

الجمهورية الجزائرية الديمقراطية الشعبية
DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA
وزارة التعليم العالي والبحث العلمي
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
جامعة عباس لغرور- خنشلة
UNIVERSITY OF ABBES LAGHROUR –KHENCHELA



كلية الآداب و اللغات
FACULTY OF LETTERS AND LANGUAGES



قسم الآداب و اللغة الإنجليزية
DEPARTMENT OF LETTERS AND ENGLISH LANGUAGE

Student's Attitudes Towards Intercultural Competence

Case study "Algerian post graduate students" In UK

Dissertation Submitted to the Department of English in Partial Fulfillment of the Requirements for the Degree of Master in Language and Culture

Candidate:

DJAHFA Assia

BAKHTI Rima

Supervisor:

Mr. OUNISS Salim

Board of Examiners

Ms. RAMDAN Sonia

President

University of Khenchela

Mr. OUNISS Salim

Supervisor

University of Khenchela

Mr. KEFFALI Walid

Examiner

University of Khenchela

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Dedication 1

First of all, I would like to dedicate this modest work to my father

who taught

me that the best kind of knowledge to have which is learned for its own sake, to my mother who taught me that even the largest task can be accomplished if it is done one step at a time, to my lovely sisters Narimane & Wissem, and to my intimate friend Rima with whom

I shared this work and the whole

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Dedication 2

To those who intensely supported my determination to find and realize my potential; my parents. To my husband, to my dearest brother and sisters for their motivational and moral help, and special thanks go to my lovely friends; Hanan & Wafa .

Last but not least, to my closest friend Assia with whom I share the whole academic life.

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Abstract

This study investigated the attitudes of English university preparatory class students towards learning intercultural communicative competence (ICC) in EFL classrooms and whether the students' attitudes change according to their gender, reasons for learning English, English proficiency levels, majors, and the medium of instruction in their departments. The study sampled 20 students studying at the preparatory schools of five different universities in UK . The data were gathered through a questionnaire consisting of two ranking questions, five point Likert-scale items, and several demographic questions. The analysis of data revealed that students generally have positive attitudes towards learning ICC, proficiency levels and medium of instruction do not play a significant role in students' attitudes towards learning ICC. However, the students from the departments of social sciences tended to have more positive attitudes towards learning ICC. Students' reasons for learning English, their motivation types, also had an effect on their attitudes. The higher their integrative and personal motivation was, the more positive attitudes towards learning ICC they had. On the other hand, there was a negative correlation between instrumental motivation and student attitudes. The responses provided by the participants indicated that most of the students were interested in learning about every aspect of culture but in a communicative way. The students preferred video films and documentaries for introducing cultural information in their English language classes.

List of abbreviations

IC: Intercultural Competence

FL: Foreign Language

FLE: Foreign Language Education

FLL: Foreign Language Learning

EFL: English as a foreign language

ICC: Intercultural communicative competence

i.e: It means

L2: Second language

UK: United kingdom

T/L: Teaching learning

TL: Target language

TESOL: Teaching English to the Speakers of Different languages

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Introduction:

In the twenty-first century, in which a major part of the social life is decided with global processes, tendencies in technology require many countries to establish a more in-depth relationship with each other in many areas. This modification touches upon economic system, politics, telecommunication, transportation and education. The ease of communication and the advancements in statistics networks have made the sector a global village, which resulted humans from special nations or even different continents to be dependent on each other. By doing so, the significance of intercultural communication increase unexpectedly on this century. With this mass interaction, people speaking different tongues wanted a common language (common ground); English has started out to serve this aim by becoming the language of the worldwide communications.

1. Background of the study:

What we know: «Authors»

In November 2002 J Spencer-Rodgers, T McGovern – **International Journal of Intercultural** state that the psychological impact of intercultural communication barriers on inter-group attitudes was examined by testing a model of global attitudes toward the culturally different. The prejudice literature has largely overlooked the role of intercultural communication in determining people's evaluative orientation towards ethno linguistic out groups. Intercultural communication emotions (negative affect associated with perceived linguistic and cultural barriers) were investigated as determinants of prejudice, in conjunction with causal factors that are widely recognized as central to intergroup judgements (consensual stereotypes, intergroup anxiety, a realistic and a symbolic/cultural threats. Regression analyses indicated that intercultural communication emotions were strongly and uniquely related to prejudice toward a culturally diverse

outgroup hypothesis (Allport 1954 the nature of prejudice, Addison-wesley), moderated regression analyses indicated that the structure of intergroup attitudes was modified by social contact with the international community. Implications for intergroup relations an international educational exchange are discussed. (Spencer-Roger & McGovern, Attitudes toward the culturally different: the role of intercultural communication barriers, affective responses, consensual stereotypes, and perceived threat, 2002)

Then, in June 2004 L Koskinen, K Tossavainen- International journals of Nursing said that the aim of this research was to describe an international student exchange programme as a context of learning intercultural competence in nursing students who had participated. The data consisted of group interviews, learning documents, background, questionnaires and research diary notes, the method of inductive content analysis was used. Study abroad as a process of learning intercultural competence consisted of three ethno-categories : transition from one culture to another, adjustment to the difference and gaining intercultural competence was characterized by a problematic orientation phase, a study abroad phase that involved stressful but rewarding adjustment to the intercultural differences and an inadequate re-entry debriefing phase. In order for the international experience of nursing students to have an impact on their understanding of diversity, they need assistance in each phase of the programme. Particularly, the students need intercultural tutoring a mentoring to venture into encounters with local people, including direct client contacts, during their study abroad. (Koskinen & Tossavainen, Study abroad as a process of learning intercultural competence in nursing, 2004).

Subsequently, in 2006 DK Deardorff – Journal of studies in international education, show up that this study seeks to determine a definition an appropriate assessment methods of inter-cultural competence as agreed on by a panel of internationally known

intercultural scholars. This information is validated by a sample of higher education administrators and can be used by administrators in identifying and assessing intercultural competence as a student outcome of internationalization efforts. Conclusions made from this study include identified elements of intercultural competence and assessment methods on which both the intercultural scholars and administrators agreed, resulting in the first study to document consensus on intercultural competence. Both groups agree that it is possible to assess degrees of intercultural competence and in so doing, that it is best to use a mix of quantitative and qualitative methods to assess intercultural competence, including interviews, observation, and judgement by self and others. Two models of intercultural competence are presented based on the findings of the study. (Deardorff, 2006)

After that in 2008 M Summer, S Volet – Studies in higher education uttered that International campuses provide social forums to enhance students' intercultural competence, skills and confidence. Yet, despite multiple opportunities for social contact, the most typical pattern is one of minimal interaction between students from different cultural backgrounds. This study examined students' attitudes towards culturally mixed group work in the natural setting of an actual group project. More specifically, it investigated the attitudes towards culturally mixed group work held by students in different years of undergraduate study, the relationship of attitudes to experience with multiple languages (as multiple cultures), whether attitudes are related to observed behaviour, and how attitudes change over the course of participation in a diverse or non-diverse group. The study involved match questionnaire data from 233 students enrolled in a first, second or third year business unit that include a semester-long group project. The study provides support for the value of promoting culturally mixed group assignments. (Summers & volet, 2008)

Therefore, LB Perry, L Southwell – Intercultural Education in 2011 researchers from a range of disciplines have been theorising and empirically examining intercultural competence and intercultural education for decades. This review article synthesises the research literature about these concepts around three questions: what is intercultural competence/ and how can it be measured/ our aims to provide an overview of current theories and empirical findings, as well as to show gaps in the literature.

And, K Kimmel, S Volet- Journal of Studies in International Education in 2012 this article presents two consecutive students studies aimed at disentangling the significance of study context on students' attitudes towards learning and interacting in culturally diverse groups. Context was operationalised as two distinct study programmes with contrasting organisational and instructional characteristics and diverse/nondiverse groups embedded within each. The combination of a small longitudinal questionnaire study (study 1) and follow-up in-depth interviews (study 2) provided valuable insight into the significance of contextual aspects of the learning environment for students' intercultural experiences and attitudes. The findings revealed that language proficiency, academic competencies, and cohort characteristics play an important role for students' intercultural encounters. The results also suggest that students' own attitudes towards intercultural interactions may be affected by the quality of close peers' experiences in culturally diverse groups (extended contact effect). (Kimmel & Volet, 2012)

Later on, KM Soria, J Troisi Journal of studies in International Education in 2014 **said that** colleges and universities are increasingly internationalizing their curricular and co-curricular efforts on campuses ; subsequently it is important to compare whether internationalization at home activities may be associated with students' self-reported development of global, international , and intercultural (GII) competencies. This study

examined undergraduate students' participation in study abroad and on-campus global/international activities within nine large public research universities in the United States. Framed within several intercultural development theories, the results of this study suggest that students' participation in activities related to internationalization at home-participation in campus global/international activities such as enrolment in global/international coursework, interactions with international students, and participation in global/international co-curricular activities-study abroad for students' development of GII competencies. (Kristia M & Jordan, 2014)

2.Statement of the problem:

The issue of integrating culture into language teaching has been one of the important focus areas in ELT over the last 30 years (Byram, 1989, 1997; Hughes, 1986; Kramsch, 1993, 1998; Crozet & Liddicoat, 2000; Papademetre & Scarino, 2006). While the early research studied mostly the importance of teaching target language culture, with the growing interest in the status of English as a lingua franca, recent research has emphasized intercultural communicative competence and teaching world cultures (e.g., Bennett, Bennett & Allen, 2003; Byram, 2006; Sercu, 2002). As a result of this new trend, recent studies have offered valuable information about the attitudes of EFL teachers (e.g., Atay et al., 2009; Castro et al., 2004); however, the voice of the learners about the role of intercultural communicative competence in ELT has remained weak (Devrim & Bayyurt, 2010). The studies which shed light on the attitudes of the students towards learning intercultural communicative competence, differences among the attitudes of students, and the factors that affect their attitudes are limited in the literature. As most of the researchers indicate, students' beliefs and attitudes play a major role in their success (Barcelos & Kalaja, 2003; Dörnyei & Kormos, 2000) and the mismatches between the teachers' and

students' attitudes may have a negative effect on students' satisfaction (Horwitz, 1990; Kern, 1995; Schulz, 1996). Therefore, this study aims to contribute to the literature by revealing students' attitudes towards the status of English and how they feel about learning ICC. Although the Council of Europe (2001) advocates culture teaching and their document, Common European Framework of Reference for Languages: Learning, Teaching, Assessment, has an objective which states that the aim of teaching modern languages is to promote "mutual understanding and tolerance, respect for identities and cultural diversity through more effective international communication"(p.3), the preparatory class programs in Turkey generally give little importance to teaching cross-cultural competence. Instead, they solely aim "to provide the students whose level of English is below proficiency level with basic language skills so that they can pursue their undergraduate studies at ... [the] university without major difficulty" (METU, n.d.). As Ho (2009) emphasized, "living in today's multicultural world, language learners need to develop not only their linguistic competence but also their intercultural communicative competence to overcome both linguistic and cultural barriers they may encounter in interaction with people from other cultures" (p. 72). However, it is possible to encounter students' resistance to the cultural content or to the methods of teaching when they are introduced to different cultural elements in language classes, which is most probably different from their traditional way of learning. Hence, it is important to raise the awareness of the students in terms of intercultural communicative competence. Consequently, the current study may contribute to the literature by revealing the attitudes of English preparatory class students towards learning intercultural communicative competence and their readiness for being introduced to ICC.

3. Significance of the Study:

A recent research has offered valuable information about the attitudes of UK EFL teachers; it demonstrates the role of intercultural competence in teaching a foreign language. This study suggests that research on collaboration in education has shown that teachers' perceptions of the innovation to a large extent limit the success of that innovation. As a result, it is important to be conscious of the attitudes of teachers. Accordingly, the attitudes of students are important in implementing something which is new into curriculum; but, their attitudes are generally refused in studies of educational innovation. Previous studies in ELT have mainly focused on the opinion, attitudes, or views of language teachers, while the opinions or attitudes of language learners regarding the subject of culture learning have not been adequately studied. Consequently, this study aims to focus on the attitudes of learners and contribute to the literature by revealing the

approaches of English preparatory class students towards learning intercultural communicative competence.

4. Purpose of the Study:

The purpose of this study is to observe and reveal the unique effect of study abroad and its influence on intercultural competence. It is important to consider the methods and techniques that need to be achieved in the process of doing this kind of research. Therefore, this study requires multiple stages of analysis. To start with, this research will compare the differences between students who have their studies abroad or still in the course of studying in contrast to students who had not the chance to. Moreover, this study determines the effects of undertaking the experience of studying abroad, especially on the development and influence of intercultural competence. In addition, it will investigate whether those effects are conditional or general.

5. Research Question:

What are the effects of studying abroad and its impact on intercultural competence?

6. Methodology:

The case of study will be conducted on Algerian post graduate students in **Uk**. The research have adopted both qualitative and quantitative approaches to analyse the data gathered via the questionnaire of Algerian students in **Uk** to feedback on the absolute and direct effects of studying abroad and its impact on intercultural competence.

7. Definitions:

7.1. Study abroad: this kind of study has evolved significantly over the last century (2007-2010). Generally, the participants of studying abroad travel most to universities in Western European countries. At the beginning of their studies and to immerse themselves in the local culture, they will either live with a host family or they reside in a typical university campus, with other native students. Study abroad is the term given to a program, usually run through a university, which allows a student to live in a foreign country and attend a foreign university. Today, scholarship students can travel effectively to any part of the globe. They can manage to enroll in programs that last as little as three weeks or as long as a year, and experience widely divergent degrees of immersion. This integration results from living with a host family to spending the entire experience with a group of like-minded American or British students under the close instructions of faculty members. For the purposes of studying abroad, the experience will be defined to include the full range of credit-earning experiences that require international travel. (Mark, 2011)

7.2. Intercultural Competence: According to Byram (1997) being intercultural competent means to be able to interact effectively (using linguistic and non-linguistic

resources) with people from another country in a foreign language. This means, of course, to be able to overcome stereotypes (which are a real barrier for cultural understanding), to be empathic, to understand otherness, to avoid and deal with misunderstandings and to have a certain willingness to learn from the other with the purpose of knowing oneself. It is a fact that the mere contact among cultures makes the individual get a deeper understanding of his/her own cultural values and, also to understand the reasons why people behave in a particular way. There appears a 'recommendable distance' that allows the individual to see him/herself. The Common European Framework of Reference for Languages takes a multi language approach that establishes and describes the competence levels that the speaker of a language can achieve. Every type of knowledge and linguistic experiences contribute to the development of the general communicative competence , and of course languages are interrelated because they interact. The curriculum of foreign languages must efficiently deal with the otherness and the difference. Diversity in languages and cultures must be defended (Europe is not that rich) because every language constitutes vehicle for the transmission of the culture. Kramsch (1997) argues that language plays a crucial role in the emergence of a cultural change.(M^a Elena)

8. The structure of the study:

The present dissertation is divided into two chapters. The first chapter is a theoretical background which provides a literature review about students attitudes towards intercultural competence, it gives a broad definition of this multidimensional phenomenon. The second chapter is a questionnaire aims to identify different opinions regarding learning English focusing on Algerian students in the UK.

9. Limitation of the study:

The study is limited to a small sample of Algerian students in the UK ; during this study we tried to deal with Algerian post graduate students in the UK (20 students) but we faced the problem that the students were in period of examinations, so they spent much of time to answer the questionnaire. Another limitation was that some of them put unclear answers.

10. Case of study:

Population:

Algerian post graduate students in UK (20 students).

11. Data collection and research instruments:

The questionnaire is research tool instrument for collecting data about a particular issue of interest. "A questionnaire is a form which is prepared and distributed for the purpose of securing responses". Generally these questions are factual and designed or securing information about certain conditions or practices, of which recipient is presumed to have knowledge" (Singh, 2006, p. 191). It must be organized and well structured in order to help the respondents to answer the questions effectively and to increase its usability and effectiveness. "The questionnaire consists of questions or statements to which individuals are asked to respond the questions, frequently asked for facts or opinions, attitudes or preferences of the respondents". (op.cit.Singh , 2006,p.192).

Our goal behind using the questionnaire is to gain secure answers. It is also considerable to be the most flexible of tools and possesses a unique advantage over others in collecting both qualitative and quantitative information. The questionnaire is a useful

instrument since it can often be sent to a large number of individuals simultaneously, it is easy to administer the respondents may have greater confidence because of their anonymity, and thus feel more free to express views which they fear might be disapproved of or might land them into troubles when they are expressed face to face. (Gangrade, p. 335). It permits the researcher to obtain a large amount of varied information within a short period of time

The questionnaire should have a specific introduction which includes a general understanding about the topic and the objectives of the research. This will help the respondents to be aware of the topic. It should contain more appropriate, accurate and clear statement in order to avoid ambiguity to obtain clear answers. The questionnaire includes both open and closed questions for acquiring both qualitative and quantitative answers, they can easily be numerically coded. The latter, concerns the questions in which the informants have the chance to express their ideas and opinions by using their own words. (Singh, 2006)

The questionnaire is used in this research, the aim of this questionnaire is to give an insight about the Algerian post graduate students in the **UK** to get direct answers from their own point of view about their experience in study abroad to get if they support this experience or not , they are asked to respond on written questions.

Chapter one: Attitude and Intercultural competence

Introduction

The experience of intercultural communication has its roots in the Nineteen Fifties in the works of Robert Lado and Edward T. Hall. In Lado's works the first efforts is by linking language and culture in an educational manner, and in Hall's works he mentioned the relation between subculture and communication. However, it turned into no longer till the early 1970s that this time period flourished in Europe, and it started out to be used in teaching English to the Speakers of different Languages (TESOL) in the Eighties. Inside the Nineteen Seventies, intercultural communication become was only applied in commercial enterprise studies. Then in the 1980s, social people and educators started to use it too. Undertaking studies on intercultural competence and publishing educational substances, which assist coaching language and way of life together, occurred to appear inside the past due 1990s and carry on to receive attention to the last many years. Including diverse aspects of existence, tradition is a large time period that's hard to define. In literature, there are different definitions of this term; but, Liddicoat, Papademetre, Scarino and Kohler's definitions appearance alike to link the thoughts that take place in others. They outline subculture as a complicated system of idea, attitudes, values, beliefs, conventions, behaviours, practices, rituals and existence varieties of the people who make up a cultural group, in addition to the artifacts they made and the institutions they create. In different phrases, consistent with Liddicoat, way of life has a connection to all makes use of language, and this concept bureaucracy a foundation for Mitchell and Myles's argument that way of life is an vital and inseparable part of language mastering.

Many researchers have agreed that students' beliefs, perceptions and attitudes affect their overall performance and fulfilment in the lecture room. In keeping with Savignon. But, in some instances, the attitudes of teachers do not suit the attitudes of learners « Learner attitude is without a doubt the single most important factor in learners success » and the researchers.

Section one: General understanding of Attitude

What is an attitude?

1.1. Attitudes towards Learning English language

At first attitude was studied strongly in social psychology. According to Allport (1935: 798): “Attitude is probably the most distinctive and indispensable concept in contemporary social psychology”, and so many other writers, as Bogardus (1931); Thomas and Znanicki (1918) and Folsom (1991), consider the domain of social psychology as the scientific study of attitude. (bouhafs & boughari, 2017)

1.1.2. Attitude Defined

The term attitude has been described otherwise by the aid of educationalists and psychologists, and there is no consensus about a single definition which covers all sorts of attitude, because a concept may additionally overlap with other mental concepts. consequently, the term attitude has been described in line with the context in which it's far used and is limited to its very own scope. Linkert (1932:nine) cited in Gardner (1980:267) defines the term attitude as “ an inference which is made on the basis of a complex of beliefs about the attitude object” as “ the sum total of a man's instincts and feelings, prejudice or bias, perceived notions, fears, threats and convictions about any specified topic”..Gardner (1980:267) elaborates on Linkert's definition by way of defining attitude

some other definition that's often noted inside the literature is the only of Allport (1935) which views attitude as “a mental or neural state of readiness , organized through experience, exerting a directive or dynamic influence on the individual’s response to all objects and situations with which it is related” (Banaji & Heiphetz, 2010: 356). Within the identical line of idea, Eagley and Chaiken agree on the concept of Allport by figuring out the attitude as a “psychological tendency this is expressed via comparing a selected entity with a few diploma of style or disfavor” (Gawronsky,2007:575). Consequently, in step with the attitude tradition of cognitive psychology: “an attitude is a psychological state that cannot be observed, but must be inferred from the subject’s introspect” (Fishman&Aghegisi, 1970:138).The behaviorists alternatively argue that attitudes are only inferred from individuals’ responses to a given state of affairs, i.e. the individual’s attitude is strongly related to his overt actual behaviors. In keeping with Gawronsky (2007:575), Eagly&Chaiken’s definition is an inclusive one to attitude which is supposed to be adapted to any metaphor which describes the inner tendency that constitutes attitude. Such definition can be used for diverse troubles; mainly: attitude expression, attitude creation, structural aspects of attitude, the difference between implicit and explicit attitudes...and many others. Gawronsky (2007) draws an analogy between attitude and evaluation, which both shape an entity. Almost a decade later, Chaiken (2001) went again and adopted the identical definition explaining that the ‘entity’ can constitute whatever in “ a person’s internal or external social environment” (Chaiken, 2001: 899-900). Within the equal line of idea, Rhine (1958) argued that attitude is extra than a cognitive assemble, however it's far an evaluative dimension which affects the character’s behavior, this attitude may additionally involves knowledge : the person having an attitude needs to recognize some thing about the person or factor about which attitude is held. An attitude

might also involve feelings: the person may additionally like, hate or enjoy. An attitude can also involve experience: the person may also have done something or had something performed; but, what is well worth thinking about is that the character has evaluated every other man or woman, occasion or factor, such evaluation may additionally affect the actual conduct. The above-referred to definitions display that the concept of attitude has a

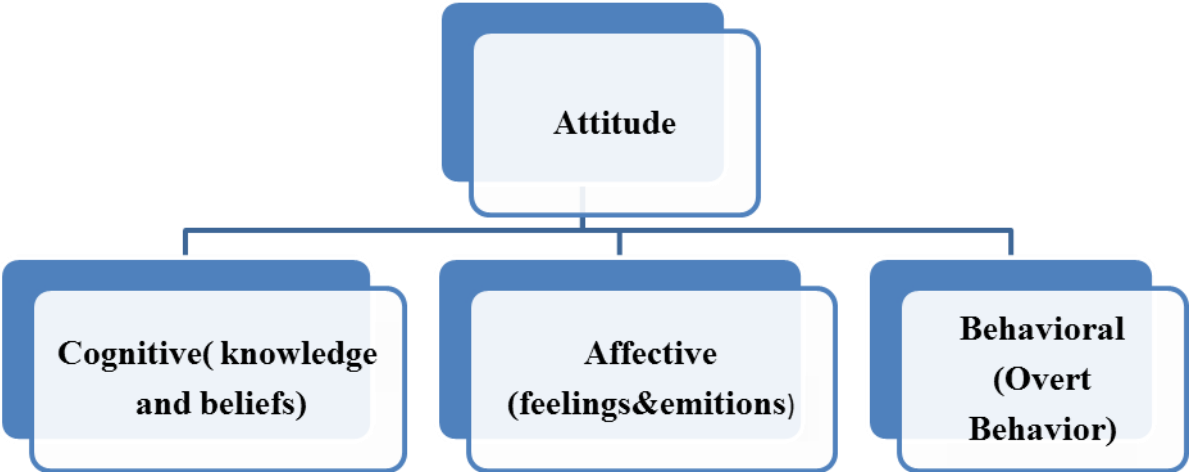
long and complex history in social psychology describing the individual's attitude as a cognitive readiness following level in, like Allport (1967), after which when instructional psychology started out gaining floor in educational settings, instructors commenced being aware about their students' attitudes in the direction of their studying and its effect on their performance. Earlier than that, colleges and college education lay good sized emphasis on competencies of don't forget, information and wondering, attitudes have been often largely overlooked. taking into consideration technology many years ago, Ramsay & Howe (1969) stated that, "a student's attitudes towards science may well be more important than his understanding of science, since his attitude determines how he will use his knowledge", and as Gardner (1985) refers to language learner's attitude as the cause through which he could be motivated or demotivated to examine the language. (op.cite. Bouhafs & boughari, 2017)

1.1.3. Different Components of Attitude

The preceding sections supplied extraordinary definitions (proposed through distinct authors) of the concept 'attitude' which specifically turn across the high-quality or the negative reviews of everything. Many models of attitude had been proposed through exclusive researchers, some of them are: Expectancy-value version counseled by way of Rosenberg (1956), The Multi characteristic measurement through both Calder & Leetz (1972), The Tri Partite version presented by means of Spooner (1992), The era

acceptance version (TAM) cautioned by means of Davis (1989,1993). The ABC version is the one that is maximum stated inside the literature (Eagly&Chaiken 1998) (VendenBerget et al 2006). This version perspectives the mind-set idea from 3 distinct dimensions, i.e. affective, behavioral and cognitive, the 3 had been proposed by way of Triandis (1971). The affective component denotes the individual’s emotional feeling that

is attached to an attitude object. The behavioral factor denotes the character’s attention to behave in a selected way toward the goal language. The cognitive one denotes the character’s belief about an attitude object.



Schiffman&Kanuk (2004) alternatively proportion the equal thought of Attitude proposed with the aid of Triandis (1971) by means of offering the CAC version that is additionally built round three additives: a cognitive component (beliefs), an affective issue (feelings) and a conative issue (behavior). Winden (1991) broader definition of attitude makes a speciality of three size fashions. According to him, the idea of attitude accommodates 3 additives that are; cognitive, affective and behavioral. Then again, McGuire (1969: 157), noted in Oscamp (1977:10) shows that the three additives of attitude may be interrelated

so carefully “ that theorists who insist on distinguishing them must endure the load of supplying that the difference is profitable”. This led Van Els et al (1984:116) to endorse that “ it does not in reality count whether or not all or best one of the 3 components are measured, the dating among the components is so close that sufficient facts on an attitude can be acquired through measuring handiest one issue, no matter which”. In sum, it is able to be stated that attitude is a multi-layered idea that has inspired the hobby of many authors who've proposed more than one definitions and distinct fashions amongst them, the ABC model or the 3-D (three- size) version of attitude that is based totally on the correlations between the 3 additives of have an effect on (feeling), conduct (dealing), and cognition (which means). The three dimensions are essential to be taken into consideration, when they are joined collectively, they form an universal attitude towards an item that can be both high-quality or negative. (op.cite.Bouhaf&boughari, 2017)

1.1.4. Factors Affecting Learner’s Attitude

The most important thing that researchers of foreign/second language learning interested about is the interconnection between the learner’s affective state and his proficiency level. Among many researches Studies have shown that the learner who develops and acquires positive attitudes learn well and more. This means that there is a close relationship between the nature of attitude and the learning outcomes. As a result, a number of scholars have started to look for the determinant factors that may be influential in shaping language attitude. (op.cite.Bouhaf&boughari, 2017)

1.1.5. Kinds of attitude :

- 1- Implicit and Explicit attitude
- 2- Positive attitude
- 3- Negative attitude

- Implicit attitude : are evaluations that occur without conscious awareness towards an attitude object or the self. These evaluations are generally either favorable or unfavorable .

-Explicit attitude : is an attitude that is a person is aware of.

-Positive attitude : is the predisposition that result in desirable outcomes for individuals and organizations.

-Negative attitude : is the tendency of a person that result in an undesirable outcome for individuals and organizations.

1.1.6. Attitude VS Opinion VS View

An opinion is your point of view ; how you see things. While an attitude is how you act upon a situation. These two are related in asense that your attitude can depend on your opinions. For example, if you think that doing this certain something is a waste of your time(opinion), then you might act irretable or annoyed(attitude towards something), In addition a view is a subset of a database that is generated from a query and stored as a permanent object. Views represents a subset of the data contained in a table They take up very little storage space because the database contains only the view definition, not the data. Furthermore, they can provide results for different calculations(like sum an average) along with the stored data, and can limit the degree to which tables are exposed to the outer world.

Section two : General Understanding of Intercultural Competence

What is intercultural competence?

Introduction

These days the term intercultural competence or intercultural communicative competence is extensively used , or even that , researchers have one-of-a-kind evaluations on what it manner:

According to Fantini and Tirmizi (2006), each person develops a kind of communicative competence of their local language which permits them to communicate with the people sharing the equal culture without having misunderstandings. when a person learns other language and needs to speak with the humans speaking that language and having unique cultural values, this individual needs to broaden any other communicative competence for this new scenario, which researchers name as''intercultural communicative competence'' (Fantani&Tirmizi, 2006).Intercultural competence together with freshmen' linguistic, sociolinguistic and discourse competence (Byram, 1997). Inexperienced persons with an ICC can link the knowledge of the opposite tradition to both language competences through their capability to use language accurately.

Fantini (2003) offers one definition of ICC because the complex of competencies had to carry out correctly and correctly while interacting with others who are linguistically and culturally one of a kind from oneself. In Deardoff's(2006) studies, whose facts have been accumulated from intercultural students through the Delphi observe, the top-rated definition from among 9 definitions of intercultural competence became the potential to

talk efficiently and correctly in intercultural situations based on one's intercultural know-how, abilities, and attitudes.

Intercultural communicative competence expects humans a good way to communicate with others from distinctive cultural heritage and this requires them both to hold their individual self and have multiple identities on the identical time (Byram, Gribkova & Starkey, 2002). This competency is all about the potential to speak efficaciously with the human beings of other cultures or with the humans of these cultures (Moran, 2001). Consequently, it calls for people with a view to look at themselves from a specific perspective, and assess their own behaviour, value and ideals like an intruder (Byram & Zarate, 1997)

According to Wiseman (2002), ICC isn't innate ; there are some pre-conditions along with expertise, skills and motivation, or mindset as called through Byram, Gribkova, and Starkey (2002), had to broaden intercultural competency.

Knowledge refers to the vital information about other cultures. For you to have good relations with the members of different cultures, one needs to be aware of the variations that exist in his/her own and the alternative cultures, and must recognize about the regulations governing those humans' behaviours. Abilities are about the overall performance of the behaviours. Human beings having the vital information are anticipated to act accurately in specific cultures. But, having the necessary information and capabilities isn't sufficient to be interculturally competent. Motivation, or attitudes, which includes feelings and perceptions, impacts one's openness to have interaction in intercultural competence. Dislikes or prejudice also affect humans' choices and behaviours. Therefore, all 3 of these additives are essential to be able at intercultural

communications and it's far viable to research or improve them through education, enjoy and exercise. (GüVEN, 2015)

1.2.1. Definition of intercultural competence

There's no single definition of intercultural competence. There are nonetheless numerous unique reviews on what intercultural competence is and how it is understood. Numerous scholars offer extraordinary descriptions of intercultural competence. Usually it's far defined as a capacity to adapt and work in a specific cultural environment, to recognize extraordinary cultures and their values. Michael Byram describes intercultural competence as 'the capacity to look relationships between one-of-a-kind cultures – each inner and external to society – and to mediate, this is interpret each phrases of the different, both for themselves or for other human beings' (Byram, 2000, ¶ 9) that is true, but intercultural competence isn't simplest about relationships between extraordinary cultures, it is likewise the potential to paintings with them, translate them and adapt. (Bertelsman & Fondazione)

1.2.1.1. The assessment of intercultural competence

The assessment of intercultural competence can be undertaken for a spread of purposes, as an example:

To degree the effectiveness of an academic system or improvement intervention.

.to degree the studying progress of a person or humans present process intercultural training or improvement.

.To elevate cognizance in a man or woman of his/her own strengths and gaining knowledge of potentials as a shape of development.

To degree the intercultural competence of a character at a given factor of time to assist form an impression of his / her qualification for a specific assignment.

.To compare a person's competence with a fixed of (occupational) requirements.

the precise shape or kinds of evaluation should fulfill the standards of all assessment tactics with recognize to the cause of the assessment. most instruments are typically of a quantitative nature in that they express competence in the form of more than a few or a degree. They tend to rely closely on self-record techniques, i.e. they ask respondents to fill in a pencil-and-paper or on-line questionnaire approximately their attitudes, options and expected behaviour in intercultural situations, as an instance, and to indicate their answer by means of selecting a position on a rating scale. Such assessment contraptions do not require the lecturers, trainers, or researchers the use of them to use their expert knowledge in making the assessment but alternatively in decoding the results and in rare instances in creating the tool themselves. (Bertelsman & Fondazione)

1.2.1.2. Dimensions of intercultural competence

There are 4 key dimensions of intercultural competence:

1. Attitudes
2. Intercultural knowledge and abilities
3. Potential to reflect on intercultural issues as an inner final results
4. Capability to have interaction constructively as an external final results

Attitude:

According to Deardorff (2012:45), respect, openness, cultural interest and discovery should be considered as the underlying attitudes of intercultural competence. To be culturally open and curious method to move past one's consolation region and to be open to new stories. Appreciate for other cultures and people implies valuing others' beliefs, traditions and perspectives. these attitudes are initial for intercultural competence

and are required for the development of the subsequent size which is understanding and abilities.

2. Intercultural knowledge and skills

Intercultural expertise and talents mean cultural focus. Deardorff (2012: 46) notices that cultural cognizance is the have an effect on of one's lifestyle on one's identification and worldview. Then again, there may be lifestyle-unique expertise, which incorporates understanding others' worldviews. This element is crucial because it's miles vital to apprehend the world from specific perspectives. In keeping with Deardorff (2012: forty six), the crucial capabilities of intercultural competence are observation, listening, evaluating, analyzing, decoding and bearing on.

3. Internal outcome: intercultural reflection

According to Deardorff (2012: 46), the interaction among attitudes, know-how and talents results in internal consequences. They are flexibility, adaptability, ethno-relative perspective and empathy. Those elements arise for an man or woman due to acquired attitudes, information and talents vital for the development of intercultural competence. At this point, "individuals are able to see from others' perspectives and to respond to

them according to the manner the alternative individual desires to be treated” (Deardorff 2012: 46). This outcome reached to a different diploma through different human beings.

4. External outcomes: constructive interaction

Intercultural competence consists of both inner and external effects. According to Deardorff (2012: 46), outside outcomes are embodied in conduct and verbal exchange, which come to be the seen results of intercultural competence as skilled by using others. Intercultural competence is therefore powerful and appropriate conduct and communication in intercultural situations. (Rakovskaya, 2015)

1.2.1.3. Intercultural competence or intercultural communicative competence

At the first glance, one can count on that these phrases are synonymous. Yet, they're no longer. Despite the fact that both must cope with way of life, intercultural competence is greater popular. It refers back to the individual's popular angle toward the otherness whereas the intercultural communicative competence refers back to the capability to make investments such intercultural competence on the reason of setting a communicative goal."ICC (intercultural competence) may be considered as a term coined from : intercultural cfurthermore, the term ICC is meant to deal with FLL settings where the learner has to develop an ability to talk efficiently and as it should be in a overseas language appearing as a mediator between his own identity and that of a foreign language speaker.

"Intercultural communicative competence refers back to the ability to interact with people from every other country and lifestyle in a FL; to negotiate a method of communication and interplay which is fine to themselves and the opposite ; and to behave as a mediator between humans of various cultural origins"competence and communicative

competence". Consequently, IC is a term that goes beyond FLE settings within the experience that it refers to any intercultural state of affairs wherein cultural identities come to touch. It is a competence that every one humans must share anything their linguistic or cultural heritage. Intercultural ready individuals are those who show admire and information to different identities as same as to their personal. Such competence cannot be gained only if one's knowledge approximately himself and otherness is raised to the extent of awareness. " Intercultural competence refers to verbal exchange and conduct in intercultural situations...the capacity to: engage in a single's personal language with humans from **UK** and lifestyle; draw on their knowledge a way of life (each fashionable and particular) and of intercultural competence; foster attitudes or interest and respect for other cultures; to expose hobby in otherness; and broaden inexperienced persons' abilities in interpreting, pertaining to and coming across.(Elbah, 2014)

Chapter two:

2.1. Data analysis and Interpretation

One-Sample Test						
	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
1.To study in other countries	7,409	19	,000	2,600	1,87	3,33
To pass my classes in my departement	7,571	19	,000	2,650	1,92	3,38
To communicate with people from other countries	7,468	19	,000	1,650	1,19	2,11
To find work after graduation	7,958	19	,000	2,000	1,47	2,53
To get informed about the culture of other countries	7,768	19	,000	1,700	1,24	2,16
To use the internet	9,347	19	,000	3,100	2,41	3,79
To watch movies or TV programs in English	8,134	19	,000	2,150	1,60	2,70

To take part in the cultural activities arranged by the European Union such as Erasmus and European voluntary Service	11,052	19	,000	3,000	2,43	3,57
To listen to music in English	8,753	19	,000	2,500	1,90	3,10
To visit other countries	8,718	19	,000	2,400	1,82	2,98
To follow published materials (books, journals and magazines) in English	7,958	19	,000	2,000	1,47	2,53
2. English language has become a world language rather than that of a particular nation	12,337	19	,000	1,350	1,12	1,58

It is necessary to have a good command of English that enables communication with foreigners.	9,970	19	,000	1,900	1,50	2,30
English is the most widely used language in international communication.	12,365	19	,000	1,300	1,08	1,52
English language reflects one country's cultural values	17,333	19	,000	3,150	2,77	3,53
To be able to speak good English, it is necessary to know about the culture of countries where English is the native language (America, England, etc.)	9,828	19	,000	2,750	2,16	3,34

To have verbal and written communication skills in English has gained importance in each business sector	11,052	19	,000	2,250	1,82	2,68
Cultural elements of different world countries should be introduced in English language classes.	8,718	19	,000	2,000	1,52	2,48
Learning about the standards of judgment of other cultures improves our communication skills with people from these cultures.	8,233	19	,000	1,700	1,27	2,13
I would like to learn about the similarities and differences between the cultures of other countries and Turkish culture.	8,876	19	,000	2,450	1,87	3,03

Learning about other cultures is harmful to my own culture.	19,886	19	,000	4,150	3,71	4,59
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In intercultural communication, it is important to know what not to say to whom in different cultures.	6,785	19	,000	1,900	1,31	2,49
Learning about different cultural elements in English language classes makes language learning more interesting.	13,581	19	,000	1,550	1,31	1,79
I do not think it is necessary to learn about the cultures of other countries	16,624	19	,000	4,000	3,50	4,50

It's necessary to learn about how people from different countries behave in various circumstances to have better communication with them	9,448	19	,000	1,450	1,13	1,77
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Introducing culture in English language classes teaches to be respectful of other cultures	12,457	19	,000	1,400	1,16	1,64
Gaining awareness about cultural differences can minimize misunderstandings among people from different cultures.	12,583	19	,000	1,250	1,04	1,46

During the introduction of different cultural elements in English language classes, I develop a negative reaction	16,480	19	,000	4,050	3,54	4,56
Cultural content should be included in English language teaching curriculum	8,718	19	,000	1,600	1,22	1,98
3.Life and culture in the U.K	12,337	19	,000	1,350	1,12	1,58
Issues related to science and technology	10,299	19	,000	2,100	1,67	2,53
Daily lifestyle, customs and traditions of different countries	13,077	19	,000	1,800	1,51	2,09
Issues related to politics	11,000	19	,000	2,200	1,78	2,62
Issues related to world history	10,335	19	,000	2,050	1,63	2,47
Information on different religious practices	9,245	19	,000	2,150	1,66	2,64

Communicative aspects like body language and idioms	12,365	19	,000	1,300	1,08	1,52
Architecture of other countries	13,210	19	,000	2,950	2,48	3,42
World literature and art	10,563	19	,000	1,950	1,56	2,34
Food and clothes of other countries	13,272	19	,000	2,450	2,06	2,84
Leisure activities and styles of entertainment	12,795	19	,000	2,250	1,88	2,62

Social and historical aspects of different cultures (national holidays, national heroes, etc.)	14,236	19	,000	1,600	1,36	1,84
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0.001 <P Value<0.0025

DF	Mean	t	P value
19	2.197	10.97	0.001 0.0025

The P value is defined between $0.001 < p \text{ value} < 0.0025$ there are a positive significance difference between student's attitudes towards ICC. i.e most of the students hold a positive attitude towards ICC.

So, our results confirm previous research done by many scholars.

2.2. Discussion

The present study has aimed to research the perceptions of English EFL learners regarding the position of culture and way of life learning in foreign language gaining knowledge of. therefore, the findings of this observe might be very beneficial for the field of foreign language studying. The consequences of this study showed comparable effects as compared with many research in the field. among many others, studies such as of Bada (2000), Sercu (2002), Atay (2005) and Sarıçoban, and Çalışkan (2011) showed in a comparable way that students are enormously interested in gaining knowledge of lifestyle

in language learning and that they have wonderful attitudes towards way of life. Moreover, regarding the viable cultural subjects, this observe confirmed that learners favour to provide/get enjoy with a rich of variety of L2 lifestyle. The members had extraordinary opinions once they have been asked whether or not tradition and language are included and consequently should be found out in an integrated way. Among many others McLeod (1976) and Byrd (2014) assert that whether or not or not learners encompass subculture overtly, one is unavoidably gaining knowledge of it implicitly. But, college students suppose that they've to possess a sufficient high degree language proficiency before gaining knowledge of the lifestyle of the goal language.

Moreover, concerning cultural studying sports, this look at confirmed that the most customarily used method to research subculture is througanalyzing about the way of life of others watching films and living in international locations in which English language is the goal L1. From preferred observations and experience, it may be assumed that learners have freedom to select their learning materials by using theirselves .

Finally, regarding inexperienced persons' devotion of time to culture gaining knowledge of and their willingness to lifestyle studying are presented, the data showed that The reasons why learners dedicate more time to analyse more approximately the English tradition and to increase their skills in English language.

Suggestions

Based totally on the findings and the limitations of this study, suggestions can be made for similarly research. In order to make the results extra selectively and to make sure the consistency of the findings, this study can be replicated with selective populations. However, as surveys are most effective valid for the time they are applied, replication of this observe at the same population is likewise required. also, carrying out the findings of the questionnaire in a extra detailed manner is usually recommended.

The effects of this study showed that proficiency levels do not effect on the attitudes of students. The impact of remote places experience on students' attitudes toward getting to know ICC can also be investigated. Additionally, there is probably variations in scholar attitudes from exceptional universities. It would provide interesting findings to take a look at the variations among student attitudes across universities.

Another study may investigate the cultural components of the books that are used in English preparatory classes in England and compare the cultural topics of the books with the favourite cultural topics of the participants of this study. Investigating the course books or materials used in English language classes in terms of their cultural content in order to reveal whether there is a balance in presenting the target culture and the native culture of the students could provide valuable results.

General conclusion

This study determined out that students normally have great attitudes towards studying ICC. The scholar selected, "life and culture inside the united kingdom," and "every day way of life, customs and traditions of various international locations" as their top three subjects to be protected in English language coaching substances. Maximum of the scholars indicated that they're interested in getting to know approximately every aspect of way of existence but in a communicative manner. The scholars preferred video films and paying attention to track for introducing cultural facts of their English language training. "To find work after graduation" was the most powerful motivation aspect for English inexperienced persons. The analysis of the elements expected to have an effect on learners' attitudes towards studying ICC discovered that gender, talent ranges and medium of education do not play a giant position in college students' attitudes inside the direction of reading ICC. But, college students' motives for studying English, their motivation sorts, additionally have an impact on their attitudes. The better their integrative and private motivation become, the more terrific attitudes towards getting to know ICC they'd.

This have a look at investigated the attitudes of English post graduate college students toward gaining knowledge of intercultural communicative competence (ICC) in EFL school rooms and whether or no longer the scholars' attitudes exchange in keeping with their gender, motives for mastering English, English skills stages, majors, and the medium of training of their departments. Consequently, the prevailing study take a look at contributes to the prevailing literature with the useful resource of disclosing the attitudes of English post graduate students in England closer to learning intercultural communicative competence. With the results both confirming and contradicting the preceding research, this observes has its own vicinity in the subject of English language

education. By way of means of revealing extra about the attitudes in the direction of ICC, this test may also assist to elevate reputation in ELT, The findings may be of advantage to EFL beginners and additionally to the lecturers of ELT.

Appendix

Questionnaire

Dear Students,

This questionnaire aims to identify your opinions regarding learning about culture in English language classes. There are no right or wrong answers. The answers you give will remain confidential to an overall results will be evaluated and interpreted for the research. It is extremely important to be sincere in your answers and not to skip questions , in order to reach a healthy evaluation of the research results

Thank you for your participating in the survey

Part one : Reasons For Learning English

1. Please indicate whether the following reasons are among your reasons for learning English or not by choosing (X) the appropriate statement in the given scale.

	Definitely yes	Yes	undecided	No	Definitely no
1. To study in other countries					
2. To pass my classes in my department					
3. To communicate with people from other countries					
4. To find work after graduation					
5. To get informed about the culture of other countries					
6. To use the internet					
7. To watch movies or TV programs in English					
8. To take part in the cultural activities arranged by the European Union such as Erasmus and European voluntary Service					
9. To listen to music in English					
10. To visit other countries					
11. To follow published materials (books, journals and					

magazines) in English					
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PART II:

ENGLISH AND CULTURE LEARNING 2. When you think of the English language, which of the following cultures come to your mind? Please order them starting from 1.

_____ British culture

_____ American culture

_____ No particular country's culture

3. Please indicate whether you agree with the following statements regarding English language and culture learning by putting “ ” in the box under the appropriate item of the given scale.

	strongly agree	Agree	undecided	disagree	strongly disagree
1. English language has become a world language rather than that of a particular nation					
2. It is necessary to have a good command of English that enables communication with foreigners.					
3. English is the most widely used language in international					

communication.					
4. English language reflects one country's cultural values					
5. To be able to speak good English, it is necessary to know about the culture of countries where English is the native language (America, England, etc.)					
6. To have verbal and written communication skills in English has gained importance in each business sector					
7. Cultural elements of different world countries should be introduced in English language classes.					
8. Learning about the standards of judgment of other cultures improves our communication skills with people from these cultures.					
9. I would like to learn about the similarities and differences					

between the cultures of other countries and Turkish culture.					
10. Learning about other cultures is harmful to my own culture.					
11. In intercultural communication, it is important to know what not to say to whom in different cultures.					
12. Learning about different cultural elements in English language classes makes language learning more interesting.					
13. I do not think it is necessary to learn about the cultures of other countries					
14. It's necessary to learn about how people from different countries behave in various circumstances to have better communication with them					
15. Introducing culture in English language classes teaches to be respectful of other cultures					

16. Gaining awareness about cultural differences can minimize misunderstandings among people from different cultures.					
17. During the introduction of different cultural elements in English language classes, I develop a negative reaction					
18. Cultural content should be included in English language teaching curriculum					

PART III: CULTURE IN ENGLISH LANGUAGE TEACHING MATERIALS

4. Should the following topics be included in your English language textbooks or teaching materials? Please choose the appropriate statement in the given scale by putting “X” under the relevant statement.

	Definitely Yes	Yes	Undecided	No	Definitely No
1. Life and culture in the U.K					
2. Issues related to science and technology					

3. Daily lifestyle, customs and traditions of different countries					
4. Issues related to politics					
5. Issues related to world history					
6. Information on different religious practices					
7. Communicative aspects like body language and idioms					
8. Architecture of other countries					
9. World literature and art					
10. Food and clothes of other countries					
11. Leisure activities and styles of entertainment					
12. Social and historical aspects of different cultures (national holidays, national heroes, etc.)					

5. In what ways (with what kind of materials or activities) would you prefer to be introduced to cultural information? Please rank your top three choices from the following options, with '1' as most important.

- _____ a. Through course book content.
- _____ b. Through classroom discussions of cultural experiences
- _____ c. Through novels and short stories.
- d. With daily used items such as menus and tickets
- _____ e. With visual elements such as pictures and posters.
- _____ f. With video films and documentaries.
- _____ g. With newspapers and magazines.
- _____ h. Other (please specify): _____

PART IV: PERSONAL INFORMATION

- 1. University: _____
- 2. Age: _____
- 3. Place of Birth: _____
- 4. Native Tongue: () English () Other (please specify): _____
- 5. English Language Level: () Elementary () Pre-Intermediate
() Intermediate () Upper-Intermediate () Advanced
- 6. Faculty/ Department: _____Education_____

Thank you for your participation

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