independent factors including gender, age, and living abroad produced conflicting findings. A few studies (e.g. Brancu et al., 2016; Ozaslan, 2017; Senel, 2020) showed that gender had a substantial impact on students' cultural intelligence; however, others showed no significant difference between males and females (e.g. Gedik Bal, 2022; Kaur & Pany, 2018; Khodadady & Ghahari, 2011). In some studies, students' ages had little bearing on their CQ (e.g. Gedik Bal, 2022; Ozaslan, 2017), whereas in others, the effect of age on CQ was considerable (e.g. Atan, 2020; Senel, 2020). The CQ of students with and without international study abroad experience changed significantly in some studies (e.g. Brancu et al., 2016; Gökten & Emil, 2019; Ozaslan, 2017), while there were conflicting results in others (e.g., Gedik Bal, 2022; Khodadady & Ghahari, 2011). Therefore, this study also aimed to reveal any supporting evidence for the contribution of such dimensions on student teachers' CQ.

Regarding in-house efforts to develop language learners' intercultural competence or sensitivity, few studies investigated students' cultural awareness through various means such as foreign movies, TV episodes, literary texts video-shooting of critical incidents, and interviewing (Chao, 2013; Galante, 2014; Gomez, 2012; Kurpis & Hunter, 2017; Zhang, 2020). The results were similar in that the participants gained knowledge of both their and the other's cultures by situating themselves in relation to cultural awareness, interpreting and relating to other cultures. They not only developed cultural knowledge but also reflected on multicultural attitudes such as the willingness to respect others, the significance of tolerance, and the necessity to become open-minded to diverse points of view.

Research utilizing internal initiatives to improve intercultural competence of pre-service teachers is, however, limited to multicultural education or intercultural communication courses offered in teacher education programs (e.g. Bodur, 2012; Keengwe, 2010; Manburg et al., 2017). Keengwe (2010) carried out a study with 28 pre-service teachers majored in either early childhood or elementary education. Participants were matched with language learners from other cultures, and they kept brief diaries of each visit and produced thoughtful essays on the readings and discussions they had in class besides critical evaluation of cultural films.

Bodur (2012) also compared the experiences of first and third semester elementary education pre-service teachers' beliefs and attitudes. In contrast to first semester students, third semester students had both field experience and multicultural course where they were required to complete certain reflective tasks. These studies showed that multicultural course and field placement gave pre-service teachers a deeper grasp of how to support students from varied cultural and linguistic backgrounds. Manburg et al. (2017) used online diversity simulation where early childhood and secondary education pre-service teachers were provided with a pre-determined scenario for each week. Scenarios included potential prejudice against a Muslim student, and English language learners. Spanish, South Asian, African American, and Native American backgrounds made up the student population in the scenarios. The study revealed positive outcomes such as empathy for the simulation students' varied origins and awareness of key educational concerns like bullying.

Nonetheless, there is a paucity of research regarding the in-house and on-going attempts to improve intercultural competence of foreign language pre-service teachers (e.g. Harmandaoğlu Baz & İşısağ, 2018; Holguin, 2013). During a research project course, Holguin (2013) examined the pre-service teachers' intercultural awareness in foreign languages program. Participants searched the education and grading systems of various nations and presented their findings. Interviews revealed that pre-service teachers acquired knowledge on how to expound and contextualize cultural behaviours besides how to make people aware of the complexity of their surroundings. They began comparing their own culture to that of the target culture, which was not intended to be biased or based on stereotypes. In Harmandaoğlu Baz and İşısağ's (2018) study with twenty-one EFL pre-service teachers, participants conducted research on Twitter over the course of six weeks on six different topics related to other cultures, including types of food and drink, dressing, hobbies, familial bonds, body language, and wedding customs. Weekly reports from the pre-service teachers and interviews revealed that Twitter significantly improved their intercultural knowledge and attitudes.

To summarize, the effect of certain demographic variables on the cultural intelligence of students showed contradictory results. This review of literature also showed that internal initiatives for the advancement of pre-service teachers' intercultural competencies were restricted to field experiences, movie analysis, scenarios, and social media searches for cultural information. Considering the scarcity of studies on EFL pre-service teachers, this study sought to add to the body of knowledge on the intercultural development of pre-service EFL teachers via thematic speaking tasks in a Spoken English course and the impact of some demographic factors on their cultural intelligence.

Methodology

With a qualitative approach in mind, this study was designed as a case study. According to Yin (2018), case studies, are empirical investigations that probe a current phenomenon in-depth and inside its actual setting, particularly when the distinctions between phenomenon and setting are vague. Case studies might typically involve persons, institutions, procedures, programs, districts, agencies, and even events. The case in this study was a Spoken English course incorporating thematic speaking tasks to boost pre-service teachers' intercultural competence.

Research Context and Participants

This study was carried out in a Spoken English course in the ELT department at a state university which has English medium of instruction in Turkey. Because of Covid 19, the course was delivered online in synchronous mode. The course was an elective course, therefore, participants comprised of 23 pre-service English teachers in various academic years (freshmen (N=9), sophomores (N=3), juniors (N=1), and seniors (N=10). Their ages ranged from 18 to 28 and there were 12 male 13 female students. Nine participants could speak languages other than their mother tongue and English, whereas the rest only communicated in English and native language. Ten students travelled abroad, while thirteen did not as given in Table 1. The interviewees comprised three Turkish pre-service teachers and three international students: one proficient in Turkish, English, and German (from Germany), and the others from Australia and Egypt.

	N	F
Gender		
Male	11	47.8
Female	12	52.2
Age		
18-22	15	65.2
22-28	8	34.8
Year		
Freshman	9	39.1
Sophomore	3	13.0
Junior	1	4.3
Senior	10	43.5
Overseas Experience		
Yes	10	43.5
No	13	56.5
Languages Spoken		
Native + English	14	60.9
Native+ English + Foreign	9	39.1

Table 1. Demographics of participants

Data Collection Tools and Procedures

Before the study was carried out, ethical approvals were received from the Human Research Ethics Committee at the university where the study was carried out (Approval No: 311-XXXX-2020). Students were notified of the study and were given the option to withdraw at any moment for any reason. Figure 1 shows data collection procedure.

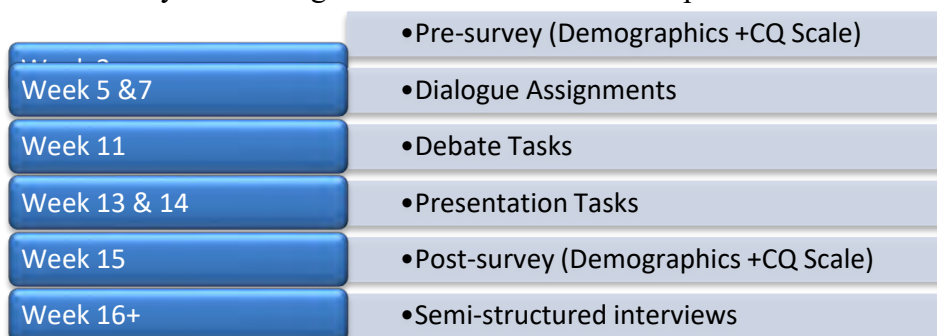


Figure 1: Data Collection Procedure

Pre-survey consisted of informed consent form, some demographic questions like gender, age, overseas experience, languages spoken, and CQ Scale. CQ and intercultural competence are highly correlated (Li, 2020) so to test any significant improvement in learners' intercultural development, 20-item Cultural Intelligence Scale developed by Ang et al. (2007) was benefited. 7-point Likert scale was used as suggested by Linn Van Dyne, one of the pioneering researchers on CQ. The four subscales were metacognitive, cognitive, motivational, and behavioural CQ. The reliability analysis showed that Cronbach's Alpha was 89 for the whole scale. Some sample statements can be examined in Table 2 below.

Subscales	Sample item
Metacognitive	I am conscious of the cultural knowledge I apply to cross-cultural interactions.
Cognitive	I know the legal and economic systems of other cultures.
Motivational	I enjoy interacting with people from different cultures.
Behavioural	I vary the rate of my speaking when a cross-cultural situation requires it.

Table 2. Sample items from Cultural Intelligence Scale

During the 15-week Spoken English course, students completed many speaking tasks, and assignments. Four tasks were prepared specifically to promote pre-service teachers' intercultural competence. Two tasks were conducted during the lessons whereas two dialogue tasks were assigned as the video shooting tasks. The themes and topics primarily involved intercultural components. For instance, presentation task asked learners to choose a country or a society and search about it and prepare a power point presentation. Students were expected to gain insight into perspectives, practices, and products of a variety of cultures. Britain, Germany, France, Spain, Italy, Russia, Brazil, Finland, Mexico, Romania, and Poland were the countries that were selected by the students. In dialogue task 2, students reflected on their previous intercultural experiences. This task aimed to increase their awareness of how culture affects their interaction. The specifics of the assignments and other in-class tasks can be examined in more detail in Appendix.

The post-survey was distributed to the students via email at the end of the course, and they were asked whether they would be willing to volunteer for a follow-up interview. Volunteer students were contacted after the course was over and requested to participate in a follow-up interview via Zoom. These interviews were done separately. That is, they were not a part of the program. Interviews were conducted in English. During the online interviews, the sessions were recorded and later transcribed for data analysis.

Analysis of Data

The Statistical Social Sciences Package (SPSS) was utilized to analyse the quantitative data. The mean values for each subscale were detected using descriptive statistics. The mean scores of the four sub-dimensions of the scale were calculated to determine the learners' overall CQ level. According to the Shapiro-Wilk test for normality, the data for various variables, including age, gender, languages spoken, and international travel experience, were regularly distributed. Independent T-test was used to detect any differences between the total CQ of two groups (male vs. female, overseas experience vs. no overseas experience, speaking English only vs. speaking other languages besides English). To detect any difference between pre-test and post-test CQ scores of prospective language teachers, Paired Samples T-Test was run.

In the qualitative analysis, semi-structured interview sessions were transcribed verbatim without considering the prosodic features. Then, they were transferred to MAXQDA, a qualitative data analysis program. The program facilitated the coding process (open, axial,

and selective), which was recursive (Strauss & Corbin, 2014) as the codes were colour coded under the specific categories. The program facilitated comparing and revisiting the codes with easy access to representative comments from the participants. The codes were eventually grouped under the strengths and weaknesses to showcase the overall perceptions.

Findings

Do some Demographics Create a Significant Difference in the CQs of Pre-service Teachers?

Independent Samples T Test illustrated a significant difference between the CQ of students with and without overseas experience ($p < .05$). Students who had been abroad ($M=5.88$, $SD=0.44$) had higher CQ scores than those who had not ($M=5.14$, $SD=0.67$).

Group Statistics										
Overseas Experience		N	Mean	Std. Deviation	Std. Error Mean					
Yes		10	5.88	0.44	0.14					
No		13	5.14	0.67	0.19					
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Equal variances assumed		.917	.349	3.016	21	.007	.73746	.24452	.22895	1.24598
Equal variances not assumed				3.181	20.639	.005	.73746	.23184	.25480	1.22012

Table 3. Difference between the CQ of students with and without overseas experience

Participants speaking languages other than their mother tongue and English ($M=5.95$) had significantly higher CQ scores than those who could not. ($M=5.15$, $p < .05$).

Group Statistics										
Do you speak any other languages apart from your mother tongue and English?		N	Mean	Std. Deviation	Std. Error Mean					
Yes		9	5.95	0.50	0.17					
No		14	5.15	0.60	0.16					
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Equal variances assumed		.258	.617	3.344	21	.003	.80325	.24018	.30378	1.30273
Equal variances not assumed				3.488	19.470	.002	.80325	.23030	.32201	1.28450

Table 4. Difference between students with and without an additional language

There was a positive correlation between participants' ages and their CQ level. ($r=.43$, $p<.05$). Independent Samples T test also demonstrated that pre-service teachers who were above 22 ($M=5.95$, $SD=0.61$) had significantly higher CQ than those who were at the ages of 18-21 ($M=5.20$, $SD=0.58$, $p<.05$). However, there was not a significant difference between male ($M= 5.27$, $SD=0.52$) and female ($M=5.64$, $SD= 0.78$, $p>.05$) participants' overall CQ.

Group Statistics										
Age2	N	Mean	Std. Deviation	Std. Error Mean						
18-21	15	5.20	0.58	0.15						
22-28	8	5.95	0.61	0.21						
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Equal variances assumed		.067	.798	-2.939	21	.008	-.75375	.25647	-1.28711	-.22039
Equal variances not assumed				-2.890	13.751	.012	-.75375	.26080	-1.31407	-.19343

Table 5. Difference between students in different age groups

Is there a Significant Difference in Pre-service Teachers' CQ before and after the Implementation of Speaking Tasks?

Paired samples test showed that students' CQ levels increased during 13-week period although the difference between pre and post test scores was not statistically significant. The reason might be because they had already possessed a high CQ in pre-test (M=5.46).

	Mean	N	Std. Deviation	T	Df	Sig. (2-tailed)
PreTotal	5.46	23	0.68			.197
PostTotal	5.58	23	0.75			
PreMetacognitive	5.74	23	0.92	-.872	22	.392
PostMetacognitive	5.85	23	0.76			
PreCognitive	4.69	23	0.84	-.440	22	.664
PostCognitive	4.78	23	0.99			
PreMotivational	5.85	23	1.10	-.634	22	.532
PostMotivational	5.95	23	1.09			
PreBehavioral	5.57	23	0.82	-1.097	22	.285
PostBehavioral	5.76	23	0.82			

Table 6. Difference in pre-service teachers' CQ before and after the spoken tasks

Table 6 demonstrates that participants had a high metacognitive, motivational, and behavioural CQ but moderate cognitive CQ. This did not change in post-test, either. The highest development was observed in behavioural dimension.

What are the Students' Perceptions about the Effectiveness of the Speaking Tasks to Develop their CQ or IC?

Semi-structured interviews with six of the participants revealed pre-service teachers mainly considered tasks fruitful for the growth of their intercultural skills and certain tasks were valued more highly than others. Table 7 demonstrates the strengths and weaknesses of the tasks in enhancing students' intercultural skills.

		Codes	f
Presentation Task	Strengths	Learning about different cultures	7
		Developing research skills	3
		Learning about one's own culture	2
		Learning about the similarities between different countries	2
		Developing speaking skills	2
		Broadening horizon	2
		Usefulness of having peer evaluation and feedback	1
		Having fun	1
Debate Task	Strengths	Learning about the perceptions of people in different countries	2
		Fruitful activity	2
		Usefulness of having feedback and peer evaluation	1
	Weaknesses	Culturally irrelevant topics (more about media or speaking skill)	2
		Technical difficulties in online debate	1
		Limited time in online environment	1
Dialogue Task	Strengths	Promoting peer interaction and communication	7
		Learning about different cultures	5
		Comparing different cultures	3
		Intercultural exchange	3
		Raising awareness about discrimination	2
		Learning about intercultural experiences of others	2
		Being very insightful	2
		Doing research	2
Suggestions		Searching for one's own culture	1
		Having a partner university for intercultural exchange	2
		Socializing with the classmates outside the school context	1
		Comparing cultures via discussions	2
		Finding Erasmus/foreign students and having a chat with them	4
		Having and benefiting from more international students in the classroom	2
Intention to integrate culturally relevant themes		Importance of integrating such themes	5
		Lack of foreign students in high schools	1
		Parents' bias about cultural issues	1

Table 7. Students' perceptions about the speaking tasks

Students appreciated dialogue tasks for their exploration of various cultures, enabling cross-cultural comparisons. P3 addressed discrimination in their task, recognizing the significance of discussing such issues.

It made me know more about other countries' cultures and ways of communication. For example, I knew that people in Turkey usually greet each other physically by "head-to-head". In other countries, like the UAE, I knew that men greet each other physically by "nose to nose". Moreover, we learned that some facial expressions may be acceptable in some cultures; however, it may be abusive in others. We compared all of those to our home country cultures, which contributed to our knowledge of the other cultures and knowing more about the world (P1).

..I think that from 0 to 10, I would rate the conversation task as a 10 because by doing the research on Italy and sign language, we actually learned a lot. We also compared the sign language from Italy to the Turkish and German culture...

About the other dialogue I also would say it was a 9 to 10 because I have learned what she experienced in another culture, and she learned what I experienced in another culture, and I think that it's very important to talk about the things we've faced due to our backgrounds. It is very common that the people are discriminated which is a very serious topic and having that topic in the classroom environment is important. We should acknowledge that topic and it's nothing we should ignore so that's why I would rate it very high (P3).

In dialogue tasks, some students partnered with Erasmus students from diverse backgrounds, acquiring first-hand exposure to intercultural communication. Dialogue tasks also received attention for promoting peer interaction.

I think they (dialogue assignments) were very fruitful because I was matched with an Erasmus student and I was able to communicate with the person that has knowledge of another culture as well, as well as our culture, too because she knew our culture, too. Having the dialogue assignment was very fruitful for me and for most of my peers I think, because they got to know their peers (P23). These assignments were wonderful for breaking the ice and fostering teamwork between the students. At the start of the class sessions, almost none of us knew each other as it was our first year, but these assignments helped us warm up to each other (P22).

Regarding debate task, some believed it improved their oral skills rather than their intercultural skills. Some students did not necessarily regard themes relevant to interculturality whereas Participant 3 thought just the otherwise.

About the debate tasks, if the topics were more on the cultural sides, it would have been more efficient. There were so sensitive topics that we were to discuss I think we went on the more sensitive side than the cultural side on the debate (P23).

When it comes to debate, my debate topic was based on how cultures adapt other cultures and how the similarities increase by the uniqueness of a culture decreases I also found my topic very beneficial. I also think that having a diversity of topics in the classroom was helpful for us in order to evolve our knowledge and I think that all of the topics for actually adopted towards the issues we have in culture (P3).

Debate task was appreciated as it helped learners to learn more about the perspectives in other cultures as P1 emphasized.

It allowed us to know more about what people think in different countries and how they take decisions depending on their thoughts and rules. For example, in some European countries, after the person reaches the age of 18, he has the right to leave his family, to have his own home, and to have his own independent life. However, in other countries, the person has the right to stay with his parents until he gets married (P1).

Lastly, presentation task encouraged learners to do extensive research on a wide variety of cultures besides their own culture. With this task students believed they improved both their speaking and research skills. Having peer evaluation and feedback via Google forms was also appreciated.

Listening to my classmates' presentations and discussions significantly contributed to my cultural intelligence as it helped expand my knowledge of various cultures (P12).

The presentations were the best regarding this, as each group had their own culture to talk about, covering a lot of ground. Through them, we all learned about many aspects of many countries and their cultures (P22).

The presentation task was very contributive both presenting and researching and working with a partner to find information and arrange it and listening to others' presentation. I think it gave both cultural aspect and improved our speaking abilities and presentation capabilities (P6).

When asked their recommendations, participants emphasized the need for more intercultural contact.

Having conversations with foreign students... I think that's the best way to develop those skills. Or maybe we can go not in the school only but there are clubs that foreign students have we can contact one of them and we can have a weekly chat with them. That can develop the skills. Of course, in an online classroom that we have not much place to go or not many people to talk to, it was the best-case scenario so in a real-life classroom it could be better (P23). I think that having like a partner university where you are able to exchange with other students or like write emails once a week would be very beneficial for the students. I know that it is very hard to conduct the tasks like this. You need to plan everything with other class, and you need to get in touch with other teachers. I still believe that's like having the opportunity to talk to other students from other cultures who live in the culture or country would be beneficial in order to widen your knowledge on culture (P3).

In response to the question about incorporating intercultural themes into their future English teaching, participants acknowledged the value of doing so and expressed a desire to do so.

As a prospective teacher, I plan to use similar themes to teach culture, both implicitly and explicitly, through various activities in order to raise my students' cultural awareness. Considering the globalization and cultural diversity of today's world, I believe it is profoundly important to foster cultural diversity and awareness as a teacher. Utilizing speaking activities to do so can help underpin a harmonious atmosphere between students of different cultures and encourage students to embrace those from different backgrounds and cultures (P12). I think that's extremely important. I think I would try but I am not sure how effective I would be. But I want the students to move out of their own cultural bubble, the group that they are stuck in. They need to see that there's more in the world. There're different cultures (P6).

One of them was hesitant to include cultural topics in her language classes since she envisioned teaching English to young students in state schools. Parents' prejudices or the dearth of international students in language programs were the main causes of her concern.

In a high school context or middle school context I think this type conversations or tasks about intercultural skills is not that possible because there are not many foreign students or some of the parents are biased about having students learn about other cultures I know. Of course, I would love to, but I am not sure that it would be possible in the state schools. Maybe in the private schools it could be done (P23).

Discussion

In this paper, how certain demographics affect EFL pre-service teachers' cultural intelligence (CQ) and their perceptions on using speaking tasks to enhance intercultural competence were explored. The findings illustrated no significant difference between cultural intelligence of male and females aligning with prior research. (Atan, 2020; Gedik Bal, 2022; Kaur & Pany, 2018; Khodadady & Ghahari, 2011), but the CQ level of pre-service teachers

rise as they get older (Atan, 2020). Pre-service teachers who could speak a language beyond their mother tongue and English had much higher CQ scores than students who were monolingual. It implies that speaking multiple languages may expose participants to other cultural viewpoints, customs, and products, which might contribute to their high level of cultural intelligence.

Additionally, pre-service teachers with overseas experience had significantly higher scores than students who did not (Gökten & Emil, 2019; Ozaslan, 2017). Thus, experiential learning is a crucial element in improving students' IC. Once students enter a contact zone and are exposed to other cultures, customs, and beliefs, they can internalize the experience, dwell on it, transform it into standards, and utilize these norms as a guide for future adjustments, according to the experiential learning hypothesis (Jackson, 2015). Consequently, overseas experience especially internship programs abroad might offer pre-service teachers opportunities to enhance their intercultural skills (Lambert Snodgrass et al., 2021). For instance, Roose (2001) reported that after a cross-cultural internship program, pre-service teachers challenged their prejudices about their own and other cultures, gained empathy for others and learned to appreciate the many viewpoints that shape how people behave around the world. However, experience abroad does not necessarily lead to the development of cultural competency (Baker & Fang, 2020; Goldoni, 2013; Jackson, 2012; Lambert Snodgrass et al., 2021; Schartner, 2016). The question of whether and to what extent studying abroad might increase IC is hotly contested in academic and discursive literature (Schartner, 2016). Recent studies have demonstrated that the ideal circumstances for the acquisition of intercultural competence in international students may be created by blending intercultural education with the practice of "living abroad." (e.g. Behrnd and Porzelt 2012; Young and Schartner, 2014)

Another finding was that although pre-service teachers' CQ augmented by the end of the course, the change was not statistically significant. This might result from limited duration (one semester) or scarcity of intercultural communication among the participants due to online delivery. The high pre-test CQ scores, maybe due to studying at an English medium university, where they can be exposed to culturally and linguistically distinctive individuals, and comment of an international participant indicate that existing cultural intelligence may also have a pivotal role.

I think that I already had like I don't wanna say high skills, but I was already somehow skilled in that area due to my background and my International High School and now being at the University where we have a very diverse environment. I think the course has helped me more in order to learn more cultures and backgrounds of my peers (P3).

The participants acknowledged the efficiency of the speaking tasks in enhancing their intercultural competence and cultural awareness with the exposure to numerous viewpoints and customs from other civilizations. In the *first dialogue task*, they had a chance to compare non-verbal behaviours, greetings, and goodbyes in their own culture and in another culture, which contributed to the knowledge (savoirs) dimension of intercultural competence (Byram, 1997) and their cognitive cultural intelligence (Ang et al, 2020). Some participants were matched with the Erasmus students; therefore, they valued intercultural communication and experienced Byram's (1997) *savoir-faire* (i.e. skills of interaction). In the *second dialogue task*, participants affirmed that with the discussion of their previous intercultural experiences, they reflected on the conflicts and issues like discrimination and prejudices, so the task contributed to their intercultural attitudes, such as willingness and readiness to revise cultural values and beliefs, what Byram (1997) calls 'savoir etre'. They also reflected on the nature of interaction and checked how successful that interaction was, which might have contributed to their metacognitive CQ (Van Dyne et al, 2012).

With the help of *the debate tasks*, participants examined the commonalities and discrepancies between the cultures and societies. They explored the fundamental causes of various cultural behaviours and contrasted them across various nations such as discussion of how various societies treat women differently and why certain cultures favour leaving home at the age of 18 and others do not. Thus, debate task facilitated the critical cultural awareness (*savoir s'engager*) of pre-service teachers as they had critically evaluated both their and others' cultural perspectives and practices. In the presentation tasks, students were all required to work on a distinctive culture, so they gathered information regarding that specific country or culture. They did not merely focus on the surface culture such as language, food, festivals, or literature, but they also discussed deep culture elements like politeness, marriage systems, dating habits, religion, family relationships, gender roles and attitudes towards elderly (Hall, 1976). This task also contributed to the development of knowledge (*savoirs*) and attitude (*savoir etre*) dimensions of intercultural competence (Byram, 1997) as they also discussed certain stereotypes that they had earlier and reshaped their assumptions. To summarize, pre-service teachers did not just engage with the material culture (Weaver, 1993) but they also explored deep cultures (Hall, 1976), small cultures (Holliday, 1999) or subjective cultures (Bennett & Bennett, 2004) with the thematic tasks.

As for the recommendations to enhance intercultural skills in pre-service teacher education context, participants recommended conversations with the linguistically and culturally different individuals and telecollaboration projects. They believed such intercultural dialogue would add more to fostering their intercultural competency. Therefore, internationalizing the campus through extracurricular activities may encourage intercultural dialogue and enable students to gain new knowledge about foreign cultures (Gebregergis et al., 2019; Gedik Bal, 2020; Fang & Baker, 2021; Lin & Shen, 2020) and give a chance to practice skills of interaction and discovery (Byram, 1997). Furthermore, designing telecollaborative projects with partner universities could help pre-service teachers be exposed to more intercultural communication and reshape their assumptions and stereotypes about other cultures (Chen & Yang, 2016; Lin, Shie & Holmes, 2017; Uzum, Akayoğlu & Yazan, 2020). The possibility of misunderstandings and disputes between students should also be recognized in such projects, though. Teachers should be given the chance during their training to get ready for these situations (O'Dowd, 2007).

Regarding the future orientations of the pre-service teachers, like Harmandaoglu Baz and İşısağ's (2018) study, the present research has inspired teacher candidates to apply what they have learned and shared to their future classes, which most likely will include learners from diverse cultural backgrounds. Yet, there was a student teacher who was hesitant to integrate such themes in her classes due to the fear of complains that will come from parents. This theme was also revealed in previous research on teachers' perceptions regarding intercultural language teaching practices (Gedik Bal & Savas, 2020; Gedik Bal & Savas, 2022). Consequently, intercultural competence training is not simply needed for teachers; other stakeholders may also need it. Seminars could be offered at primary and middle schools where parents can attend and discover the significance of fostering intercultural attitudes including respecting other cultural customs and valuing variety, as well as exhibiting empathy and tolerance towards individuals of other cultures.

Conclusion

This study addresses the gap in enhancing EFL pre-service teachers' intercultural competence and contributes to the field illustrating that intercultural components could be integrated to any pre-service education course via thematic tasks, which equip teachers with intercultural awareness and skills. Although the tasks did not create a significant change in learners' overall CQ, which was already high indeed, the tasks might be promising to foster intercultural attitudes and skills in the EFL context. Raising awareness about perspectives, practices, and products of diverse social groups, improving research skills, and benefiting out of peer evaluation and instructor feedback were some of the affordances of the tasks.

This study implicated that the sample thematic speaking tasks could be refined to cater for more culturally relevant discussions and more opportunities could be created to contact with culturally diverse people. Educators could go beyond imparting knowledge about others and assist students in critical analysis of the cultural circumstances shaping their own views and habits. Another takeaway is that to promote IC, teacher educators do not need an isolated course on intercultural education. They could incorporate intercultural themes into their lessons given the objectives of the course. Furthermore, more intercultural interaction, as suggested by the participants, may boost intercultural competence; thus, initiatives involving cross-cultural collaboration may be established, and extracurricular activities may be offered on campus. Intercultural competence cannot be attained simply by cross-cultural interaction; it requires careful supervision, and critical thought. Giving students exposure to diversity is not sufficient. Teacher educators have a major role in assisting students reflect on their learning and in modelling and utilizing reflective practice to appreciate diversity. To conclude, although incorporating intercultural issues into teacher education programs may initially appear challenging, the eventual benefit is to offer students the chance to affirm their unique cultural identities in relation to others.

This study has certain limitations. It only investigated the impact of age, gender, languages spoken and overseas experience on CQ. Other independent variables such as duration of overseas, family background and hometown might also be investigated in further studies. One semester might not be adequate to enhance pre-service teachers' overall cultural intelligence as developing intercultural skills is a strenuous and interminable process. Online delivery due to COVID-19 sometimes hindered some students' involvement in debate task. In-person tasks may yield different findings, suggesting similar designs for future face-to-face classes. Furthermore, the results only apply to one school, which highlights the limits of case studies, which has a small-scale methodological approach. It would be worthwhile to do a comparable study in other contexts. There were only a few Erasmus students enrolled in the course. The amount of cross-cultural interaction would increase if there were more international students. Pre-service teachers might also be exposed to more intercultural contact through field experiences, telecollaboration projects or interviews with international students on campus. Additional data from written reflections of pre-service teachers could be used in further studies to see the impact of any activities on the development of IC.

References

- Ang, S., Van Dyne, L., Koh, C., Ng, K. Y., Templer, K. J., Tay, C., & Chandrasekar, N. A. (2007). Cultural intelligence: Its measurement and effects on cultural judgment and decision making, cultural adaptation and task performance. *Management and Organization Review*, 3(3), 335-371. <https://doi.org/10.1111/j.1740-8784.2007.00082.x>
- Ang, S. & Van Dyne, L. (2008). Conceptualization of cultural intelligence: Definition, distinctiveness, and nomological network. In S. Ang, & L. Van Dyne. (2008). *Handbook on cultural intelligence: Theory, measurement and applications* (pp. 3-15). ME Sharpe, Inc.
- Ang, S., Ng, K. Y., & Rockstuhl, T. (2020). Cultural intelligence. In R. J. Sternberg (Ed.), *The Cambridge handbook of intelligence* (2nd ed., pp. 820–845). Cambridge University Press. <https://doi.org/10.1017/9781108770422.035>
- Atan, D. (2020). Cultural intelligence levels of pre-service teachers. *Journal of Education and New Approaches*, 3(1), 50-65.
- Baker, W., & Fang, F. (2020). So maybe I'm a global citizen: Developing intercultural citizenship in English medium education. *Language, Culture and Curriculum*, 34(1), 1- 17. <https://doi.org/10.1080/07908318.2020.1748045>
- Bennett, J., & Bennett, M. (2004). Developing intercultural sensitivity: An integrative approach to global and domestic diversity. In D. Landis, J. Bennett, & M. Bennett (Eds.), *Handbook of intercultural training* (pp. 145–167). Thousand Oaks, CA: Sage Publications. <https://doi.org/10.4135/9781452231129.n6>
- Bodur, Y. (2012). Impact of course and fieldwork on multicultural beliefs and attitudes, *The Educational Forum*, 76(1), 41-56. <https://doi.org/10.1080/00131725.2011.627981>
- Branču, L., Munteanu, V., & Goblet, I. (2016). Understanding cultural intelligence factors among business students in Romania. *Procedia-Social and Behavioral Sciences*, 221, 336–341 <https://doi.org/10.1016/j.sbspro.2016.05.123>
- Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Clevedon: Multilingual Matters
- Chao, T. C. (2013). A diary study of university EFL learners' intercultural learning through foreign films. *Language, Culture and Curriculum*, 26(3), 247–265. <https://doi.org/10.1080/07908318.2013.833936>
- Chen, J.J & Yang, S.C. (2016) Promoting cross-cultural understanding and language use in research-oriented Internet-mediated intercultural exchange. *Computer Assisted Language Learning*, 29(2), 262-288. <https://doi.org/10.1080/09588221.2014.937441>
- Corbin, J. & Strauss, A. (2014). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (4th ed.). Thousand Oaks: SAGE.
- Deardorff, D. (2006). The identification and assessment of intercultural competence as a student outcome of internationalization at institutions of higher education in the United States. *Journal of Studies in International Education*, 10(3), 241–266. <https://doi.org/10.1177/1028315306287002>
- Earley, P. C., & Ang, S. (2003). *Cultural intelligence: Individual interactions across cultures*. Stanford University Press. <https://doi.org/10.1515/9780804766005>
- Galante, A. (2014). Developing EAL learners' intercultural sensitivity through a digital literacy project. *TESL Canada Journal*, 32(1), 53-66. <https://doi.org/10.18806/tesl.v32i1.1199>
- Gay, G., & Kirkland, K. (2003). Developing cultural critical consciousness and self-reflection in preservice teacher education. *Theory into Practice*, 42(3), 181-187. https://doi.org/10.1207/s15430421tip4203_3

- Gebregergis, W. T., Huang, F., & Hong, J. (2019). Cultural intelligence, age and prior travel experience as predictors of acculturative stress and depression among international students studying in China. *Journal of International Students*, 9(2), 511-534.
<https://doi.org/10.32674/jis.v9i2.964>
- Gedik Bal, N. (2020). Intercultural sensitivity of EFL learners at a state university, *Journal of Language Teaching and Learning*, 10(2), 1-19.
- Gedik Bal, N. (2022). Cultural intelligence of English language learners and their perceived strengths and weaknesses in intercultural communication. *Teaching English as a Second Language Electronic Journal (TESL-EJ)*, 26(2).
<https://doi.org/10.55593/ej.26102a3>
- Gedik Bal, N., & Savaş, P. (2020). Intercultural competence in the eyes of state school English language teachers in Turkey. *Journal of Language and Education*, 6(2), 56-75.
<https://doi.org/10.17323/jle.2020.10327>
- Gedik Bal, N. & Savas, P. (2022). Intercultural language teaching and learning: Teachers' perspectives and practices. *Participatory Educational Research (PER)*, 9(6), 268-285.
<https://doi.org/10.17275/per.22.139.9.6>
- Goh, M.(2012). Teaching with cultural intelligence: developing multiculturally educated and globally engaged citizens, *Asia Pacific Journal of Education*, 32(4), 395-415.
<https://doi.org/10.1080/02188791.2012.738679>
- Gómez Rodríguez, L. F. (2012). Fostering intercultural communicative competence through reading authentic literary texts in an advanced Colombian EFL classroom: A constructivist perspective. *PROFILE Issues in Teachers' Professional Development*, 14(1), 49-66.
- Gökten, Ö., & Emil, S. (2019). Exploring the effect of Erasmus program on cultural intelligence of university students. *Hacettepe University Journal of Education*, 34(3), 769-785. <https://doi.org/10.16986/HUJE.2018045609>
- Hammer, M. R. (2015). Intercultural competence development. In J.M. Bennett (Ed.), *The SAGE Encyclopedia of Intercultural Competence* (pp. 483-486). The United States of America: Sage.
- Harmandaoğlu Baz, E., & İşısağ, K. U. (2018). Promoting intercultural competence of Turkish EFL pre-service teachers via Twitter. *Journal of Language and Linguistic Studies*, 14(3), 104-132.
- He, Y. & Cooper, J.E. (2009). The ABCs for pre-service teacher cultural competency development. *Teaching Education*, 20(3), 305-322.
<https://doi.org/10.1080/10476210902943256>
- Holliday, A. (1999). Small cultures. *Applied Linguistics*, 20(2), 237-264.
<https://doi.org/10.1093/applin/20.2.237>
- Holguin, B. R. (2013). Towards the development of intercultural competence skills: A pedagogical experience with pre-service teachers, *HOW, A Colombian Journal for Teachers of English*, 20, 206-225.
- Jackson, J. (2012). Education abroad. In J. Jackson (Ed.), *The Routledge handbook of language and intercultural communication* (pp. 449-463). Routledge.
<https://doi.org/10.4324/9780203805640>
- Jackson, J. (2015). Becoming interculturally competent: Theory to practice in international education. *International Journal of Intercultural Relations*, 48, 91-107.
<https://doi.org/10.1016/j.ijintrel.2015.03.012>
- Kaur, K., & Pany, S. (2018). Cultural intelligence and cross-cultural adjustment of foreign students in Punjab: A relationship study. *Online International Interdisciplinary Research Journal*, 8(2), 232-242.

- Khodadady, E., & Ghahari, S. (2011). Validation of the Persian cultural intelligence scale and exploring its relationship with gender, education, travelling abroad and place of living. *Global Journal of Human Social Science*, 11(7), 64–75.
- Keengwe, J. (2010). Fostering cross cultural competence in preservice teachers through multicultural education experiences. *Early Childhood Education Journal* 38(3), 197-204. <https://doi.org/10.1007/s10643-010-0401-5>
- Kurpis, L. H., & Hunter, J. (2017). Developing students' cultural intelligence through an experiential learning activity: A cross-cultural consumer behavior interview. *Journal of Marketing Education*, 39(1), 30–46. <https://doi.org/10.1177/0273475316653337>
- Lambert Snodgrass, L., Hass, M., & Ghahremani, M. (2021). Developing cultural intelligence: Experiential interactions in an international internship program. *Journal of Global Education and Research*, 5(2), 165-174. <https://www.doi.org/10.5038/2577-509X.5.2.1078>
- Lin, X., & Shen, G. Q. P. (2020). How formal and informal intercultural contacts in universities influence students' cultural intelligence. *Asia Pacific Education Review*, 21(2), 245-259. <https://doi.org/10.1007/s12564-019-09615-y>
- Lin, W.-C., Shie, J.-S., & Holmes, P. (2017). Enhancing intercultural communicative competence through online foreign language exchange: Taiwanese students' experiences. *Asian Journal of Applied Linguistic*, 4(1), 73-88.
- Li, M. (2020). An examination of two major constructs of cross-cultural competence: Cultural intelligence and intercultural competence. *Personality and Individual Differences*, 164, 110105. <https://doi.org/10.1016/j.paid.2020.110105>
- Manburg, J., Moore, R., Griffin, D., & Seperson, M. (2017). Building reflective practice through an online diversity simulation in an undergraduate teacher education program. *Contemporary Issues in Technology and Teacher Education*, 17(1), 128-153.
- O'Dowd, R. (2007). Evaluating the outcomes of online intercultural exchange. *ELT Journal*, 61(2), 144-152. <https://doi.org/10.1093/elt/ccm007>
- Ozaslan, A. (2017). The relationship between social intelligence, cultural intelligence, attitude, anxiety levels and willingness to communicate in English (Master Thesis). Erciyes University, Kayseri, Turkey
- Romijn, B.R, Slot, P.L. Leseman, P. P. M. (2021). Increasing teachers' intercultural competences in teacher preparation programs and through professional development: A review. *Teaching and Teacher Education*, 98, 103-236. <https://doi.org/10.1016/j.tate.2020.103236>
- Roose, D. (2001). White teachers' learning about diversity and “otherness”: The effects of undergraduate international education internships on subsequent teaching practices. *Equity and Excellence in Education*, 34(1), 43-49. <https://doi.org/10.1080/1066568010340106>
- Santoro, N. (2014). ‘If I’m going to teach about the world, I need to know the world’: Developing Australian pre-service teachers’ intercultural competence through international trips. *Race Ethnicity and Education*, 17(3), 429-444. <https://doi.org/10.1080/13613324.2013.832938>
- Schartner, A. (2016). The effect of study abroad on intercultural competence: A longitudinal case study of international postgraduate students at a British university. *Journal of Multilingual and Multicultural Development*, 37(4), 402-418. <https://doi.org/10.1080/01434632.2015.1073737>
- Senel, M. (2020). Investigation of the cultural intelligence levels of the Turkish university students at foreign language departments. *International Journal of Language Education*, 4(3), 361-377. <https://doi.org/10.26858/ijole.v4i3.14806>

- Spitzberg, B. H., & Changnon, G. (2009). Conceptualizing intercultural competence. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 2e52). US, CA: SAGE Publications, Inc <https://doi.org/10.4135/9781071872987.n1>
- Uzum, B., Akayoglu, S. & Yazan, B. (2020). Using telecollaboration to promote intercultural competence in teacher training classrooms in Turkey and the USA. *ReCALL*, 32(2). <https://doi.org/10.1017/S0958344019000235>
- Van Dyne, L., Ang, S., Ng, K. Y., Rockstuhl, T., Tan, M. L., & Koh, C. (2012). Sub-dimensions of the four-factor model of cultural intelligence: expanding the conceptualization and measurement of cultural intelligence. *Social and Personality Psychology Compass*, 6(4), 295-313. <https://doi.org/10.1111/j.1751-9004.2012.00429.x>
- Weaver, G. (1993). Understanding and coping with cross-cultural adjustment stress. In R.M. Paige (Ed.), *Education for the intercultural experience* (pp.137-168). Yarmouth, Maine: Intercultural Press.
- Yin, R. K. (2018). *Case Study Research and Applications: Design and Method* (6th ed). SAGE Publications.
- Young, T. J., & Schartner, A. (2014). The Effects of cross-cultural communication education on international students' adjustment and adaptation. *Journal of Multilingual and Multicultural Development*, 35(6), 547–562. <https://doi.org/10.1080/01434632.2014.884099>
- Zhang, L. (2020). Developing students' intercultural competence through authentic video in language education, *Journal of Intercultural Communication Research*, 49(4), 330-345. <https://doi.org/10.1080/17475759.2020.1785528>

Declaration of Competing Interest

The author declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Appendix

<p>Dialogue Task 1: Work in pairs. Choose a different country other than yours. Choose only ONE (e.g. British, American, German, Chinese, Japanese, Finnish etc.). Discuss about the following:</p> <ul style="list-style-type: none">• 'Greetings and saying goodbye' in your home culture and a different culture.• 'Gestures and facial expressions' in your home culture and a different culture.
<p>Dialogue Task 2: Work in pairs. Talk about one of your intercultural interactions with people from other cultures.</p> <ul style="list-style-type: none">• How was it? Was it successful or unsuccessful? Why?• What difficulties did you encounter?• How did you deal with these challenges?• What did you learn from this experience?• What would your partner do if s/he had a similar experience?
<p>Debate Task</p> <ol style="list-style-type: none">1. Differences between countries become less evident each year. People share similar fashions, advertising, brands, eating habits and TV channels. Do you think this is advantageous or disadvantageous?2. Do you think that women in Turkey have a higher status and better treatment than women in other countries around the world?3. Some people prefer living and working in their own country throughout their lives whereas some others prefer living and working abroad. Which one is better?4. In some cultures, young people are expected leave their homes at the age of 18 whereas in some other cultures young people are expected to live with their parents until they get married or start their professions. Which one is more favourable
<p>Choose a country/society and prepare a presentation about its culture.</p> <ul style="list-style-type: none">· Cultural products (e.g. food, musical instruments, traditional and contemporary dress, art work, legal and economic systems of the country, education system of the country, languages spoken, geographical location)· Cultural perspectives (youth valued over age or vice versa, importance of family, personal privacy, freedom, independence, religion)· Cultural practices (shopping behaviors, non-verbal behaviors (i.e. the use of space, when to embrace or shake hands), table manners, dating, weddings, funerals)