



AFFECTIVE FACTORS AS THE PREDICTORS OF INTERCULTURAL COMMUNICATIVE COMPETENCE

(MONOGRAPH)

KAZYKHANKYZY L. & MEIRBEKOV A.K.

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**MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE
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MEIRBEKOV A.K.**

**AFFECTIVE FACTORS AS THE PREDICTORS OF INTERCULTURAL
COMMUNICATIVE COMPETENCE
(monography)**

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Today, the main goal of teaching English is to teach students to communicate effectively with members of other communities through the use of foreign languages, developing intercultural competence. Therefore, the requirement for teachers in English classes is not only to know how to develop intercultural communicative competence, but also to determine what factors influence its development.

In this monograph, the author tried to identify this issue. The monograph is intended for foreign language teachers of the university, future English teachers, scientists, doctoral students, undergraduates, students and the general public in the field of methods and methodology of teaching a foreign language, the design of research activities.

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CONTENTS

ABSTRACT	4
LIST OF TABLES	5
LIST OF FIGURES	9
SYMBOLS AND ABBREVIATIONS	10
INTRODUCTION.....	11
1 THEORETICAL FRAMEWORK FOR THE CONCEPT OF INTERCULTURAL COMMUNICATIVE COMPETENCE AND THE EFFECT OF AFFECTIVE FACTORS	
1.1. The role of Communicative Competence and Teaching Culture in L2 Education.....	19
1.2 The Concept of Intercultural Communicative Competence, Models and Assessment	25
1.3 The Notion of Academic Self-Concept in Foreign Language Teaching.....	39
1.4 Motivation in L2 Education.....	45
1.5 Dörnyei’s L2 Motivational Self-System.....	47
2 METHODOLOGY: INTERCULTURAL COMMUNICATIVE COMPETENCE SCALE DEVELOPMENT	
2.1 Setting and Participants	53
2.2 Data Collection	54
2.3 Instruments.....	54
2.4 Scale Development Process.....	56
2.5 Confirmatory Factor Analysis.....	69
2.5 Data Analysis.....	72
3 RESEARCH FINDINGS	
3.1 Findings Related to the First Research Question	77
3.2 Findings Related to the Second Research Question	90
3.3 Findings Related to the Third Research Question	113
3.4 Findings Related to the Fourth Research Question	116
3.5 The Findings of the Qualitative Study	119
CONCLUSION, DISCUSSION AND SUGGESTIONS.....	149
REFERENCES	170
APPENDIX	190

Abstract

The aim of the present study was to determine Kazakhstani and Turkish preservice teachers' level of Intercultural Communicative Competence (ICC), academic self-concept and L2 motivational self-system and to investigate the nature of relationship among these constructs. To do so, the study followed the paradigm of sequential exploratory mixed methods research, in which the data were collected through questionnaires and semi-structured interviews. ICC scale developed by the researcher, Academic Self-Concept Scale (Liu & Wang, 2005) and L2 Motivational Self-System Scale (Taguchi et al., 2009) were administered to pre-service ELT teachers in Kazakhstan and Turkey. Two groups of participants involved in the study: pre-service ELT teachers (N=314) from Turkey took part in the pilot study and pre-service ELT teachers from Kazakhstan (N=307) and Turkey (N=258) participated in the main study. To analyze the quantitative data descriptive statistics, correlation, regression analyses and content analysis were used. The results indicated that pre-service ELT teachers in Kazakhstani and Turkish educational contexts had high levels of ICC, academic confidence and academic effort, ideal L2 self, ought to L2 self and attitudes to learning English. Further results revealed that statistically significant differences existed between Kazakhstani and Turkish pre-service teachers in terms of their level of ICC, academic confidence and ought to L2 self-guide. Regression analyses revealed that while the best predictor of Kazakhstani pre-service ELT teachers ICC was academic confidence, Turkish pre-service ELT teachers ICC was best predicted by their ideal L2 self.

Keywords: ICC, pre-service ELT teachers, academic self-concept, L2 motivational self-system.

List of Tables

Table 1 <i>Demographic Characteristics for the Pilot Study Sample</i>	54
Table 2 <i>Demographic Characteristics for the Main Study Sample</i>	55
Table 3 <i>Experts' Characteristics</i>	58
Table 4 <i>Minimum Values of CVR and CVRt, One Tailed Test</i>	58
Table 5 <i>KMO and Barlett's Tests Results</i>	60
Table 6 <i>PCA Results for Initial Set of Items</i>	61
Table 7 <i>Rotated Component Matrix Analysis Results</i>	62
Table 8 <i>PCA Results Based on Four Factors</i>	64
Table 9 <i>The Contribution of the Items Based on Four Factors</i>	65
Table 10 <i>Final Rotated Component Matrix Analysis Results</i>	67
Table 11 <i>Item Loadings Based on Four Factors</i>	68
Table 12 <i>Internal Reliability Results for Four Factors</i>	69
Table 13 <i>Correlation Results between Factors and Total Scale Items</i>	69
Table 14 <i>Error and Fit Index for ICC Scale</i>	70
Table 15 <i>Internal Reliability Results of Four Factor Scale After CFA</i>	71
Table 16 <i>Correlation Results between Factors and Total Scale Items after CFA</i>	73
Table 17 <i>Summary of Research Questions and Related Procedures</i>	74
Table 18 <i>Test of Normality for Kazakhstani Data</i>	76
Table 19 <i>Test of Normality for Turkish Data</i>	76
Table 20 <i>Test of Normality for Unified Turkish and Kazakhstani Data</i>	77
Table 21 <i>Descriptive Statistics for Kazakhstani Pre-Service Teachers ICC</i>	78
Table 22 <i>Descriptive Statistics for Turkish Pre-Service Teachers ICC</i>	81
Table 23 <i>Descriptive Statistics for Kazakhstani Pre-Service Teachers ASC</i>	85
Table 24 <i>Descriptive Statistics for Turkish Pre-Service Teachers ASC</i>	86

Table 25 <i>Descriptive Statistics for Kazakhstani Pre-Service Teachers L2 MSS</i>	87
Table 26 <i>Descriptive Statistics for Turkish Pre-Service Teachers L2 MSS</i>	89
Table 27 <i>The T-test Results for the Comparison of Turkish and Kazakhstani Participants Level of ICC</i>	91
Table 28 <i>The T-test Results for the Comparison of Turkish and Kazakhstani Participants ASC</i>	92
Table 29 <i>The t-test Results for the Comparison of Turkish and Kazakhstani Participants L2 MSS</i>	92
Table 30 <i>The t- test Results for the Kazakhstani Participants ICC Regarding Their Gender</i>	93
Table 31 <i>Mann-Whitney U Test Results for Turkish Participants ICC Regarding Their Gender</i>	94
Table 32 <i>Mann-Whitney U Test Results for the Comparison of Kazakhstani and Turkish Male Participants Level of ICC</i>	95
Table 33 <i>Mann-Whitney U Test Results for the Comparison of Kazakhstani and Turkish Female Participants Level of ICC</i>	95
Table 34 <i>Mann-Whitney U Test Results for Kazakhstani Participants ASC Regarding Their Gende</i>	96
Table 35 <i>Mann-Whitney U Test Results for Turkish Participants ASC Regarding Their Gender</i>	96
Table 36 <i>Mann-Whitney U Test Results for the Comparison of Kazakhstani and Turkish Male Participants ASC</i>	97
Table 37 <i>Mann-Whitney U Test Results for the Comparison of Kazakhstani and Turkish Female Participants ASC</i>	97
Table 38 <i>Mann-Whitney U Test Results for Kazakhstani Participants L2 MSS Regarding Their Gender</i>	98
Table 39 <i>Independent Samples t-test Results for Turkish Pre-Service Teachers L2 MSS Regarding Their Gender</i>	98
Table 40 <i>Mann-Whitney U Test Results for the Comparison of Kazakhstani and Turkish Male Participants L2 MSS</i>	99
Table 41 <i>Mann-Whitney U Test Results for the Comparison of Kazakhstani and Turkish Female Participants L2 MSS</i>	100

Table 42 <i>The t- test Results for Kazakhstani Participants ICC Regarding Their Attended Universities</i>	100
Table 43 <i>Mann-Whitney U Test Results for Turkish Participants ICC Regarding Their Attended Universities</i>	101
Table 44 <i>Kruskal-Wallis H Test Results for the Comparison of Kazakhstani and Turkish Participants ICC Regarding Their Attended Universities</i>	101
Table 45 <i>Mann-Whitney U Test Results for Kazakhstani Participants ASC Regarding Their Attended Universities</i>	103
Table 46 <i>Mann-Whitney U Test Results for Turkish Participants' ASC Regarding Their Attended Universities</i>	103
Table 47 <i>Kruskal-Wallis H Test Results for the Comparison of Kazakhstani and Turkish Participant ASC Regarding Their Attended Universities</i>	104
Table 48 <i>Mann-Whitney U Test Results for Kazakhstani Participants L2 MSS Regarding Their Attended Universities</i>	105
Table 49 <i>Independent Samples t-test Results for Turkish Participants L2 MSS Regarding Their Attended Universities</i>	106
Table 50 <i>Kruskal-Wallis H Test Results for the Comparison of Kazakhstani and Turkish Participants MSS Regarding Their Attended Universities</i>	106
Table 51 <i>The ANOVA Test Results for Kazakhstani Participants ICC Regarding Their Years of Study</i>	107
Table 52 <i>Kruskal-Wallis H Test Results for Turkish Participants ICC Regarding Their Years of Study</i>	108
Table 53 <i>Kruskal-Wallis H Test Results for the Comparison of Kazakhstani and Turkish Participants ICC Regarding Their Years of Study</i>	109
Table 54 <i>Kruskal-Wallis H Test Results for Kazakhstani Participants ASC Regarding Their Years of Study</i>	110
Table 55 <i>Kruskal-Wallis H Test Results for Turkish Participants ASC Regarding Their Years of Study</i>	111
Table 56 <i>Kruskal-Wallis H Test Results for the Comparison of Kazakhstani and Turkish Participants ASC Regarding Their Years of Study</i>	111
Table 57 <i>Kruskal-Wallis H Test Results for Kazakhstani Participants L2 MSS Regarding Their Years of Study</i>	112

Table 58 <i>The ANOVA Test Results for Turkish Participants L2 MSS Regarding Their Years of Study</i>	113
Table 59 <i>Kruskal-Wallis H Test Results for the Comparison of Kazakhstani and Turkish Participants L2 MSS Regarding Their Years of Study</i>	113
Table 60 <i>Correlation Analysis Results for Kazakhstani Participants</i>	115
Table 61 <i>Correlations between the Components of ICC, ASC and L2 MSS for Kazakhstani Participants</i>	115
Table 62 <i>Correlations Analysis Results for Turkish Participants</i>	116
Table 63 <i>Correlations between the Components of ICC, ASC and L2 MSS for Turkish Participants</i>	117
Table 64 <i>A Multiple Regression Analysis Results for Kazakhstani Participants</i>	118
Table 65 <i>Academic Self-Concept Subscales as Predictors of ICC for Kazakhstani Participants</i>	118
Table 66 <i>L2 Motivational Self-System Subscales as Predictors of ICC for Kazakhstani Participants</i>	119
Table 67 <i>A Multiple Regression Analysis Results for Turkish Participants</i>	119
Table 68 <i>Academic Self-Concept Subscales as Predictors of ICC for Turkish Participants</i>	119
Table 69 <i>L2 Motivational Self-System Subscales as Predictors of ICC for Turkish Participant</i>	120
Table 70 <i>The Results of Thematic Analysis Regarding Turkish Participants' ICC</i>	121
Table 71 <i>The Results of Thematic Analysis Regarding Turkish Participants' Academic Self-concept</i>	128
Table 72 <i>The Results of Thematic Analysis Regarding Turkish Participants' L2 Motivation</i>	131
Table 73 <i>The Results of Thematic Analysis Regarding Participants' ICC</i>	134
Table 74 <i>The Results of Thematic Analysis Regarding Participants' Academic Self-concept</i>	140
Table 75 <i>The Results of Thematic Analysis Regarding Participants' L2 Motivation</i>	143

List of Figures

<i>Figure 1.</i> Byram's model of ICC (Deardorff, 2009, p. 17).....	31
<i>Figure 2.</i> Factors in intercultural communication. (Byram, 1997, p. 34).....	32
<i>Figure 3.</i> Scree-plot for exploratory factor analysis showing eigenvalues (y-axis) for derived factors (x-axis).....	61
<i>Figure 4.</i> Factor distribution and the interaction among the subscales.....	72

Symbols and Abbreviations

ASC: Academic self-concept

CFA: Confirmatory Factor Analysis

EFA: Exploratory Factor Analysis

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

IC: Intercultural Competence

ICC: Intercultural Communicative Competence

L2: Second/Foreign language

MSS: Motivational Self-System

PCA: Principal Component Analysis

SPSS: Statistical Package for Social Sciences

INTRODUCTION

Becoming interculturally competent and interacting effectively and appropriately with members of other communities by using foreign languages is the main requirement in many professional fields in the contemporary multicultural world. Recently, researchers of different fields have conducted studies to understand what makes an individual interculturally competent and have proposed different definitions to describe this concept (Adler, 1991; Black, Gregersen & Mendenhall, 1992; Brislin, Landis & Brandt, 1983; Kealey, 1996; Landis & Bhagat, 1996). Scarino (2010) states that becoming interculturally competent means “to understand culture not only as information about diverse people and their practices but also, and most importantly, as the contextual framework that people use to exchange meaning in communication with others and through which they understand their social world” (p.324). Sercu (2010) describes interculturly competent one as an individual who is open-minded, respectful for others, interested in other cultures, empathetic and non-judgmental about different cultures. He identifies the characteristics of intercultural competence as:

The willingness to engage with foreign culture, self-awareness and the ability to look upon oneself from the outside, the ability to see the world through one’s eyes, the ability to cope with uncertainty the ability to act as a cultural mediator, the ability to evaluate others’ points of view, the ability to consciously use culture learning skills and to read the cultural context, and the understanding that individuals cannot be reduced to their collective identities (p. 2).

With the emphasis on communication and moving from the consensus that in order to effectively communicate in intercultural situations one needs to be a competent user of foreign languages, intercultural approach started to be incorporated into L2 education and the notion “Intercultural Competence” has been modified to foreign language education in the form of “Intercultural Communicative Competence” (Young & Sachdev, 2011). The primary goal of foreign language education has shifted from developing “competent speakers” to developing ‘interculturally competent speakers’ who are equipped with “a complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself” (Fantini, 2007, p. 9).

ICC has been examined and defined by many researchers (Bennet, 2004; Byram, 1997; Deardorf, 2006; Fantini, 2009). Deardorff (2006a) defines ICC as the “ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills, and attitudes” (p. 247). Wiseman and Koester (1993) believes that to develop students’ intercultural communicative competence it is necessary to work on their skills, knowledge and motivations which are the vital requirements for interacting effectively and appropriately with people from different cultures. Byram, Gribkova and Starkey (2002) list four components which are of crucial importance in developing ICC: attitude (openness, motivation and willingness to learn about other cultures); knowledge (general knowledge about norms and practices as well as about cultural values of one’s own and target community); skills

(the ability of interpreting and relating, the ability to use meta-cognitive strategies in discovering cross-cultural differences and adjusting to them); and critical awareness (the ability to recognize that one is a product of one's own cultural values and beliefs, at the same time with an understanding of the importance of the values, beliefs and attitudes of the target culture). According to Perry and Southwell (2011) ICC consists of positive attitudes (empathy, respect and curiosity) toward other cultures, knowledge about one's own and other cultures, and an appreciation of differences among cultures. The common point of the researchers is that "opportunities need to be created for all of these components to be fostered in learners, as the development of intercultural communicative competence is considered to be a vital aim of L2 teaching nowadays" (Wach, 2015, p. 23).

In order to develop students ICC, researchers emphasize the importance of teaching culture in foreign language classrooms. Ho (2009) asserts that it is impossible to separate language and culture from each other, and that it is crucial to incorporate ICC in the language teaching process. Lack of cultural knowledge can cause on learners' serious problems such as disharmony, misunderstandings and even conflicts in communication in intercultural situations. As Bennett, Bennet and Allen (2003) state "the person who learns language without learning culture risks becoming a fluent fool" (p. 272). According to Genç and Bada (2005) studying language in context helps learners to highlight how native speaker of the target culture use language in particular circumstances. Language is functionless without its proper cultural context, since the use of language differs according to different social situations, time and place. In this sense, teachers should find ways to implement the elements of cultural context which influence language use (Byram & Kramsh, 2008).

Scholars in the field of foreign language education support the idea that foreign language teachers are responsible for promoting their students ICC. They should recognize the importance of developing on their students ICC and include the intercultural components in their lessons and curriculum (Brown, 2014; Byram, 1997; Byram, Nicholas & Stevens, 2001; Bennett, 2004). According to Byram (1997) the foreign language classroom is the main setting where ICC should be promoted. Thus, for successful implementation of ICC teaching into ELT classrooms', it is important for teachers to know not only how to implement ICC in language classrooms, but also about the learners' personality factors that may have an impact on their developing ICC.

There is a wealth of research studies that investigated the importance of affective domain in the process of L2 development. Researchers agree that personality factors such as anxiety, self-esteem, empathy, motivation contribute in some way to the success of language learning (Gardner, Day, & MacIntyre, 1992; Gardner & Lambert, 1972a; Guiora, Brannon, & Dull, 1972; Lambert, 1967; Schumann & Johnson, 1976). Knowing more about the personality and socio-cultural factors of learners' might help teachers in planning and conducting teaching procedures by taking into consideration of their students individual differences and what they can reasonably expect to accomplish in the language classrooms (Lightbown & Spada, 1993). Similarly, studies related to ICC also suggest that the

acquisition and development of language learners' intercultural communicative competence is influenced by cognitive, behavioral, affective, psychological and even symbolic factors (Arasaratnam, 2009; Byram, 1997; Deardorff, 2006b; Kramsch, 2011; Yoo, Matsumoto & LeRoux, 2006). However, the majority of studies available in the literature concerning ICC in language learning concentrate more on such factors as being abroad experiences or interaction with foreigners through the internet etc. (Akpınar & Ünalı, 2014; DeJaeghere & Cao, 2009; Fox & Diaz-Greenberg, 2006; Hismanoglu, 2011; Penbek, Yurdakul & Cerit, 2009), while the affective factors which refer to the emotional side of human behavior such as attitude, motivation, self-esteem, self-concept, anxiety, empathy are ignored. According to Areepattamannil and Freeman (2008) among affective variables that affect language learning success, motivation and academic self-concept are the most important factors which can be directly influenced by the classroom instructors and therefore should be of primary concern.

A student's motivation for learning is considered as one of the most significant determinant factors of the success and quality of any learning outcome in an academic setting (Mitchell, 1992). According to researchers (Dornyei 1998; Dornyei & Ryan 2015) motivation is a driving force in learning an L2 which determines "the extent of active, personal involvement in foreign or second language learning" (Oxford, 1996, p.121). Therefore, individuals with lack of motivation "cannot accomplish long-term goals; whatever the curricula and whoever the teachers are" (Rajab, Far & Etemadzadeh, 2012, p. 419). In recent years, a large number of research studies have been conducted in different contexts which examined motivation from the perspective of L2 motivational self-system theory developed by Dornyei (2009). The theory is focused on the development of students L2 motivation on the basis of social context and view of self and comprises of three components, ideal L2 self, ought to L2 self and L2 learning experience. Evidence from previous studies shows, that L2 motivational self-system can serve as one of the main forces that can enhance or impede intercultural communication (Mirzaei & Forouzandeh, 2013; Öz, 2015; Saricoban & Öz, 2014). It is suggested that language learners with adequate knowledge about other cultures and positive attitudes towards people from other communities motivate them to learn L2 or vice versa, learners who are highly motivated to learn an L2 are more predisposed to develop a high level of ICC.

Academic self-concept is the individual's overall self-perception in an academic context. Bong and Skaalvik (2003) defines it as "a collection of a host of related perceptions such as competence, self-worth, interest, enjoyment, and intentions" (p. 29). Researchers and educators believe that academic self-concept is one of the most vital elements for success because it helps to predict academic achievement (McCoach & Siegle, 2003). Previous studies support the theory that academic success or failure influences individual's academic self-concept, and that the academic achievement is influenced by individual's academic self-concept (Dambudzo, 2009). An understanding of academic self-concept and what it entails is of crucial importance "if education is to achieve its ultimate goal of developing the individual's highest possible potential" (Coetzee, 2011, p.17). According to McEachron (1993)

little is known about the kind of self-concepts language learners construct based on their learning experiences, and the extent to which they are motivated to do their best in academic work. Although the literature suggests that motivation and self-concept are related to each other, there have been a small number of studies concerning the effect of academic self-concept on ICC or communication in an L2. Therefore, more researches are needed on the self-concepts and motivation of the language learners to understand how these two affective variables influence their development of ICC in an academic setting. Since those kinds of studies may help educators to plan wisely for the success of the learners (Dambudzo, 2009).

By drawing on these theories, this study is focused on academic self-concept and L2 motivational self-system as factors that could influence and cause a variance in ELT pre-service teachers' levels of ICC in Kazakhstani and Turkish contexts.

Statement of the Problem

In order to provide the intercultural learning process and develop learners ICC foreign language teachers need additional knowledge, competencies and skills, in other words, revision of professionalism is required in foreign language teaching. Foreign language teachers need to be willing to develop ICC on their students and need to know how to do so (Sercu, 2005). Studies conducted in various countries, including Turkey, have demonstrated that many pre-service and in-service EFL teachers have not attained the expected levels of ICC (Atay, 2005; Bayyurt, 2006; Larzen-Östermark, 2009; Sercu, 2005), therefore initially the development of ICC should be started with pre-service teachers as they are considered as the future professionals in the field of foreign language teaching. In order to help students to achieve intercultural communicative competence teachers should revise their current communicative competence oriented teaching practices and develop their own ICC.

Despite the existence of studies related to ICC in the Turkish context with tertiary level students about their perceptions and attitudes regarding ICC or the effect of studying abroad experiences or classroom instruction on their ICC (e.g., Atay, Kurt, Camlibel, Ersin & Kaslioglu, 2009; Castro, Sercu & Garcia, 2004; Sercu, 2002), there is still a need for deeper understanding of pre-service teachers ICC and its relationship with their individual differences that might contribute to the development of their ICC. Hence, the need to understand how the affective factors such as motivation and academic self-concept affect the development of ICC is particularly important for educators of pre-service teachers. Since there is a research gap on this issue both in Kazakhstan and Turkey as well as in the world it should be filled with new studies. The present study, thus, investigates the differences between Kazakhstani and Turkish ELT pre-service teachers' levels of ICC, academic self-concept and L2 motivational self-system, and whether academic self-concept and L2 motivational self-system predict Kazakhstani and Turkish pre-service teachers' levels of ICC.

Aim and Significance of the Study

The study specifically aims to identify whether there is a difference in the level of ICC, academic self-concept and L2 motivational self-system of Turkish and Kazakhstani ELT pre-service teachers and whether academic self-concept and L2 motivational self-system predict their level of ICC.

This research is composed of two main parts. The first part is about the development of a valid and reliable instrument for determining Turkish and Kazakhstani pre-service ELT teachers' level of intercultural communicative competence. The second part is focused on the examination of Kazakhstani and Turkish pre-service teachers' levels of ICC, academic self-concept and L2 motivational selves according to the country, gender, years of study and attended universities. Furthermore, the relationships between pre-service teachers' academic self-concept and L2 motivational selves and ICC and the predicting effect of these factors on their ICC are investigated.

It is believed that the present research study will greatly contribute to the understanding of the nature of ELT pre-service teachers ICC as well as their academic self-concept and L2 motivational self-system. It is also hoped that the present study could help to identify the effect of academic self-concept and L2 motivational self-system on pre-service teachers ICC, so that L2 educators and teacher trainers could use the results of this study in promoting students ICC.

The results of this study can also make a contribution to the field of foreign language education, especially to the study of intercultural communicative competence by providing a valid and reliable instrument strongly grounded in theory for measuring ELT students' level of ICC.

Since this study is conducted in Kazakhstani and Turkish ELT contexts, it is assumed that the findings of the present study would provide more insights on the differences between Kazakhstani and Turkish ELT pre-service teachers levels of ICC, academic-self-concept and L2 motivational self-system. It should be noted that in both Turkish and Kazakhstani contexts English is learned for occupational and educational reasons in order to attain better opportunities. Since there are not many chances to use it for daily communication purposes, English is mostly practiced in a formal classroom environment. In Turkey English is taught as a second language, whereas in Kazakhstan it is taught as a third language, because there are already two official languages, Kazakh and Russian. ICC teaching has just started to gain attention from Kazakhstani university EFL teachers as an educational innovation. Despite the fact that Kazakhstan joined the Bologna Declaration in 2010 and started to use CEFR as a key reference document so that the importance of developing ICC has become one of the main goals of education policy, classroom teaching in Kazakhstan still falls behind theoretical expectations, and linguistic teaching still dominates in most university ELT classrooms. Culture teaching has not been very effective in terms of promoting students' acquisition of intercultural communicative competence and preparing them for intercultural communication (Dietrich, 2011; Rysbekova, Rysbekov & Shintimirov, 2017). Turkey, in turn, became part of Bologna Process in 2001 and made valuable reforms in the higher education system.

However, according to the research studies conducted to date in the Turkish context (Arıkan, 2011; Atay, 2005; Bayyurt, 2006; Bektaş-Çetinkaya & Börkan, 2012; Bektaş-Çetinkaya & Çelik, 2013) both pre-service and in-service English teachers are not adequately equipped to address issues of promoting ICC in English language classrooms. Therefore, by understanding and recognizing potential similarities and differences between Turkish and Kazakhstani ELT pre-service teachers' levels of ICC, academic self-concept and L2 motivational self-system, L2 teachers and teacher educators in the both Turkish and Kazakhstani educational contexts would be able to address students' abilities accordingly and promote their ICC. Moreover, by identifying the effect of motivational self-guides and academic self-concept on the development of ELT pre-service teachers ICC, lessons and curriculum can be planned and conducted on the basis of these findings.

Moreover, it should be noted that most studies on Intercultural communicative competence have been conducted in the European and East Asian countries. Therefore, the present study in ELT settings in Kazakhstan and Turkey will extend the theoretical knowledge of ICC, academic self-concept and L2 Motivational self-system, and will also demonstrate the applicability of these concepts in a wider community.

Research Questions

In line with these objectives, the following research questions will be investigated:

1) What are the perceived levels of Kazakhstani and Turkish ELT pre- service teachers'

- Intercultural communicative competence (skills, attitudes, awareness and knowledge)?
- Academic self-concept (academic confidence and academic effort)?
- L2 motivational self-system (ideal L2 self, ought to L2 self and attitudes towards learning English)?

2) Are there any statistically significant differences between Kazakhstani and Turkish ELT pre-service teachers' levels of ICC, academic self-concept and L2 motivational self-system according to their setting they live, gender, years of study and attended university?

3) Is there any relationship among Intercultural communicative competence, academic self-concept and L2 motivational self-system of Kazakhstani and Turkish ELT pre-service teachers?

4) Is it possible to predict Kazakhstani and Turkish ELT pre-service level of ICC by means of their academic self-concept and L2 motivational self- system?

Assumptions

The following assumptions were made according to the purpose of the study:

1. Since, the participants were informed about the study, they participated in the study voluntarily on the basis of their own decisions.
2. The data collection instruments used in the current study are suitable for the purpose of the study as well as valid and reliable since they were reviewed by experts and confirmed by some statistical tests.
3. It is also supposed that participants fully understand the questions responded to the items of the scale and semi-structured interview questions honestly and sincerely.

Limitations

This study accommodates two limitations which should be taken into consideration. The study was conducted with students of ELT departments enrolled in only two universities in each setting. Therefore, this research study may not be generalized to the larger population of Turkey and Kazakhstan.

The other limitation is the number of items in the study. As there were used three instruments in the study, it had many items. Thus, in order to overcome this limitation, the participants were given enough time to complete the questionnaires.

Definitions

Intercultural competence: ability to interact in their own language with the people from another country and culture (Byram, 1997).

Intercultural communicative competence: “ability to interact with people from another country and culture in a foreign language effectively and appropriately based on one’s intercultural knowledge, skills, and attitudes” (Deardorff, 2009, p. 247). According to Byram (1997) ICC is composed of four components: attitudes, knowledge, skills of interpreting and relating and critical- cultural awareness.

Attitudes: “refers to the ability to see from other’s perspectives, to understand other worldviews as well as the ability to respect others, openness and curiosity” (Deardorff, 2009, p.477).

Knowledge: “refers to the knowledge about conventions of communication and interaction, about the events and their emblems which are markers of national identity, as well as about social distinctions and their principal markers” (Byram, 2009, p. 324)

Skills: skills of interpreting and relating – the ability to identify causes of misunderstanding as well as language dysfunctions. skills of discovering and interaction - the ability to recognize significant cultural phenomena, elicit their meanings and find out how they interact with other phenomena, thus, the ability to acquire new knowledge and interact effectively (Byram, 2009, p. 324).

Critical cultural awareness: an individual ability to critically evaluate perspectives, practices and products of their own, and their interlocutors’ cultures (Byram, 1994)

Culture: negotiated symbolic interactions shared by a community that provides a schema for attitudes, values, and beliefs (Adler & Adler, 1998; Kroeber & Kluckhohn, 1952; Schein, 2010).

Academic self-concept: learner's beliefs about his or her academic abilities as a student in comparison with other students (Marsh, Hau & Kong, 2002). Byrne (1996) described academic self-concept as involving a description and an evaluation of one's perceived academic abilities, and it encompasses the global beliefs of self-worth associated with one's perceived academic competence.

L2 motivational self-system: the learners' vision of themselves as L2 speakers, the social pressures from the outside and a positive environment which are supposed to motivate to learn an L2 (Dörnyei, 2019).

Ideal L2 self: "The representation of all the attributes that a person would like to possess (e.g., hopes, aspirations, desires)" (Csizer & Dörnyei, 2005b, p. 616).

Ought to L2 self: "the attributes that one believes one ought to possess (i.e., various duties, obligations or responsibilities)" (Csizer & Dörnyei, 2005b, p. 617).

1 THEORETICAL FRAMEWORK FOR THE CONCEPT OF INTERCULTURAL COMMUNICATIVE COMPETENCE AND THE EFFECT OF AFFECTIVE FACTORS

1.1. The role of Communicative Competence and Teaching Culture in L2 Education

With the emergence of Communicative language teaching method in the second/foreign language teaching in 1960s, a new term “communicative competence” has been introduced to the field. The main difference from traditional language teaching which had been focusing on improving linguistic competence, CLT was aimed to develop communicative competence of language learners. Savignon (1990) used the term “communicative competence” to explain the ability of classroom language learners to interact with others, to make meaning, unlike their ability to memorize dialogues or perform on discrete-point tests of grammatical knowledge. Further many other definitions of communicative competence emerged in the field. Spitzberg (1988) defined communication competence as "the ability to interact well with others" (p.68). He explained the term “well” in terms of the person’s ability to able to use the verbal and nonverbal communication components accurately, clearly and coherently enough to interact with other people successfully.

Hymes (1972) in turn pointed out that communicative competence involves knowing not only the language codes, but also what to say to whom, and how to say it appropriately in any given situation. According to Richards (2006) communicative competence encompasses the following four aspects of language knowledge:

- maintain the knowledge of how to use language for different purposes
- the knowledge of how to language depending on the context and interlocutor (e.g., knowing when to use formal or informal speech or using appropriate written and spoken language)
- the knowledge of how to create and comprehend different types of texts (e.g. narratives, interviews, etc.)
- the knowledge of how to keep conversation despite the interlocutors lack of knowledge (e.g. via using different communicative strategies) (p. 3).

It can be summarized that communicative competence focused on the social and cultural aspect of the language and referred to both knowledge and ability to determine the ways of using a language according to certain context, such as when to speak or when to remain silent, how to speak to persons of different statuses and roles, how to ask for and respond, how to request, how to give commands, etc.

In this respect many researchers proposed different models of communicative competence by assuming that communicative language teaching (CLT) should be based implicitly or explicitly on some model of CC.

Chomsky’s notion of competence. American generative linguist Noam Chomsky (1965) was the first who introduced the term competence, by defining it as a linguistic knowledge of a language acquired by its native speakers intrinsically and help them to understand and produce an unlimited number of utterances, and

intuitively judge them in term of grammatical correctness (Chomsky, 1965). In his model Chomsky made fundamental distinction between ‘competence’ and ‘performance’. Chomsky’s model replicated the Saussure’s idea differentiating langue and parole, where langue referred to the shared language system of a community that makes speech possible, and the parole which is the use of this system and concrete use of actual utterances (Joseph, 2011). Chomsky defined competence as the knowledge of the rules underlying the use of language, whereas performance was explained as the actual use of language in concrete situations. His assumption that speech in natural context deviates from rules, and therefore the competence can be directly reflected in actual performance only in idealized circumstances caused a lot of attention.

Hymes’ model of communicative competence. In 1972 the American sociolinguist Dell Hymes was among the first who criticized Chomsky’s idea of competence by stating that “such a theory of competence posits ideal objects in an abstraction from sociocultural features that might enter into their description” (Hymes, 1972, p. 55). According to Hymes, Chomsky’s linguistic competence was inadequate and proposed broader concept of communicative competence, which include both linguistic competence and sociolinguistic knowledge of the rules of language. Hymes (1972) insisted that the rules of using a language are more important than the grammar rules of a language, so that social life plays a crucial role in outward performance as well as in inner competence.

In turn, Hymes (1972) proposed a term communicative competence. He made distinction between communicative competence and linguistic competence. According to Hymes, linguistic competence is the ability of language speakers to understand and produce grammatically correct sentences, whereas communicative competence deals with using the language appropriately in a given context. He emphasizes that linguistic competence is just sub-division of communicative competence. His theory is based on what a speaker needs to acquire to be communicatively competent in a speech community. For a person to say he or she knows a language, therefore, he or she must know “when to speak, what to talk about with whom, when, where, in what manner” (Hymes, 1972, p. 277).

Canale and Swain’s model of communicative competence. Canale and Swain (1980) proposed their model of communicative competence as the theoretical basis for communicative approach in the second language teaching based on an understanding of the nature of human communication. They described communicative competence as “a synthesis of knowledge of basic grammatical principles, knowledge of how language is used in social settings to perform communicative functions and knowledge of how utterances and communicative functions can be combined according to the principles of discourse” (p.20). In other words, it was defined as “the underlying systems of knowledge and skill required for communication they outline the contents” (Canale, 1983, p.5)

CC was defined in terms of three main components: grammatical, sociolinguistic, and strategic competence. Later, Canale (1983) divided

sociolinguistic competence into two separate components: sociolinguistic and discourse competence.

Grammatical competence is referred to the ability to use grammatical rules and rules of sentence formation; in other words, the user of the language should be able to express and interpret literal meaning of utterances.

Sociolinguistic competence is referred to the ability to apply socio cultural rules which is needed for appropriate use of L2. In other words, competent speaker should be able to produce and understand utterances in different sociolinguistic contexts.

Discourse competence is related to the ability to implement the rules concerning cohesion and coherence of various kinds of discourse in L2 such as using of appropriate pronouns, synonyms, conjunctions, etc.

Strategic competence concerns the verbal and non-verbal communication strategies in L2 used for effective communication in order to overcome difficulties when communication breakdowns occur. This competence is needed to compensate the imperfect knowledge of grammatical and sociolinguistic rules.

Canale and Swain (1980) suggested that their framework put forward the rules that an L2 learner must acquire for gaining the knowledge and skills to be communicatively competent in the use of their target language. Since their framework of communicative competence was detailed one, a large number of here research studies have been conducted in the field of SLA on the basis of their framework (Bachman & Palmer, 1996; Kasper & Rose, 2002; O'Malley & Chamot, 1990; Skehan, 2001; Swain, 1985; Tarone & Yule, 1989).

Van Ek's model of CC. Later Van Ek (1986) proposed a model in which a speaker should acquire seven different competences in order to become communicatively competent. The main difference from Canale's model was that Van Ek's model included more social and cultural elements. Van Ek added a new competence, social competence to the construct separated socio-cultural competence from sociolinguistic competence. These competences are: linguistic competence, sociolinguistic competence, discourse competence, strategic competence, socio-cultural competence and social competence

Linguistic competence, referred to the ability of the speaker to understand and produce grammatically correct utterances;

Sociolinguistic competence related to the ability to understand linguistic signals according to their contextual and situational meanings;

Discourse competence referred to the ability to use adequate strategies in the construction and interpretation of utterances;

Strategic competence referred to the ability to use appropriate communicative strategies;

Socio-cultural competence, related to the familiarity with the socio cultural knowledge of the language;

Social competence referred to the will of a person to interact with others (Van Ek, 1986, p. 35). Van Ek's (1986) model's main purpose was not only to promote the communicative competence of learners but also to develop their social and cultural competences.

Bachman's Model of language ability. Another more detailed model of CC was proposed by Bachman in the 1990s. Bachman (1990) introduced the term communicative language ability (CLA) which was defined as a combination of knowledge or competence, and the ability of implementing and using this knowledge appropriately in given contexts. He described CLA in terms of three main components: (1) language competence; (2) strategic competence; and (3) Psycho-physiological mechanisms. The first language competence referred to a set of knowledge components used in communication. Strategic competence referred to the mental capacity for applying the components of language competence in communicative language use. The latter, psycho-physiological mechanisms were about the neurological and psychological processes engaged in the actual implementation of language as a physical phenomenon.

Bachman and Palmer (1996) later proposed their new refined model. They defined language ability as comprising of two components: (1) language knowledge and (2) strategic competence. This combination according to authors provides language users with the ability to create and interpret discourse in language use.

Language knowledge is defined as "a domain of information in memory that is available for use by meta-cognitive strategies in creating and interpreting discourse in language use"

According to Bachman language knowledge is comprised of organizational knowledge (grammatical and textual knowledge) and pragmatic knowledge (functional and sociolinguistic knowledge).

Organizational knowledge is involved in the "controlling the formal structure of language for producing or recognizing grammatically correct sentences and for ordering these to form texts" (p.67)

Grammatical knowledge is required for producing grammatically correct utterances.

Textual knowledge is required for producing language units which consist of two or more utterances.

Pragmatic knowledge is required for creating or interpreting discourse by relating utterances and texts to their meanings.

Lexical knowledge is the knowledge of the meanings of words and the ability to use these words according to the context.

Functional knowledge is the ability to interpret relationships between utterances and texts and the intention of language users.

Sociolinguistic knowledge is the ability to create the utterances appropriate to a particular setting.

So according to Bachman and Palmer (1996) organizational knowledge referred to the grammatical organization of utterances or sentences, while pragmatic knowledge referred to the appropriate use of the utterances and sentences according to the context.

The second component of communicative language ability is strategic competence which was described as a set of metacognitive strategies providing a cognitive management in language use. They proposed goal setting, assessment and

planning as three main areas of metacognitive strategies. The integration of all these components makes language use possible as language users create and interpret discourse in appropriate ways.

Celce-Murcia, Dörnyei and Thurrell's pedagogically motivated model of communicative competence. Next model of CC was developed specifically to the context of second language proposed by Celce-Murcia, Dörnyei and Thurrell (1995). They explained the reason for developing a new model in that the previous models were lack of pedagogical relevancy and that they were developed with the purpose of testing language proficiency of language learners rather than with the intention to improve language instruction. In this respect, Celce-Murcia, Dörnyei and Thurrell's (1995) construct of CC was seen as a modified model of Canale and Swain's construct. Their pedagogical grounded construct included five components:

Discourse competence included the selection, sequencing, and arrangement of words, structures, sentences and utterances to achieve a unified spoken or written text. The areas that contribute to discourse competence: cohesion, deixis, coherence, generic structure, and the conversational structure inherent to the turn-taking system in conversation.

Linguistic competence, referred to the ability to use the basic elements of communication, such as syntactic, morphological, lexical, phonological and orthographic systems.

Actional competence refers to the competence in conveying and understanding communicative intent.

Sociocultural competence referred to the ability of the language user to behave appropriately in different social and cultural contexts.

Strategic competence referred to the ability of the language user to use appropriate communication strategies according to the context.

This historical evolution of CC models initially introduced by Hymes (1972) and followed by many other researchers has made an outstanding contribution to the field of language education. However, the new century has presented new challenges in foreign language teaching. Globalization has brought new contexts for communication according to which people from different linguistic and cultural backgrounds are required to interact and communicate in the course of their daily lives. Thus, the term intercultural communication emerged in academic context to describe this type of communication (Bennet, 1998; McDaniel, Samovar & Porter, 2009; Pinto, 2000; Sarbaugh, 1988).

The issue of teaching culture in the field of foreign language teaching has long been a focus of discussions by researchers and educators. Most of them supported the idea that a target language can rarely be taught without including the culture of that community which language is learnt (Bennett, 1997; Byram et al., 2002; Corbett, 2003; Fenner, 2006; Kramsh, 2013).

Until the CLT method appeared in foreign language education, the knowledge of culture was promoted by teaching the literature and the art of the target language through applying grammar translation method in the language classrooms (Kramsh, 2013; Murphy, Magnan, Back, & Garrett-Rucks, 2009). However, with the

development of the communicative approach in foreign language education in the 1980s, there was a shift in understanding the role of culture in foreign language learning and teaching (Byram et al., 2002).

Although a large number of definitions of culture were proposed by scholars from different disciplines and different perspectives foreign language education field attempted to define the culture from a language teaching perspective and understand the connection between culture and language. Peck (1998) described the relationship between language and culture as “without the study of culture, foreign language instruction is inaccurate and incomplete” (p. 1). He argued that with teaching culture language learning context becomes more real and purposeful so that the students learn to “feel, touch, smell, and see the foreign peoples and not just hear their language” (Peck, 1998, p. 3). Culture knowledge is needed for living and functioning in society because culture provides the rules for playing the game of life (Gudykunst, 2004). These rules differ from culture to culture and in order to function and be effective in a particular culture, you need to know how to “play by the rules”. In order to avoid becoming a fluent fool, the language learners need to understand more completely the cultural dimension of language (Bennett, 1997), since, without culture knowledge, it is difficult to understand the meaning of a language.

McDaniel, Samovar and Porter (2006) explained culture as “an extremely complex, abstract concept that exerts a pervasive influence on every aspect of your life” (p. 13). They proposed the major characteristics of culture in order to help to understand how communication is influenced by culture. According to authors culture is learned. Individuals are born without knowledge of cultural rules and cultural knowledge is acquired from art, history, religion, folklore and etc. Culture is transmitted inter-generationally, which means that culture is learnt from family members, teachers, friends, personal observations, and media sources. The appropriate ways of interacting, how to behave, what to say, and things to value are all transmitted to the members of generation by these different types of sources. In other words, “culture represents our link to the past and, through the future generations, hope for the future” (p. 13). Culture is symbolic so that words, gestures, and images are the symbols used to convey meaning. Culture is never static. The impact of other cultures creates changes within a culture. In other words, culture is dynamic. And finally, culture is ethnocentric. A strong sense of identity produced by culture can lead to ethnocentrism, the tendency to view one’s own culture as superior to others. They agree that ethnocentrism is a result of a lack of contact with other cultures.

Considering all these characteristics of culture, authors conclude that culture cannot exist without language. A group of people would not be able to develop a culture without a common language. It would be impossible to share beliefs, values, social norms, and worldview with one another or to transmit these cultural characteristics to succeeding generations. Culture helps people to establish, evolve, and preserve their language. Like culture, language must be shared in order to exist (McDaniel et al., 2006).

Li (2004) in his study emphasized that it is impossible for EFL learners to learn the language without acquiring the cultural element and that culture teaching deserves a crucial position in the EFL classroom by stating that “The integration of culture and language should be designated as the ultimate goal for EFL teaching and learning” (p. 226).

By this theoretical viewpoint, the authors want to draw attention to the fact that language competence can be achieved by an understanding its cultural context. Teaching culture without the language is fundamentally flawed and language cannot be separated from the cultural context in which communication takes place.

1.2 The Concept of Intercultural Competence and its Models

The term ‘intercultural communicative competence’ was emerged in the literature as an extension of communicative competence and intercultural competence (Sercu, 2005; Wen, 2004). The difference between Communicative approach and Intercultural approach is that the former is defined in terms of competent communicator, while the latter is the approach of culture teaching. Communicative competence as it was already mentioned above, is defined as the competence of a native speaker and related to the social aspect of language, where the language is defined as a “social behavior”. Intercultural approach is based on the intercultural speaker norms and intercultural competence rather than native speaker norms and communicative competence. While the communicative language teaching approach (CLT) was aims to teach language learners general elements of culture, the aim of an intercultural approach is to develop the learners’ abilities to communicate by avoiding misunderstanding and conflicts that result from the cultural differences that emerge while negotiation with people from different cultural backgrounds. According to Savignon (1990) CLT focuses on developing native speaker norms and native speaker cultural norms. Thus, in CLT language learner acquires knowledge of the foreign culture without the chance to compare his/her own culture with foreign culture. Intercultural approach, in turn, focuses on developing language learners target culture knowledge by comparing the target culture with one’s own culture in order to understand cultural differences. Thus it develops learners’ cultural awareness by helping them to learn about foreign culture and makes them aware of the distinctness of their own culture.

Baker (2015) considered intercultural approach as the next step in language and culture teaching which moves beyond the traditional understanding of teaching target culture. He sees it in utilizing a more inclusive approach in order to promote language learners’ cultural awareness and provide them with skills and knowledge of other cultures to negotiate with people from different cultural backgrounds. According to Fantini (2006), a kind of communicative competence is possessed in the native language which enables people to communicate with people sharing the same cultural values without facing challenges in understanding each other. To a person who learns a target language, it is required to develop a kind of communicative competence in order to communicate with people speaking that language who have different cultural

values. This competence is called “intercultural” competence. Chen and Starosta (1996) defined intercultural competence as “an individual’s ability to achieve their communication goal while effectively and appropriately utilizing communication behaviors to negotiate between the different identities present within a culturally diverse environment” (p. 359). At the same time, intercultural competent person was defined as someone who is “interested in other cultures, sensitive enough to notice cultural differences and also willing to modify his/her behavior as an indication of respect for the people of other cultures” (Bhawuk & Brislin, 1992, p. 416).

Deardorff (2006a) was among the first scholars who provided a definition of intercultural competence. By applying a Delphi study, she concluded that intercultural competence can be defined as “the ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills, and attitudes” (p. 247). Thus, he stated that the degree of intercultural competence of a language user depends on one’s attitudes, knowledge, and skills. Deardorff (2011) pointed out that there are several aspects which should be considered as important factors in this model. Firstly, it must not be forgotten that the development of intercultural competence is an ongoing process, so that “it is important for individuals to be given opportunities to reflect on and assess the development of their own intercultural competence over time” (p. 68). Further, she stressed the importance of critical thinking in acquiring and evaluating critical knowledge. Lastly, she proposed attitude as the main component of the model, since it serves as the basis of developing intercultural competence and has a great impact on all aspects of the model. As to Fantini (2006) a complex of abilities in terms of awareness, attitudes, skills, knowledge are needed in order to be able to perform effectively and appropriately when interacting with people who are linguistically and culturally different (p.12). He considered awareness (of self and others) as the most important component for effective and appropriate intercultural communicative interactions as he believes that awareness comes from the knowledge related to intercultural communicative skills, attitudes and knowledge. At the same time, development of knowledge, skills and attitudes enhances awareness as well.

The concept of intercultural speaker has been developed and introduced in the field of foreign language education by Byram and Zarate (1994) in their working paper which was lately became the Common European Framework of References of the Council of Europe (2001). The term was focused on “knowing that” which was widened to include “knowing how”, to be more precise, “knowing about a country and knowing how to interact with people with different ways of thinking, believing and behaving” (Byram, 2009, p. 321). In their paper Byram and Zarate (1994) attempted to improve the definition of sociocultural competence used by Council of Europe in terms of four dimensions of attitudes, knowledge and skills. Later, in 1997, Byram published his monograph Teaching and assessing intercultural communicative competence that was based on modification of substantiality of Council of Europe paper. After these global changes the term intercultural speaker was started to be used in connection with the term intercultural competence. Byram (1997) states that to

communicate effectively in intercultural situations does not only rely on effective transfer of information which is considered as the main objective of communicative competence, but it also relies on “using language to demonstrate one’s willingness to relate, which often involves indirectness of politeness rather than the direct and efficient choice of language full of information” (p. 3). Therefore, ICC “expands the concept of communicative competence in significant ways” (Byram, 1997, p. 3).

Models of Intercultural Competence

The concept of intercultural competence has been studied through various theoretical lenses. Different models of intercultural competence have been developed as a result of the research on intercultural competence.

Spitzberg and Changnon (2009) proposed five models of intercultural competence: compositional, co-orientational, developmental, adaptational and causal process. They categorized were made according to the potential similarities among the models.

The compositional models were developed with the purpose to identify the hypothesized components of competence but without considering the relations among them. “...Such models represent lists of relevant or probable traits, characteristics and skills supposed to be productive or constitutive of component interaction” (Spitzberg & Changnon, 2009, p. 10). The example of this type is Ting-Toomey and Kurogi’s (1998) facework competence model for intercultural conflict training which represented a management theory of intercultural communication competence or Deardorff’s (2006) pyramid model of intercultural competence. The importances of compositional models are in identifying the basic scope and contents that the theory of ICC incorporates.

Co-orientational models are developed in order to understand the success of intercultural competence based on the interaction, in other words, how do people co-orient or adapt to one-another’s meanings and behaviours. Although these models have many similarities with other models the distinctive feature of co-orientational models are that they focused on “particular criterion of communicative mutuality and shared meaning” (Spitzberg & Changnon, 2009, p.15). In other words, these types of models take for granted the value of mutual understanding. Fantini’s (2009) Intercultural interlocutor competence model and Byram’s (1997) intercultural competence model are the types of co-orientational models.

Developmental models are the models that oriented on the idea that “relationships are capable of becoming more competent through ongoing interaction that produces greater co-orientation, learning and incorporation of respective cultural perspectives” (Spitzberg & Changnon, 2009, p. 21). The underlying assumption of these models is that individuals develop their levels of competence only through ongoing study, participation and interaction with members of another culture. King and Baxter-Magolda’s (2005) Intercultural Maturity model and Bennet’s (1986) Developmental Intercultural Competence model are the examples of progressive competence models.

Adaptation models refer to the models in which the process of adaptation is the main criteria of competence. These models explain the process of development from “ethnocentric perspective in which adaptation is not seen as important to more ethno relative perspective in which adaptation is the sine qua non of intercultural interaction” (Spitzberg & Changnon, 2009, p. 24). Kim’s (1992) Intercultural Communicative Competence, Gallois, Franklyn-Stokes, Giles, and Coupland’s (1988) Intercultural Communicative Accommodation Model are the examples of Accommodation models.

Causal path models are the models in which intercultural competence is described as a theoretical linear system which can be empirically tested by standard cross-sectional multivariate techniques. These types of models are aims on the understanding of the causal link between the parts of intercultural dimensions. Arasaratnam’s (2006) Model of Intercultural Communication Competence, Griffith and Harvey’s (2000) Intercultural Communication Model of Relationship Quality, Deardorff’s (2006b) Process Model of Intercultural Competence are the types of causal path models.

Although there is sufficient number of models of intercultural competence with a difference in their focus on intercultural competence, the core ideas in each model are similar (Deardorff, 2009). Some of these models which have been used in foreign language education will be discussed in detail.

Bennett’s Developmental Model of Intercultural Sensitivity. Bennett’s (1986) Developmental Model of Intercultural Sensitivity (DMIS) is one of the well-known models of intercultural competence. According to Bennet (2009) ICC is a “... set of cognitive, affective and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts” (p.122). By making observation of students, trainers, and educators he identified six stages in terms of denial, defense and minimization, acceptance, adaptation and integration stages, demonstrating how one can experience cultural difference. The main assumption of this model was that “as one’s experience of cultural difference becomes more complex and sophisticated one’s potential competence in intercultural relations increase” (Hammer, Bennett, & Wiseman, 2003, p.423).

Since Bennet’s framework was not developed for foreign language education context it has been criticized in that it does not explain the role of language in the development of cultural experience. Despite the criticism it has attracted researchers’ attentions and they have found it applicable to foreign language classes to some extent, because the model has had a strong influence on study abroad courses and theories of culture shock. Bennet’s model demonstrates that the development of intercultural competence is a continuous process with several stages. It reveals a long-term perspective on the understanding of intercultural competence and in that, is useful when it comes to the design of syllabi. Concluding from that, it is necessary to determine which stage students and teachers have reached before lesson plans and lessons are designed. Only with this knowledge can lessons and tasks be effective when it comes to the development of intercultural competence.

Deardorff's Model of Intercultural Competence. Deardorff's (2006b) model of IC is the only model that incorporates multiple scholars' views on what constitutes intercultural competence. Deardorff employed Delphi study which is an iterative process used to achieve consensus among experts in order to identify the definition and components of intercultural competence. As a result of this study she developed two alternative representations of the model – a pyramid version and a process version of intercultural competence. The definition derived from this study explained ICC as “the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes” (Deardorff, 2006, p. 13). The main objective of the model was to determine the internal and external outcomes of intercultural competence which are based on the development of specific attitudes, knowledge, and skills inherent in intercultural competence. In other words, the degree of intercultural competence depends on degree of attitudes, knowledge and skills.

The attitudes component is explained in terms of the respect, openness, curiosity and discovery which serve as the basis of the model and affect other aspects of intercultural competence

Knowledge and comprehension of intercultural competence includes cultural self-awareness, deep understanding and knowledge about other cultures, culture-specific information and sociolinguistic awareness. In other words, it is the ability to understand one's own culture and culture of other people and their worldview.

Skills refer to observing, listening, observing, interpreting, evaluating, analyzing, interpreting and relating which are required for the development of intercultural skills. Critical thinking skills also considered of crucial importance role in developing individuals' abilities to acquire and evaluate knowledge.

Internal outcomes refer to the flexibility, adaptability and empathy which are the results of the impact of attitudes, knowledge, and skills to internal outcomes of a person. At this point individuals can see from other's perspective and respond the way other people desires to be treated.

External Outcome visible to others is the ability to behave and communicate effectively and appropriately in intercultural situations. This requires the combination of attitudes, knowledge, and skills together with the internal outcomes.

Deardorff (2006) emphasizes that intercultural competence development is an ongoing process, therefore individuals should be provided by opportunities to evaluate the development of their own intercultural competence. The main difference of Deardorff's model from other models is that it comprises both internal and external desired outcomes of ICC, rather than just describing the characteristics intercultural competent individual must possess.

Fantini's ICC model. Fantini (2009) defined ICC as a combination of abilities that are required to perform effectively and appropriately when interacting with other people who are from different cultural backgrounds and possess a language and that is different from one's own. The term effective was used as “one's view of one's own

performance in the second language”. The term appropriate referred to “how one’s performance is viewed by natives of the target culture (p. 197). In this respect, the language learner attempts to recognize and understand his/her own view of the world while learning about the views of others by comparing and contrasting them. In other words, to become intercultural competent it needs to develop the ability to behave, communicate and interact in the style of people of target culture, rather than developing a native-like proficiency.

Fantini’s (2009) model identified that ICC involves multiple and interrelated components, which are: 1) a complex of characteristics which constitute flexibility, openness, curiosity, empathy, tolerance, interest, for ambiguity, and suspending judgments, 2) three areas in terms of “the ability to establish and maintain relationships, to communicate with minimal loss or distortion, and to cooperate in order to accomplish tasks of mutual interest or need” (p. 198). All of these three areas are closely related to with each other so that the development of only one of them cannot be considered as adequate for ICC. 3) Four dimensions which are knowledge, attitudes, skills, and awareness. Here, awareness is considered as the central for intercultural development. The development of awareness occurs through the learner’s reflection while comparing his own culture with the target cultures. Awareness is an individual’s view of self in relation to the world around. The main difference between knowledge and awareness according to Fantini is that knowledge can be forgotten, whereas awareness cannot. Moreover, if a person becomes aware of something it there is no way to reverse it and become unaware. 4) Target language proficiency is the next crucial component of ICC and it influences all the other aspects of ICC at any level. 5) The process of learning a foreign language helps learners consider from the other angle the habitual view of the world. It helps them to recognize how they perceive, behave, communicate and interact in the first language and create alternative communication strategies appropriate to the second language. 6) The last one is developmental level since according to Fantini (2009) intercultural competence is an ongoing and longitudinal developmental process. He proposed several descriptors according to which it is possible to monitor the development of learners ICC such as “educational traveler, sojourner, professional, and specialist or levels such as basic, intermediate, advanced, and native-like” (p. 201) Finally, he concluded that all these components of intercultural competence should be considered in monitoring and assessing the process of language learning.

Byram’s model of ICC. Byram (1997) was the first who developed Intercultural communicative competence model in relation to foreign language teaching. Byram suggests using the term ICC as it broadens the concept of communicative competence and describes the competence of a person in intercultural situations. According to Byram and Fleming’s (1998) definition, an intercultural competent one “has the knowledge of one, or, preferably, more cultures and social identities and has the capacity to discover and relate to new people from other contexts for which they have not been prepared directly” (p. 9).

Byram's (1997) model of ICC composed of four competences: linguistic, sociolinguistic, discourse and intercultural. The first three were adapted from Van Ek's (1986) model of communicative ability and redefined to fit the model.

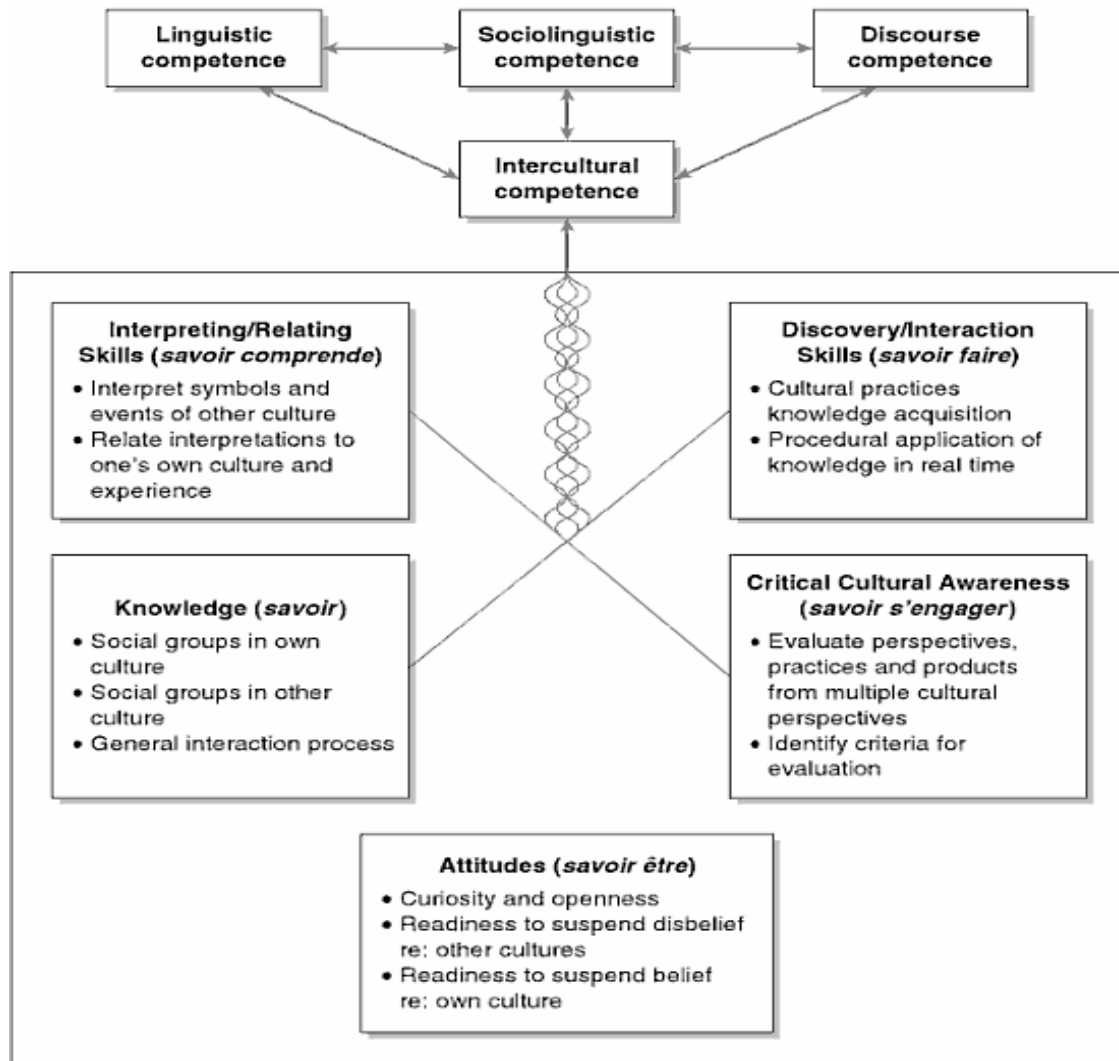


Figure 1. Byram's model of ICC (Deardorff, 2009, p. 17)

Byram defined linguistic competence as “the ability to apply knowledge of the rules of a standard version of the language to produce and interpret spoken and written language”. Byram argues that linguistic competence should not be separated from intercultural competence while teaching a foreign language. Sociolinguistic competence was defined as “the ability to give to the language produced by an interlocutor – whether native speaker or not – meanings which are taken for granted by the interlocutor or which are negotiated and made explicit by the interlocutor”.

	Skills interpret and relate	
Knowledge of self and other; of interaction: individual and societal	Education political education critical cultural awareness	Attitudes relativising self valuing other
	Skills discover and/or interact	

And the last discourse competence was defined by Byram as “the ability to use, discover and negotiate strategies for the production and interpretation of monologue or dialogue texts which follow the conventions of the culture of an interlocutor or are negotiated as intercultural texts for particular purposes” (p. 48). He argues that successful interaction requires not only “effective exchange of information” (p. 33), but also the ability to establish and maintain relationships.

Figure 2. Factors in intercultural communication. (Byram, 1997, p. 34)

Byram (1997) defines intercultural competence as the combination of five components, which he calls *savoirs*: attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness. He analyzes these *savoirs* due to their influence on intercultural communication. He proposed knowledge and attitude as preconditions for successful intercultural interactions. The first precondition is knowledge about the target society, about self and others and about everything which relates to interaction in a given situation. Byram states that the component of knowledge in ICC can help learners to acquire the knowledge in terms of historical and contemporary relationships between one’s own and other countries; conventions of interaction and communication; social distinctions and their principal markers; events and their emblems, which are considered as marker of national identity; the types of cause and process of misunderstanding between interlocutors of different cultural origins (Byram, 1997, p. 59).

The second precondition for successful interaction is attitude which refers to the characteristics required for establishing and maintaining relationships with other cultures such as openness, flexibility, awareness of others, empathy etc. The attitude dimension develops learners’ willingness to seek out or take up opportunities to engage with otherness in a relationship of equity, distinct from seeking out the exotic or the profitable; interest in discovering other perspectives on interpretation of familiar and unfamiliar phenomena both in one’s own and in other cultures; willingness to question the values and presuppositions in cultural practices and products in one’s own environment (Byram, 1997, p. 58).

Moreover, Intercultural competence also concerns two skills. As Byram states, the nature of intercultural communication is based on the function of the skills which an individual brings to the interaction. These skills are explained in terms of the abilities to use existed knowledge in appropriate situations. The first skill of interpreting and relating is referred to the ability to analyze the information about one’s own and target culture and identify the relationship between them. The other skill of discovery and interaction refer to the ability to acquire “new knowledge of a culture and cultural practices and ability to operate knowledge, attitudes and skills” (Byram, 1997, p. 52). Learners with intercultural skills are able to “establish an understanding of a new cultural environment” and “interact in increasing rich and complex ways with people whose culture is unfamiliar to them” (p. 53). In other

words, these skills refer to the ability to use existing knowledge in acquiring new knowledge in the process of interaction. The last component of ICC critical cultural awareness refers to the “ability to evaluate critically and, on the basis of explicit criteria perspectives, practices and products in one’s own and other cultures and countries” (Byram, 1997, p. 63). It is possible to develop learners’ cultural awareness if the learners are aware of their own attitudes, values, beliefs, and perceptions (Zehir Topkaya & Demir, 2011). The awareness of one’s own culture’s values helps to recognize the differences in the target culture. The central idea of Byram’s model is to help foreign language teachers in specifying the objectives which can be used in planning teaching and assessment by including intercultural competence to their pedagogical aims.

There is no doubt that with increasing the importance of intercultural competence in language teaching the role of teachers has also changed. In many countries intercultural objectives have been included in curricula, and teachers are required to promote the acquisition of intercultural competence through their teaching.

Sercu (2005) argues that “foreign language education is, by definition, intercultural” (p. 1) and teaching a foreign language in the classroom means introducing language learners to a culturally different from their own. Therefore, all foreign language teachers and educators are now expected to develop intercultural competence in their learners. To develop intercultural competence according to Sercu (2005) means to promote learners’ “willingness to engage with the foreign culture; the ability to act as a cultural mediator; the ability to evaluate others’ points of view; the ability to consciously use culture learning skills; and the understanding that individuals cannot be reduced to their collective identities” (p. 2). Risager (1998) argues that a new multicultural world demands people the abilities to be open-minded, showing tolerance toward who do not share their values and beliefs, ability to respect for self and others. So it is widely accepted that the most effective way of fostering these abilities is to implement intercultural competence in the foreign language classroom (Skopinskaja, 2009).

Byram (1997) stated that the foreign language classroom is a setting where intercultural communicative competence should be promoted. Teaching cultural element in foreign language classrooms is of crucial importance and cannot be ignored since language reflects and embodies culture. So teachers are expected to teach learners how to perceive and understand cultural practices and meanings rather than to focus on teaching about the specific cultures.

According to Byram (1997) three settings can help learners to develop their intercultural communicative competence. The first is the classroom where the components of intercultural competence in term of knowledge, skills of interpreting and relating, and critical cultural awareness can be taught. Second is in the fieldworks outside the classroom such as school excursions or university exchanges, where the learner can develop the skill of interaction as well as positive attitude. And the last is independent learning based on the knowledge acquired in the classroom. Thus, even

it is not possible to teach all aspects of ICC within the classroom, the classroom plays a main role in developing intercultural competence of learners.

Since an important part of this study involves the assessment of intercultural communicative competence, some issues related to it will be discussed in the following section.

Assessing and evaluating ICC is a big challenge for teachers and teacher educators because ICC deals not only with the knowledge about other cultures but also “with behavioural and attitudinal changes in terms of development of cultural awareness and self-awareness, understanding and respect of other cultures, openness to diverse cultural experiences” (Georgiou, 2011, p. 86). Educators are used to assess knowledge and skills but not attitudes and awareness of language learners (Fantini, 2009). Assessing ICC raises not only technical but also ethical issues such as appropriateness of assessing attitudes (Byram & Zarate, 1997) and the level of tolerance (Byram, 2000). As Byram (1997) states “clearly formulated objectives are essential to proper assessment, and assessment itself is therefore indirectly affected by contextual factors” (p. 32). Some researchers argue that IC should not or cannot be assessed (Deardorff, 2009). As Kramsch (1993) claims, IC is a very private place for each learner which is also dynamic so that it “will be differently located, and will make different sense at different times” (p. 257). However, assessment of ICC is important for educational institutions and individuals as educational systems demand the measurement of performances. It operates as an impetus for teachers and learners to take the intercultural component seriously (Corbett, 2003).

According to Dombi (2013) empirical research studies which were carried out to find the ways for assessing ICC can be grouped as studies dealing with (1) international students’ development of ICC in foreign culture contexts, and (2) EFL students’ development of ICC in a classroom environment. Also the assessment tools developed with the purpose of assessing ICC can be distinguished according to the participants’ reports according to their experiences and perceived ICC or observers’ assessment of participants’ ICC. Since our purpose is assessing students ICC in a classroom environment, with the help of a self-report instrument, in this section an overview of empirical researches based on developing ICC instruments are discussed.

Assessment instruments relying on individuals’ self-report are called indirect tools, as they survey perceived or imagined behavior (Dombi, 2013). There are many available self-report instruments designed with the purpose of assessing ICC. The example of such assessment tools of 1990’s is the Intercultural Sensitivity Inventory (Bhawuk & Brislin, 1992), the Cross-Cultural Adaptability Inventory (Kelley & Meyer, 1995) and the Intercultural Development Inventory (IDI) developed by Hammer and Bennett, (1998). Intercultural Sensitivity Inventory (Bhawuk & Brislin, 1992) was designed to assess how an individual adapts to differences between living in an individualistic culture like United States and in a collectivistic culture like Japan; Cross-Cultural Adaptability Inventory (Kelley & Meyer, 1995) has also been developed to assess individual’s level of adaptability to the cultures different from his/her own based on the dimensions such as emotional reliance, flexibility and openness, perceptual acuity, and personal autonomy.

The Intercultural Development Inventory (IDI). The IDI developed by Hammer and Bennett (1998) is constructed to measure the development of a person's attitude toward another culture on the basis of six stages: three ethno-centric stages (denial, defense, and minimization) and three ethno-relative stages (acceptance, adaptation, and integration). The ethno-centric orientations are applied when a person's culture is experienced as central to reality. The ethno-relative orientations are applied when a person's culture is experienced in the context of other cultures (Matveev & Merz, 2014). Generally, it aimed to measure the level of worldview orientation differences and intercultural sensitivity of the pre-service educators prior to the cultural immersion experience, before and after the process.

Cross-Cultural Adaptability Inventory (CCAI). The CCAI was developed by Kelley and Meyer (1995) to assess participants' intercultural abilities in cross-cultural communications. According to authors, this instrument was designed to promote cultural awareness of participants in different training programs in educational, business, and government settings. This self-assessment tool measures individuals: emotional resilience, which refers to one's ability to cope with stress in a new cultural environment; flexibility and openness with regard to new ways of thinking and behaving in different cultural contexts; perceptual acuity, in other words, the ability of a person to understand and interpret verbal and nonverbal communication cues of different cultures; and personal autonomy, in terms of the ability to respect cultural values of other communities.

Intercultural Sensitivity Inventory (ISI). The Intercultural Sensitivity Inventory (ICSI) constructed by Bhawuk and Brislin in 1992. The self-report instrument composed of 46 items assesses a person's ability to modify behavior in culturally appropriate ways according to the diverse cultural contexts. Specifically, the ICSI helps to identify a cultural identity of a person through the assessment of one's cultural value orientations and flexibility in adapting to new cultures and communities. The instrument is divided into two parts. In the first part, participants give answers to the same questions twice. In the first time they imagine living and working in Japan and in the second time, they imagine living and working in the U.S. In the second part, participants' flexibility and open-mindedness are measured. However, the instrument measures intercultural sensitivity level of a person whereas the developmental aspects of intercultural competence over time are not considered.

Intercultural Sensitivity Scale. One more instrument which is used by many scholars for measuring ICC, is the Intercultural Sensitivity Scale developed by Chen and Starosta (2000) which measures students' ICC levels in terms of their intercultural sensitivity. According to the authors intercultural sensitivity is the affective dimension of intercultural communicative competence. Therefore, the scale may help individuals to distinguish how their culturally different counterparts vary in behaviors, perceptions, and feelings so that they may be conscious and respectful within their interaction (Chen & Starosta, 2000). However, Arasaratnam (2009) insists that there needs to be more research on establishing the extent to which intercultural sensitivity is a predictor of ICC. Although intercultural sensitivity may be a predictor of ICC, it is conceptually different from ICC (Arasaratnam, 2006).

Deriving from this, Arasaratnam (2006) developed a new instrument for measuring ICC on the basis of cognitive, affective, and behavioral components of ICC which composed of empathy, motivation, attitude toward other cultures, and interaction involvement (experience and listening) as important elements of intercultural communication competence. It also includes ‘the measure of experience’ part, which was based on participants studied abroad or lived abroad experiences, whether they had formal training in intercultural communication, and intercultural friendships.

The Assessment of Intercultural Competence (AIC). The instrument was developed by the Federation of the Experiment in International Living (FEIL) as part of assessing the intercultural outcomes of its programs. A self-assessment tool was developed to assess how inter-cultural sojourners change over time, the outcomes of intercultural service experiences – the level of intercultural competence developed by volunteers, its effect on their lifestyle choices, impact on communities and other individuals after returning home. FEIL researchers defined intercultural competence as “a complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from one’s self” (Fantini, 2009, p. 12). This instrument measures different components including dimensions of intercultural competence (knowledge, attitude, skills, and awareness), domains of intercultural competence (relationships, communication, and collaboration), language proficiency, and developmental level (Sinicrope, Norris, & Watanabe, 2007).

Intercultural Effectiveness Scale (IES). IES developed by Portalla and Chen (2010) was used to measure an individual’s ability to acclimate and function in another culture. This ability deal with psychological stress, effective communication, and creating and maintain interpersonal relationships. The components of the IES composed of message skills, interaction management, behavioral flexibility, identity management, and relationship cultivation. Message skills refer to the ability to use the language of other community, and in doing so the individual must “exercise one’s counterpart’s verbal and nonverbal behaviors” (Chen, 2007, p. 102). Interaction management is “displayed through taking turns in discussion, and initiating and terminating interaction based on an accurate assessment of the needs and desires of others” (Ruben & Kealey, 1979, p. 18). It is primarily concerned with the procedural aspects of how to maintain an interaction, and is directly related to an individual’s ability to handle those procedural aspects (Wiemann, 1977). Behavioral flexibility refers to the ability to show appropriate behaviors according to the specific situational context (Bochner & Kelly, 1974). As Chen (2007) states an individual’s identity is shaped and influenced largely in the process of interaction by others. These experience teach an individual to cultivate a relationship which refer to “the ability to establish a certain degree of relationship with one’s partner in order to satisfy each other’s needs and reach a positive outcome of interaction” (p. 106).

This section presents the studies conducted with students from tertiary level institutions related to their intercultural communicative competence were discussed.

The study conducted by Penbek, Yurdakul and Cerit (2009) was aimed to measure the ICC level of the university students regarding their intercultural

sensitivity. A total of 200 students of different business departments from two universities in Turkey have constructed the sample of the study. The main component of the scale included Interaction Engagement, Respect for Cultural Differences, Interaction Confidence, Interaction Enjoyment and Interaction Attentiveness. Their study has revealed that with the increasing knowledge about international business the students become more sociable and ready to interact with people from different cultures. Also, the engagement in international interactions improves the students' respect for different cultures.

Zhou and Griffiths (2011) conducted a survey with 102 non-English and non-sports major students studying a college English course in China. Their study aimed at investigating the students' levels of intercultural communicative competence and examining the reasons for the students' failures in intercultural communication. According to the results, most students in this study do not have a high intercultural communicative competence and that at least half of the students participated in the study have poor intercultural knowledge. The authors argue that most of the students considered their poor listening comprehension, lack of knowledge about differences between western and Chinese culture, teachers' grammar-focused teaching methods and their habit of thinking in Chinese accounted for the barriers hindering them from communicating with foreigners smoothly and efficiently. Recent research evidence also suggests that lack of intercultural awareness and teachers' inadequate covering of intercultural knowledge in language classes are the main factors affecting students' intercultural communicative competence (Hao & Zhang, 2009; Marek, 2008).

Hao and Zhang (2009) surveyed Chinese college students' intercultural communicative competence and intercultural literacy. Their survey consisted of three categories. The first category, intercultural awareness, had the subheadings of intercultural psychology, value system, ethnocentric attitude, collectivism/individualism, behavior, and problem recognition. The second category, intercultural communicative competence, had subcategories of gifts acceptance and giving, dating and appointment, nonverbal communication, verbal communication, women priority, and paying a visit/receiving a guest/ table manner. And the third category, intercultural knowledge, consisted of subcategories of system of government, geography, literature, history, and race.

They discovered that despite the fact that the surveyed students had been engaged in English learning for at least 12 years, they were not successful in cultivating their intercultural awareness and frequently failed to respond appropriately in intercultural communication contexts. They concluded that it is not easy to "cultivate intercultural awareness in a short time" and "educational institutes should make efforts to reform the structure of education" (Hao & Zhang, 2009, p. 3).

Yu (2012) conducted a mixed method study with 272 engineering undergraduate university students in United States. In the study surveys, textual analysis, and interviews were used to examine engineering students' intercultural competence in terms of the students' levels of awareness and sensitivity toward intercultural communication. As a result, participants demonstrated passive awareness of intercultural communication as well as ethnocentric view of intercultural

communication. According to author, participants accept the importance of intercultural communication, but they had misconceptions about the effect of classroom-based education. Based on the findings, Yu suggested teachers to use culture-general teaching methods in their classes to help students improve intercultural awareness and develop intercultural sensitivity.

Bektaş - Çetinkaya and Çelik (2012) conducted research by employing mixed method study to explore the participants' self-efficacy in terms of their attitude, knowledge, skills and awareness. 569 pre-service English teachers enrolled in the English language Education departments of public universities in Turkey participated in the study. The authors developed Intercultural Communicative Competence Inventory instrument by adapting items from Fantini's Intercultural Adaptability Questionnaire and adding new items within the Byram's framework of ICC to collect the data. The results revealed that participants had positive attitudes toward learning foreign languages, interacting with foreigners and learning about foreign cultures. They showed high level of interest and willingness to communicate with foreigners and showed moderate willingness to adapt their behaviour to communicate with foreigners appropriately.

The study of Arasaratnam (2009) with 302 graduate and undergraduate students from a large university in Sydney aimed to identify the relationship between ICC motivation, Attitude towards other cultures and interaction involvement. The results indicate that motivation to interact with people from other cultures; positive attitudes toward people from other cultures, and interaction involvement are all predictors of ICC.

Similar research study was conducted by Mirzaei and Forouzandeh (2013) who attempted to develop a measure of ICC and then examine the relationship between learners' ICC and their L2 learning motivation. The authors suggest that ICC cognitively and affectively important to L2 learning by itself and in turn influence other qualities essential to the process, such as L2-learning motivation. The participants were 180 undergraduate students of Teaching English as a Foreign Language department at several Iranian universities. The results indicated that there was a strong, positive relationship between L2 learners' ICC and L2- learning motivation.

Öz (2015) in his study investigated the EFL students' levels of ICC and Ideal L2 self. Further the relationship between intercultural communicative competence and ideal L2 self. A total of 216 undergraduate English majors at a major state university in Ankara participated in the study. According to the findings, they revealed that Turkish undergraduate EFL students had high levels of ICC which showed that the participants were aware of the importance of ICC in establishing intercultural communication. Moreover, it was found a significant positive relationship between the ideal L2 self and ICC. The ideal L2 self was found as a significant predictor of ICC and its three components, attitudes, knowledge and skills.

Kanat - Mutluoglu (2016) conducted a research to find out the relationship among ideal L2 self, academic self-concept and intercultural communicative competence and whether these three variables predict students' willingness to

communicate in L2. A total of 317 students, who enrolled in an intensive English language program, participated in the study. The results discovered that all of the variables were correlated positively with each other at a statistically significant level. Specifically, she found a strong correlation between academic self-concept and ICC, medium size of relationship between Ideal L2 self and ICC. The relationships among the variables suggested that if a person had positive attitudes towards one of these motivational traits, it would be an indicator of having positive attitudes towards the other three motivational traits as well.

It was concluded that these findings contributed to promoting intercultural awareness among undergraduate English majors and that the integration of cultural contents into the existing pedagogical paradigm and fostering self-evident tendency among language learners and directing their-self guides to develop ICC can lead to success in L2 learning.

1.3 The Notion of Academic Self-Concept in Foreign Language Teaching

Self-concept is a psychological construct which is considered as one of the important factors that affects learners' language learning. Self-concept has been studied and investigated by many researchers and defined in various ways.

The early definition of self-concept proposed by Shavelson, Hubner and Stanton (1976) was "...a person's perception of himself formed through his experience with his environment" (p. 411). These perceptions are supposed to be influenced by reinforcements, evaluations by significant others, and attributions of one's own behaviour. Similarly, Sanchez and Roda (2003) defined self-concept as "the set of characteristics, attributes, qualities and deficiencies, capacities and limits, values and relationships that the subject knows to be descriptive of himself and which he perceives as data concerning his identity" (p. 97). Further, they stated that self-concept is a dynamic construct which is developed through self-reflection and susceptible to change over time (Sanchez & Roda, 2003).

Hilgard, Atkinson, and Atkinson (1979) states that self-concept is the complex of one's ideas, feelings, and attitudes about self and influences a person's identity, self-esteem, body image, and role in society. Researchers agreed on that self-concept guide's behavior and see it as the basis for all motivated behavior (Franken, 1994, p. 3). According to Markus and Nurius (1986) there is a domain of positive or negative "positive selves" in self-concept which serves as an impetus for future behavior. Therefore, a person with a negative self-concept will try to avoid the situations where he/she can see a negative possible self. Lawrence (2000) also suggested that self-concept include a current self-image and an ideal self. He stated that self-concept is formed through experiences, and the formed self-concept then determines future behaviour of a person. Therefore, poor prior experiences could have a negative impact on person's self-concept, and thereby can impede future participation.

In his study Pedersen (1965) suggested three main components of self-concept: 1) perceptual, 2) conceptual, and 3) attitudinal components.

The perceptual component of self-concept refers to the physical state of a person, in other words 'Physical Self-Concept' in which an individual creates an impression with the help of an image, in terms of physical attractiveness, to increase his/her dignity. This image is usually formed through physical attractiveness which exalts a person in the eyes of other people. The conceptual components relate to psychological state of a person. It includes an individual's personal 'life adjustment qualities' such as self-confidence, courage, honesty, independence and their opposites (Mishra, 2016). The last attitudinal components relate to a person's feelings and attitudes to himself, to his current status, and his future, to his self-esteem, his feelings of pride and shames. When an individual reaches adulthood, his/her attitudinal component is added by values, beliefs, ideas which creates person philosophy of life (Pedersen, 1965).

Heyman (1990) considered self-concept in terms of two basic self-perceptions. The first is how a person feels about himself/herself and the latter how he/she is perceived by significant others. The healthy environment and success improve learners' first type of self-perception; whereas the acceptance from teachers, family members or friends' influences learners the second type of self-perception. Similarly, Çubukçu (2008) defined it as cognitive and affective aspects of self-concept. The cognitive aspect refers to the awareness and understandings of the individual's self while the affective aspect refers to the one's feelings of self-worth.

In the early stages of development of the self-concept it was considered a general construct that have unidimensional structure. In recent years, according to a large number of studies there is an agreement among researchers that self-concept is multifaceted and differentiated construct and that it consists of both affective and cognitive aspects (Harter, 1982, 1998; Marsh, 1986, 1989; Marsh & Shavelson, 1985; Shavelson & Bolus, 1982). Marsh and Shavelson (1985) conceptualized and structured self-concept into social, physical, emotional and academic components.

Shavelson, Hubner, and Stanton (1976) developed the model of self-concept and defined it according to seven critical features. According to these features self-concept is organized or structured; multifaceted; hierarchical; stable; developmental; descriptive and evaluative; and differentiable.

They make a difference between general self-concept which relates to a person's overall self-perception and more domain specific self-concept. They described the general self-concept as a stable phenomenon which is at the apex of the hierarchy. Consequently, at the bottom of the hierarchy, the self-concept of an individual is more situation-specific and less stable. They argued that self-concept is developmental in nature and increase with age. When children grow older and begin to develop the ability to categorize their experiences their general perception of self as "myself as a person" starts to transform to a more specific self-concept as "me as a language learner" and so on.

Shavelson et al. (1976) stated that self-concept constitutes from descriptive (e.g., I am very happy) and evaluation aspects (e.g., I do very well in school). The past experience of an individual plays a crucial role in self-evaluation, and influences the perceptions of self and other aspects of self-concept. Finally, Shavelson et al. (1976)

argued that self-concept is differentiable from other related theoretical constructs. For example if the self-concept is considered to be affected by specific experiences, there should be close relationship between self-concept and behavior in the specific situation; or it is supposed the close relationship between self-concept of mental ability and academic achievement rather than between social or physical ability and academic achievement; or that there should be a close relationship between self-concept of academic ability in science and achievement in science rather than achievement in English.

The term self- concept is also used synonymously with terms as like: self-efficacy and (b) self-esteem self to avoid such confusion.

Shavelson et al. (1976) divided self-concept to academic and non-academic dimensions. Further academic self-concept was subdivided into particular school subjects: English, history, math, and science. The non-academic self-concept was subdivided into social, emotional, and physical self-concepts. Later, social self-concept was discussed in terms of relations with peers and with significant others, and physical self-concept in terms of physical ability and physical appearance (Marsh & Hattie, 1996).

Later Marsh and Shavelson (1985) re-conceptualized the previous Shavelson's model. They proposed slightly different version which also follows the hierarchical order, but more multi-faceted and with more subdivisions. The main difference is that academic self-concept is divided into math academic self- concept and verbal academic self-concept. The latter model proposed by Marsh, Byrne and Shavelson (1988) is even more detailed with a wide variety of subcomponents of these two academic self-concepts which is also consists a foreign language self-concept as one of the components.

Academic Self-Concept

The aspect of self-concept in the academic domain is defined as the way students perceive themselves as learners. According to Burns (1982) academic self-concept is “a psychological entity which includes our feelings, evaluations, and attitudes, as well as descriptive categories of ourselves” (p. 888). So that a person's conscious awareness of what he feels and thinks regulates his performance and actions. Similarly, Felson (1984) defined academic self-concept as the “self-appraisals of academic ability” (p. 944), which influences students' performance because it has a direct impact on anxiety, effort, and also level of persistence.

The operational definition of academic self-concept used in this study was proposed by Liu, Wang and Parkins (2005) as “students' perceived academic competence and their commitment to, and involvement and interest in schoolwork” (p. 571). Huitt (2004) also suggested that academic self-concept relates to how well we do in school or how well we learn. Marsh, Relich and Smith (1983) maintained that perception of one's ability level is a key aspect of academic self- concept, whereas Paik and Micheal (2002) stated that self-concept is a set of beliefs which

plays a key role as an element in regulating motivational behavior and in achieving mental health.

It is well known that many students find it difficult to progress academically. The reason may not be due to the lack of motivation or willingness to work hard but merely because of students' low self-confidence, low self-concept. Hormuth (1990) stressed that a person's understanding of self is based on his social experiences. Failure and success that people experience in different areas influences their views of themselves and their relationship with the environment. Any experience related to person's self-concept is important and may be perceived as beneficial, because "the more of these experiences there are, the more rigidly the self-concept is organized to maintain and protect itself" (Baadjies, 2004, p. 8). Huitt (2004) supported this view and claimed that a person's "sense of self" changes based on the situation one experience. The qualities of factors influence the individual's perception of himself so that he initiates positive or negative feelings in the environment.

Marsh and Shavelson (1985) conceptualized and structured academic self-concept into social, physical, emotional and academic components. However, majority of researches focus more on the self-concept in terms of the dimension of education, in other words academic self-concept. The definition which is shared by scholars is that that academic self-concept is students' perceptions of their academic ability formed through interaction with peers, teachers and parents (Liu & Wang, 2008; Marsh, 1989; Marsh, Hau & Kong 2002), and their belief about how more talented he or she feels himself or herself than other students in terms of a certain academic activity (Arseven, 1979). Lent, Brown and Gore (1997) defined academic self-concept as the "specific attitudes, feelings, and perceptions about one's intellectual or academic skills, representing a person's self-beliefs and self- feelings regarding the academic setting" (p. 308). Academic self-concept is considered as one of the most crucial constructs that influences student achievement and learning behavior (Marsh & Craven, 2006.) It is how an individual evaluates their ability in the academic domain, which is a kind of academic self-efficacy but only in broader terms (Feather, 1988). Therefore, educational settings aim to develop learners' positive academic self-concept because of its close relationship with academic achievement and better performance. Those individuals are likely to accomplish more if they feel more competent, have high self-confidence and have more positive perceptions of themselves (Marsh & Hau, 2004).

According to House (1992) academic self-concept is a dynamic component of learning process. The development of student's academic self-concept is based on two simultaneous comparison processes: (a) the internal comparison, which refers to a student's perceived self-ability in one subject domain compared to his or her ability in other subject domains, and (b) the external comparison which is the student's evaluation of his or her ability in one subject domain compared to the ability of his or her peers (Bong & Skaalvik, 2003). They found out the evidence in their study that academic self-concept influences not only a student's academic achievement but also his/her effort, engagement, and persistence in classroom activities; intrinsic motivation; help-seeking behavior; and course selection.

Gathering all the views about academic self-concept it can be concluded that academic self-concept is about student's academic confidence in the academic domain. As Mercer (2011) defined it, it is "an individual's self-perception of competence and their related self-evaluative judgments in the academic domain" (p. 336).

There is a consensus among researchers that the formation of students' self-concepts is mainly based on their academic achievement and the feedback they receive from significant others about their school performance (Marsh & Yeung, 1997; Redd, Brooks, & McGarvey, 2001; Rost, Sparfeldt, Dickhäuser, & Schilling, 2005). In support of deeming the importance of academic self-concept in educational area, research has revealed that higher levels of self-concept are influenced to various educational outcomes, such as academic effort, academic confidence, educational aspirations, motivations and academic achievement (Green et al., 2012).

The major research question in the studies related to academic self-concept is whether academic self-concept causes academic achievement or academic achievement causes academic self-concept (Marsh & Köller, 2004). Marsh and Hau (2004) argue that in order to investigate the relationship between academic self-concept domains and academic achievement, the study should focus not on global self-concept, but on academic self-concept. Considerable evidence exists in early studies about a positive relationship between academic self-concept and academic achievement and motivational behaviour (Chapman & Tunmer, 1995; Eccles & Wigfield, 1995; Marsh & Yeung, 1997; Schunk, 1991).

In the early studies of Coopersmith (1967) on educational characteristics of learners with of higher or lower self-concept he found the evidence on the importance of self- concept in educational area. He revealed that the students with higher self-concept are more confident, more willing to involve in classroom discussions, more popular with friends, less passive, less sensitive to criticism, more concentrates on public affairs rather than own problems. Similarly, Hay, Ashman and Kraayenord (1998) conducted research to compare educational characteristics of learners with higher and lower self-concepts on reading, spelling and mathematics. They also revealed that students with high academic self- concept were more interested in school and more academically oriented whereas students with low academic self-concept were very quiet and withdrawn in the classroom. Marsh and Yeung (1997) in their study demonstrated that self-concept has significant positive effects on academic achievement, as well as prior academic achievement also has substantial positive effects on academic self- concept.

The research studies conducted in recent years also support the findings of previous studies (De Fraine, Van Damme, & Onghena, 2007; Guay, Marsh & Boivin, 2003; Marsh & Köller, 2004; Mills, Pajares, & Herron, 2007), The research study conducted by Sanchez and Roda (2003) revealed that academic self- concept positively predicts general achievement, as well as achievements in languages, the arts, and in mathematics, whereas non-academic self-concepts negatively predict students' achievements. The study conducted by Matovu (2011) with university students to investigate whether academic self-concept influence academic

achievement. According to the findings the researcher concluded that the higher the academic self-concept, the higher the students achieve academically. These findings were confirmed by meta-analyses of Huang (2011), where he examined 39 longitudinal studies and found out that academic self-concept and academic achievement are positively correlated with each other and influence one another.

Moreover, several studies examined the developmental nature of self-concept as it was suggested by Shavelson et.al (1976) self-concept is subject to change with age. In this respect, according to the results of Marsh's (1989) study self-concept reaches its lowest point in middle adolescence and that it starts to increase through early adulthood. A similar finding was obtained by Liu and Wang (2005) who found that students' academic self-concept tends to decline from early to mid-adolescence as this is usually the most difficult phase of self-questioning and adjustment. In addition, some researchers (e.g., De Fraine et al., 2007) go further by stating that the causal link between academic self-concept and achievement vary with age. They suggested that the younger students' academic self-concept is influenced by school performance. When they enter higher grades, academic self-concept and achievement start to influence one another in a mutually stimulating way.

Although numerous studies have been conducted in order to establish the effect of academic self-concept on academic achievement, there are few research studies to date which attempt to investigate academic self-concept related to second or foreign language education.

The study conducted by Liu (2008) with college students focused on investigating whether academic self-concept can predict students' English performance and vice versa. Three different proficiency level groups participated in the study and the results revealed that academic self-concept is a significant predictor of college students' English proficiency. Similarly, Liu's (2009) study in the same setting focused on investigating whether language-related ability of learners affects their English self-concept. It was revealed that students who were in the lower ability level group had significantly lower perceived academic self-concept than their counterparts from average and above-average groups. It was also found that academic confidence and overall English self-concept of low-ability level students showed significant improvement during the study, while the academic self-concept of students from higher ability level groups remained quite stable over time.

Erten and Burden (2014) examined the relationship between achievement attributions, academic self-concept and exam performance of 6th grade students. The findings revealed that both academic self-concept and learner attributions have a close association with language learning outcomes at primary school. They also suggested that these factors are likely to play a significant role in young Turkish students' success in learning English.

Marsh and Hau (2004) emphasized that improving student academic achievement without promoting learner's self-concept in related academic domains is lead to only short-term objectives. Academic self-concept is an important factor which facilitates the gain of related academic performance outcomes (Marsh & Yeung, 1997). The results of the studies in the field of foreign language education

suggest that enhancing EFL students' English self-concept may lead to better English achievement. Therefore, foreign language teachers should focus not only on improving students' school performance, but also to help the students' develop positive self-concept and construct positive views of themselves in the academic domains. A more positive academic self-concept might be a powerful motivating force to learn English.

1.4 Motivation in L2 Education

A large number of researches carried out in the field of motivational study. However, every research had a different look toward foreign and second language learning motivation. In this thesis work Dörnyei's (2009) theory of L2 Motivational self-system theory was used as a framework to study ELT learners' motivation. This chapter aims to present an overview of the main concepts, issues and discussions related to L2 motivational self-system in order to provide clear understanding of the term motivation.

Learning a foreign language is not an easy process and requires not only acquiring language skills and grammar rules but the acquisition of skills and behavior patterns which are the characteristics of another community (Gardner, 1985). As Dörnyei (2009) emphasized, "learning a language is linked to one's individual core which constitutes an essential component of a person's individuality" (p. 9). So that it has a significant impact on the social nature of the language learner in terms of "alteration in self-image, the adaptation of the new social and cultural behaviors and ways of being" (Williams & Burden, 1997, p.115), in other words, learning a second language "is ultimately learning to be another person" (Oxford & Crookall, 1989, p.406). There scholars in the field of psychology agree that motivation is one of the main important factors among the factors influencing learners' foreign language learning that determines success. As According to Williams and Burden (1997) motivation is "a state of cognitive and emotional arousal which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal (or goals)" (p. 120).

Dörnyei and Ushioda (2009) proposed four phases of historical development of second language motivation according to the influences of different language learning theories:

1. The social-psychological period
2. The cognitive-situated period
3. The process-oriented period
4. The socio-dynamic period

The interest in motivation on foreign language education field was started by the pioneering work of Robert Gardner and his associates who introduced the Socio Educational model for language learning. Gardner and Lambert (1959, 1972a, 1972b) described motivation as a combination of effort, desire to achieve the goal, favorable attitudes towards learning the language, and integrativeness. He defined second language motivation as "a struggle that a learner tries to learn the language as s/he

wants to learn and the enjoyment gotten from this activity” (p. 10). According to Gardner’s model motivation is goal oriented. In other words, highly motivated learners will have a desire to learn a language, enjoy learning the language and strive to achieve this goal. In order to motivate the learners is important to identify their goals for learning the language. In their model Gardner and Lambert proposed new concepts in terms of two kinds of orientations in motivation: instrumental and integrative. As stated Williams and Burden (1997) “orientation is not the same as motivation but represents reasons for studying the language” (p. 116). By integrative orientation Gardner and Lambert (1972a) explained the language learners desire to meet, communicate with and become a member of the target language society. Instrumental orientation was defined as “the practical value and advantages of learning a new language” (p. 192).

Gardner emphasized the differences between real motivation and two orientations. According to Gardner motivation may or may not related to any specific orientation since these orientations are only at the level of the goal motivation and affect the learners’ core motivation. The core idea of Gardner’s model of L2 motivation was the integration and relationship with members of the target community.

The cognitive-situated period was started by the criticism of Crookes and Schmidt (1991) made against Gardner social-psychological approach. They questioned Gardner’s model for the lack of practical information for teachers to facilitate unmotivated individuals since Gardner’s model was mainly focused on motivating large groups of people rather than individual learners. Moreover, as Kim and Kim (2011) stated, “Information technology such as video conferencing, text messaging, and internet now enables easy access for ESL/EFL speakers to communicate with English speakers or other language speakers around the world without being necessarily integrated into or located in the target language community” (p. 55).

In turn the cognitive-situated period has begun to focus more attention on the cognitive psychology of the individuals, such as self-efficacy and self-confidence, as well as the classroom settings rather than the community (Dörnyei, 2009). One of the valuable studies of that period was Deci and Ryan’s (1985) Self-determination theory. According to Ryan and Deci (2000), “to be motivated means to be moved to do something”. They stated that people differ not only according to their levels of motivation but also according to the types of motivations they possess, that is “they vary not only in the level of motivation (i.e., how much motivation), but also in the orientation of that motivation (i.e., type of motivation)” (p. 236). They proposed to types of motivations: intrinsic and extrinsic. They defined intrinsic motivation as the wish to do something for pleasure because it is interesting and fun. The learners who intrinsically motivated have internal desire to learn and do not need any external rewards or push from outside. Extrinsic motivation was defined as a desire to do something because of the outside benefits such as a prize, a good salary and a promotion or simply a good mark.

Ryan and Deci (2000) stated that “extrinsic motivation is about doing something as it gives way to a separable outcome” (p. 237). So that there is a need to the external force to achieve desired results. In turn Williams and Burden (1997) asserted that “...many of our actions are probably promoted by a mixture of both extrinsic and intrinsic reasons. ... most teachers would agree that both have a part to play, and are in fact linked” (p. 123). The core idea of Self-Determination Theory (Deci & Ryan, 1985) was to identify the reasons and goals that increase the motivation of learners in order to give rise to an action.

The third stage of the historical evolution of L2 motivation is one in which motivation is considered as a process rather than a state, thus this is referred to as the process-oriented period. Dörnyei and Otto's (1998) Process Model of L2 Motivation is the prime example of that period. They expressed dissatisfaction with the previous models of L2 motivation. They criticized motivational theories in that they did not provide a detailed review of all the motivational factors that may influence learner's behaviour in the classroom. Moreover, according to Dörnyei and Otto (1998) these models were not intended to identify the motivational sources that encourage the learners on goal-directed behaviour, but rather focused on establishing how and why they make these kinds of actions. And finally, they assumed that motivational theories considered motivation as a stable phenomenon, rather than as a developing and changing entity of learners, associated with an ongoing process in time. They proposed three phases of the process of motivation which shows the variations in motivation: preactional phase, actional phase, and postactional phase. Preactional phase was defined as the starting point of generating motivated behavior when the decision of acting was made in order to reach the goal. At the actional stage the generated motivation should be maintained and protected from distracted factors which may have a negative impact on motivation. This is called as executive motivation. The last postactional phase is related to the learners' retrospective evaluation in which the processes and the actions of learners based on their past experiences are evaluated to decide on subsequent changes in behaviour (Dörnyei, 2007).

This Process-Oriented Period became a bridge for transition into the Socio-Dynamic Period which has been based on Dörnyei's (2009) theory of L2 motivational Self-system. This reconceptualization of motivation theory has underlined the significance of the theories based on the social context and the learner's identity and view of the self.

Dörnyei's L2 Motivational Self-System

Dörnyei's (2009) theory of the L2 Motivational Self-system was developed on the basis of Markus and Nurius' (1986) Possible selves' theory and by Higgins' (1987) theory of the ought to selves. As Dörnyei's (2009) stated his concept “represents a major reformation of previous motivational thinking by its explicit utilization of psychological theories of the self, yet its roots are firmly set in previous research in the L2 field” (p. 9). Markus and Nurius' (1986) defined possible selves as

a self-knowledge which pertains to how individuals think about their potential and their future and represents one's ideas of "what they might become, what they would like to become and what they are afraid of becoming" (p. 954). The concept of possible selves addresses the issue of how a person conceptualizes his yet unrealized potentials so that it draws on one's wishes, hopes, and fantasies (Dörnyei, 2009). They proposed three types of possible selves: the ideal self, the hoped-for self and the feared self. Possible ideal selves referred to what we would very much like to become. The possible self was defined as "the successful self, the creative self, the rich self, the thin self, or the loved or admired self" (Markus & Nurius, 1986, p. 954). The third type is what a person is afraid of becoming in the future, which can contain "the alone self, the depressed self, the incompetent self, the unemployed self, or the bag lady self" (p. 954). Thus possible selves play a crucial role in motivating learners because they are future-oriented; they provide a learner with motivation for potential behaviour, as well as with potential stimulus to perform or avoid certain behaviours (Oyserman & Markus, 1990).

On the other hand, Higgins (1987) in his Self-Discrepancy theory suggests three basic domains of the self: the actual self, the ideal self and the ought to self. The actual self describes the beliefs one has about him/herself at this moment. The "ideal self" that refers to what an individual would like to become and wants to possess in the future (dreams, desires or aspirations). The "ought-to self" is what an individual ought to become since he feels obliged and responsible to become which may be different from one's desires and aspirations (Dörnyei, 2009). In other words, ideal selves are focused on promotion in terms of growth, achievement, and goal-reaching, whereas ought-to selves are focused on prevention in terms of regulation of behaviour in order to stay responsible and safe (Higgins, 1998).

These possible selves according to Higgins (1987) Self-Discrepancy Theory play a crucial role in motivating language learners', because discrepancies between one's current sense of self and future selves cause inconvenience between them, so that individual organizes and guides all strategies and actions for reducing the discrepancy between the actual and the possible selves.

Dörnyei (2009) proposed the concept of L2 Motivation Self-system as a reconceptualization of Gardner's (2001) integrative motivation. According to the results of their study Csizer and Dörnyei (2005b) found that all the factors of Gardner's model were directly affected by integrative motivation. They concluded that Integrativeness referred to a broader construct than it was defined by Gardner. Thus, Dörnyei (2009) in his L2 Motivational Self-system proposed Integrativeness as an idealized views of the L2 self.

The L2 Motivational Self-system is made up of three dimensions: The Ideal L2 self, the Ought-to self, and L2 Learning experience. He defined Ideal L2 self as "the L2 specific facet of one's ideal self", which is the most powerful motivator for a person to achieve the goal since it helps to reduce the discrepancy between actual and ideal selves. He describes the Ideal L2 self as a "vivid and real image: one can see, hear and feel one's ideal self" (Dörnyei, 2009, p. 12), so that for the learner who wishes to become proficient L2 speaker, the ultimate ideal self is the native speaker

of the L2, and if he/she has a positive attitude toward these speaker, the idealization of the L2 self is broader. The ideal L2 self was described by Csizer and Dörnyei (2005b) as the promotion-focused self, in order to achieve a favourable future such as becoming more successful or more proficient language user. Magid (2013) defined the ideal L2 self as academic self-guides with the help of which the learner organizes and monitors his or her behavior to learn the language.

Dörnyei (2009) defined ought to L2 self as “the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes” (p. 29). The ought-to L2 self is the main motivator for the learner who wants to gain the approval of his/her family, teacher or friends by accomplishing good language knowledge. This type of self refers to extrinsic motivation, since it is restrainable in nature (Dörnyei & Ushioda, 2009). Carver, Lawrence and Scheier (1999) also maintain, that ought to L2 self is the instrumental motivation factor which focused on studying a language to pass exams or being rewarded or praised by others (Csizer & Dörnyei, 2005a).

According to Kim (2009) it is possible to shift learners ought to self into ideal L2 self, if the learner will succeed in internalizing the reason for learning the L2, ought to L2 self can serve to increase the learner’s level of motivation as well as L2 success. However, in order to achieve that, the learner needs to recognize the importance of acquiring L2 proficiency and see his/her self-image as a competent L2 user.

L2 learning experience component of Dörnyei’s (2009) L2 Motivational Self-system represents “situation specific motives that regulate the immediate environment and guide the learner through the present experience” (p. 195). These motives appear in learners due to their attitudes towards the L2 teacher, the classroom environment, curriculum, and so forth.

According to Dörnyei and Ushioda (2009) a strong Ideal L2 self on learners creates positive attitudes toward language learning and that positive attitude increases motivation. Kormos and Csizer (2008) also maintain that there is a strong connection between learners’ Ideal L2 selves and attitudes towards language learning and that these two are the main influential determiners of L2 motivation.

Related Research on L2 Motivational Self-System

In recent years, many researchers have examined L2 learning motivation from the perspective of the L2 Motivational Self-system in different contexts. These studies provided considerable support for the validity and applicability of the framework. A large number of studies have focused on investigating the relationship between the dimensions of the system and other criterion measures such as learner’s motivated behavior, L2 proficiency or language variables (Papi & Teimouri, 2012).

Taguchi, Magid and Papi (2009) were among the first who carried out to validate Dörnyei’s (2009) L2 Motivational Self-system in three Asian contexts, Japan, China and Iran. Nearly five thousand high school English learners’ of participated in the survey. The results revealed that the ideal L2 self was positively

correlated with integrativeness in all three contexts. There was also found the substantial correlations between the promotional aspects of instrumentality with ought-to L2 self in the Chinese and Iranian FL learners. They concluded according to the result of the study that the concept of integrativeness can be replaced by a broader concept of Ideal L2 self since their findings provided the evidence that the learners' intended efforts found to be better explained by the ideal L2 self rather than by integrativeness.

The research conducted by Kim and Kim's (2014) investigated Korean EFL students' visual, auditory, kinesthetic styles, imagination, ideal L2 self, motivated behavior, and English proficiency. A total of 2682 Korean elementary, 3rd year high and high school students participated in the study. The results revealed that the ideal L2 self had a positive influence on motivated behavior of the Korean EFL students', so that the clearer the Ideal L2 self, the higher level of English proficiency in English of students (Kim, 2009; Kim & Kim, 2011).

Shahbaz and Liu (2012) study was carried out in order to examine the factors that influence L2 motivation in a Pakistani context. The participants of the study consisted of 547 first year college students from three districts of Punjab province in Pakistan. As a result, the authors revealed that language learning experience, international orientation, ideal L2 self and instrumentality all interrelated with each other in motivating ESL learners. However, L2 learning experience was found as the most strongly affecting factor of ESL learners' motivational behaviour. They suggested that the development of future images can work well in order to motivate Pakistani students to learn English language. In the study with 1000 undergraduates from various universities in Pakistan, Islam, Lamb and Chamber (2013) found similar results. The Ideal L2 self and attitudes to the learning experience again found to be the strongest predictors of learning effort.

The Ideal L2 self-type of motivation L2 learning experience has also been considered as the most important factor in Ghapanchi, Khajavy and Asadpour's (2011) study who examined the relationships between personality, L2 motivational self-system, and second language proficiency and also the predictability of the L2 proficiency by personality and L2 motivational self-system variables among 141 Iranian EFL university students. The results of this study revealed that there is a positive correlation among personality L2 motivation and second language proficiency. Moreover, the ideal L2 self and L2 learning experience found as the most powerful predictors of L2 proficiency. Similar study was conducted by Rajab, Far, and Etemadzadeh's (2012) with 308 TESL students in Iran to investigate the relationship between L2 motivational self-system and L2 learning among TESL students. The results provided the evidence that there is a strong relationship between the ideal L2 self and the intended effort to learn English.

Khan (2015) also provided empirical support for the validity of the L2 Motivational Self-system and its relevance in the Saudi EFL context. The study aimed at exploring the relationship between L2 motivational selves and L2 achievement in Saudi EFL context. The participants of the study were 100 Saudi Foundation Year female students of the Woman College. According to the results,

Ideal L2 Self and attitude towards learning English had significant impact on both the motivational level to learn English and formal L2 achievement of the participants whereas ought to L2 self had significant influence only on participants' motivational level such as their efforts to learn English. The similar study carried out by Eusafzai (2013) in Saudi Arabian context with 404 preparatory year EFL learners in higher education institutions also found that language learning environment and experience are the strongest predictor of English language learning effort.

Outhaichute and Raksataya's (2013) study in Thailand contexts, aimed at exploring the factors of L2 Motivational Self-system influencing the intended efforts and learning achievement of high secondary school learners. The data were collected from 409 high secondary schools' students. The study found that Ideal L2 self, parental encouragement, learning experience and promoting learner autonomy affected on intended effort to study English whereas Ideal L2 self, Ought-to L2 self, promoting learner autonomy, and encouraging positive self- evaluation affected on learning achievement.

Thompson and Erdil-Moody (2014) investigated the ideal and ought-to L2 selves of 159 Turkish EFL learners from different majors at different universities. The aim of the study was to examine the relationship between language proficiency and the ideal and ought to L2 selves. The results revealed a strong correlation between Ideal L2 self and L2 proficiency whereas no significant correlation was found between ought to L2 self and L2 proficiency.

Öz (2016) in turn explored the relationship between the ideal L2 self as a motivational factor and willingness to communicate in English in Turkish context. The sample participated in the study were 96 university students of English as a foreign language at state university. The results investigated that the ideal L2 self was the predictor of L2 WTC in Turkish context. However, it was found that the EFL students' had satisfactory levels of L2 WTC. The author suggested that the ideal L2 self can be considered as an individual difference variable which can contribute to the improvement of the students' willingness to communicate in English and influence their motivation for learning English. Another study carried out by Öz (2015) conducted in EFL classes revealed that undergraduate EFL learners in Turkey have high levels of ideal L2 self and aware of the importance of future self-guides on their L2 proficiency.

Another research study which analyzed the English language motivation of Turkish undergraduate students was carried out by Cabiroglu (2016) as a master thesis work. The data were gathered from 125 Preparatory School students of state University. According to the results students' Ideal L2 self was found out higher than the other components of L2 motivational self-system, which indicated that students see themselves as successful L2 learners in the future. It was revealed that students create their L2 self as responsible for their efforts to achieve an L2. The results also showed that students have a strong "ought-to L2 self" motivational behaviour and positive attitude towards learning English.

2 METHODOLOGY: INTERCULTURAL COMMUNICATIVE COMPETENCE SCALE DEVELOPMENT

This chapter introduces the research design which is used to investigate the research questions in this study. Further, setting and participants involved in the study, the data collection procedures, the data collection instruments and the data analysis are presented in details. Moreover, this chapter presents the scale development procedure, in which content validity procedure, Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) results are provided.

As it was mentioned in the introduction section, the present study is composed of two main parts. The first is aimed at developing a reliable and valid instrument to measure pre-service ELT teachers' level of ICC in Kazakhstan and Turkey. The second part includes the investigation of Kazakhstani pre-service ELT teachers' academic self-concept and L2 motivational self-system in comparison to their peers in Turkey; to examine the differences between Kazakhstani and Turkish pre-service teachers ICC, academic self-concept and L2 motivational self- system with regard to their gender, attended universities and years of study; and to explore the predicting effect of academic self-concept and L2 motivational self- system on Kazakhstani and Turkish pre-service English teachers ICC. Based on these objectives the following research questions are examined:

1) What are the perceived levels of Kazakhstani and Turkish ELT pre- service teachers' in terms of their:

- Intercultural communicative competence (skills, attitudes, awareness and knowledge)?

- Academic self-concept (academic confidence and academic effort)?

- L2 motivational self-system (ideal L2 self, ought to L2 self and attitudes towards learning English)?

2) Are there any statistically significant differences between Kazakhstani and Turkish ELT pre-service teachers' levels of ICC, academic self-concept and L2 motivational self-system according to the settings they live, gender, years of study and attended university?

3) Is there any relationship among Intercultural communicative competence, academic self-concept and L2 motivational self-system of Kazakhstani and Turkish ELT pre-service teachers?

4) Is it possible to predict Kazakhstani and Turkish ELT pre-service level of ICC by means of their academic self-concept and L2 motivational self- system?

“Research designs are constructed plans and strategies developed to seek, explore and discover answers to quantitative and qualitative research questions” (Taylor, 2005, p.105). The research design used in the current study is descriptive, comparative and correlational in nature. A descriptive study is used in describing the distribution of the variables under investigation regardless of existing cause and effect relationship among the variables or other hypotheses (Mackey & Gass, 2005). Taking into consideration the research objectives a mixed method approach is found to be appropriate. The main data was collected by employing a survey model.

Moreover, in order to support and verify the findings of the quantitative data, semi structured interview was utilized. As it was suggested by Dörnyei (2007), a mixed method research design may help researchers to overcome the weaknesses in qualitative and quantitative paradigm, and, therefore, can strengthen the impact of their research outcomes. To be able to generalize the results it is useful to adopt quantitative research, whereas it is useful to adopt qualitative research in order to provide in-depth information. Many scholars advocate combining a mix of quantitative and qualitative methods to assess ICC (e.g. Deardorff, 2006a; Fantini, 2000, 2006). The reason is that combining techniques can offer more complete assessment of ICC because they can provide more detailed, nuanced, and individualized accounts' (Sinicrope et al., 2007). Pertaining to the research objectives and design, the present study has used a structured questionnaire survey and semi-structured interview to collect data.

2.1 Setting and Participants

The present study was composed of two main phases. The first phase was the pilot study and the latter was the main study. The study was conducted in two different settings, Kazakhstan and Turkey. The universities participated in the study were based on their convenience. According to Fraenkel, Wallen and Hyun

(2011) "...a convenience sample is a group of individuals who (conveniently) are available for study" (p. 98). Convenience sampling method is the most widely used one among the sampling methods in educational research and it is quite advantageous in terms of time, money and effort it takes (Muijs, 2004).

Participants of the pilot study. The participants of the pilot study consisted of a total of 314 2nd, 3rd and 4th year undergraduate university students enrolled at Hacettepe, Duzce and 19 Mayıs Samsun Universities. The participants were the students of ELT departments. Roughly, the males represented in average 22%, whereas female participants' represented 78% of the samples. The majority of the participants were the students of Hacettepe University, whereas 26% of the samples represented the students of 19 Mayıs Samsun University and 13% the students of Düzce University.

Table 1. *Demographic Characteristics for the Pilot Study Sample*

		Turkey	
		N	%
Gender	Male	68	21,7
	Female	246	78,3
Years of study	4th year	125	39,1
	3rd year	146	46,5
	2nd year	43	13,7
Attended	Hacettepe	191	60,8

University	19 Mayıs Samsun	82	26,1
	Düzce	41	13,1
Total		314	100

Participants of the main study. The main study was carried out with total of 565 participants. Out of the 565 participants, 307 of them were undergraduate university students from Kazakhstan and 258 from Turkey. The universities participated from Turkey were Gazi and Sakarya Universities, whereas from Kazakhstan were Akhmet Yassawi and Auezov State Universities. The participants of the main study were the pre-service English teachers of ELT departments. Given that the participants had to answer three different scales with total of 97 items, to obtain the honest answers the participants were asked to participate in the survey on the voluntary bases.

Table 2. *Demographic Characteristics for the Main Study Sample*

		Kazakhstan		Turkey	
		N	%	N	%
Gender	Male	55	17,9	62	24
	Female	252	82,1	196	76
Years of Study	4th year	139	45,3	97	37,6
	3rd year	136	44,3	128	49,6
	2nd year	32	10,4	33	12,8
Attended University	Gazi	-	-	168	65,1
	Sakarya	-	-	90	34,9
	Akhmet Yassawi	188	61,2	-	-
	Auezov	119	38,8	-	-
Total		307	100	258	100

2.2 Data Collection

In the current study, both quantitative and qualitative data collection instruments were employed. For the quantitative study, data was collected using three different instruments. One of the instruments was developed by the researcher; the other two were adapted in line with the aim of the study. Semi- structured interviews were used to collect qualitative data. Interview questions were developed in accordance with the main sections of the questionnaires. The questionnaires were administration during the class hours in the Spring semester of the 2017-2018 academic year.

2.3 Instruments

In order to collect quantitative data, three different instruments were used within the study. Three different instruments were used in order to collect quantitative data.

Instrument 1. The Intercultural communicative competence (ICC) scale developed by the researcher on the basis of Byram's conceptualization of ICC was used to measure participants' level of ICC. The four basic factors of the questionnaire are the four aspects of the ICC construct; attitude, skills, knowledge and awareness. The ICC scale consists of 52 items. In the scale 21 statement measure skill competence, 13 statements component is used to measure attitude,

12 items belong to awareness component and 6 statements were used to determine the participants' knowledge regarding ICC. The questionnaire was created as a five-point Likert scale. The options corresponding to the items and point responses were edited as follows 5 = totally agree; 4 = agree; 3 = partially agree; 2 = disagree; 1 = totally disagree.

Instrument 2. In order to measure academic self-concept of ELT student-teachers, Academic Self-Concept Questionnaire developed by Liu and Wang (2005) was used. The scale consists of two subscales, the 9-item academic confidence (AC) and the 10-item academic effort (AE) subscales. According to authors students' perceptions of academic confidence and effort are two first-order factors of academic self-concept.

The AC subscale was used to measure "students' feelings and perceptions about their academic competence", and to assess "students' commitment to, and involvement and interest in schoolwork" (Liu & Wang, 2005). The questions were asked on a 5 point Likert-type scale; 1 = totally disagree; 2 = disagree; 3 = partially agree; 4 = agree; 5 = totally agree; The reliability scores in the original study have been reported by Liu and Wang (2005) were $\alpha = .71$; for academic confidence items, $\alpha = .76$ for academic effort items, and $\alpha = .82$ for the whole Academic self-concept scale. However, the internal consistency estimates of reliability for the 19-item ASC scale, 9-item AC subscale, and the 10-item AE subscale in the present study were found .95, .70 and .74, respectively. Items 4, 5, 7, 8, 10, 11, 12, 17 and 18 were reverse-coded before calculating the Cronbach alpha coefficient of the ASC scale.

Instrument 3. Self-guides of the learners were measured using subscales adapted from Taguchi et al.'s (2009) questionnaire. It includes many variables such as ideal and ought to selves, attitudes towards learning English, attitudes towards L2 community, family influence, cultural interest, integrativeness and so on. Among its large number of subscales, only the ones referring to ideal self and ought to self, and attitudes towards learning English subscales were adopted in the current study. Before calculating the Cronbach alpha coefficient of a scale negatively worded items 11, 12, 13, 14, 15, 16, 17, 19, 20 were reverse-coded. Cronbach's alpha value for ideal L2 self was $\alpha = .92$, for ought to L2 self was $\alpha = .87$, and $\alpha = .87$ for attitudes towards learning English.

Semi-structured interview. Following the questionnaires semi structures interview was performed. Semi-structured interview was used as a qualitative data collection tool, which aimed at confirming the findings revealed from the quantitative study. According to Mackey and Gass (2005) Interviews allow a researcher to investigate phenomena that is not observable, and elicits additional data if the responses given by respondent are not clear. The main goal of interviewing is to get

to know what is in someone's mind (Patton, 1990). Considering the advantages of interview, twenty randomly selected pre-service teachers from each setting were interviewed to elicit in-depth information. Fourteen interview questions developed in accordance with the main sections of the questionnaires and conducted to participants. During the interview some additional questions were asked to make their statements clearer. The semi-structured interview was carried out in English, and recorded. Then, the recorded data was transcribed and content analyzed.

1.5 Scale Development Process

This section presents the steps of the constructing ICC scale, which served as the main data collection instrument. As it was discussed above, since no available instruments measuring ICC were suitable for this specific purpose and setting, a new instrument was developed by the researcher to explore ICC level of pre-service English teachers' level of ICC. ICC scale was developed as a 5-point Likert scale in which participants were expected to fill in each item with the anchors at 5-strongly agree, 4-agree, 3-partly agree, 2-disagree and 1-strongly disagree.

Procedures of the scale development. The scale development procedure in the present study consisted of five major steps, 1) domain specification, 2) item pool generation, 3) expert item judging, 4) data collection, 5) scale validation (Exploratory Factor Analysis) 6) reliability assessment (Churchill, 1979)

Item generation. Initially, the relevant literature regarding ICC and existing instruments measuring ICC in educational context were thoroughly reviewed. Further the items to be included in the questionnaire were carefully prepared based on Byram's (2007) model of ICC, which consists of four components: Attitude, Skills, Knowledge and Awareness. The questionnaire items were drafted to compile an item pool. These items were created in order to measure students' perceived ICC. Moreover, as soon as the item pool was composed, experts' opinions were asked, and their ideas on the construct and suggestions regarding clarity and relevance of statements and style were also considered. As a next step, a piloting of the instrument was conducted in order to see whether the items were valid (Cresswell, 2003; Dörnyei, 2007). Validity in the context of psychometric tests means that a measurement procedure actually measures what it intends to measure (Dörnyei, 2007). After the validity procedures the modified ICCQ was regarded appropriate to serve as the main data collection instrument in the study.

Testing the content and face validity of the scale. Overall 76 items were submitted to a panel of expert judges. Twelve purposely chosen experts were asked to review the draft and to judge the instrument on the relevancy, clarity and conciseness of the items to ensure the content validity of the instrument. They rate each of the 76 items using a three-point scale (1-representative; 2-somewhat representative; 3-unrepresentative) to indicate the extent to which each item represented the specific dimension. This procedure is entailed confirmation by a specific number of experts, indicating that instrument items and the entire instrument have content validity.

Table 3. *Experts' Characteristics*

1. Country	Turkey	6
	Kazakhstan	6
2. Gender	Male	8
	Female	4
	Master	1
	Ph Doctor	3
3. Academic degree	Assist.Prof.Dr	-
	Assoc.Prof. Dr	5
	Prof.Dr.	3
4. Working area	Academician	12
	Manager	-

The selection of experts was based on their convenience. A total of 12 experts from English language teaching and curriculum development departments in Kazakhstan and Turkey controlled the draft version of the scale.

The consensus among experts on the necessity to include a specific component was quantified by determining the content validity ratio for each item. With this purpose, the experts were requested to specify whether an item is necessary for operating a construct in a set of items or not. They were asked to rate each instrument items in terms of clarity and its relevancy to the construct underlying study as per the theoretical definitions of the construct itself and its dimensions from 1 to 3 with a three-degree range of (1) relevant; 2) relevant but needs correction; 3) not relevant. Content Validity Ratio (CVR) varies between +1 and -1. The higher score indicates further agreement of members of panel on the necessity of an item in an instrument. The formula of content validity ratio is $CVR = (N_e / N) - 1$, in which the N_e is the number of panelists indicating "Relevant" and N is the total number of panelists. The numeric value of content validity ratio is determined by Lawshe Table. In our study since the number of panelists 12 members, if CVR is bigger than 0.56, the item in the instrument with an acceptable level of significance will be accepted in accordance with table 4 of CVR values (Lawshe, 1975).

Table 4

Minimum Values of CVR and CVR_t, One Tailed Test

Number of panelists	Minimum acceptable CVR value
5	0,99
6	0,99
7	0,99
8	0,75
9	0,78
10	0,62

11	0,59
12	0,56
13	0,54
14	0,51
15	0,49
20	0,42
25	0,37
30	0,33
35	0,31
40	0,29

p=0.05; (Lawshe, 1975)

As a next step, the Content Validity Index (CVI) was computed to estimate the validity of the whole instrument. It presents the commonality of judgments regarding the validity or applicability of the final procedure, model, test, or format being researched. The overall content validity will be higher if the value of the CVI is closer to 0.99 and vice versa (Lawshe, 1975). Content validity Index was calculated by $CVI = \frac{\sum SVR}{\text{RETAINED NUMBER}}$. The CVI for the ICCQ was found to be 0.79 in the current study, which showed the acceptable validity of a whole instrument. For every item, CVR values and acceptance or rejection results are given in Appendix F. Content Validity Index analysis indicated that none of the items should be rejected but corrections were made based on the experts' recommendations.

Data collection. After necessary refinement of the items according to the experts' feedbacks, 72 item ICC scale was prepared to be administered. The scale was administered to the reachable population which was determined as the pre-service ELT teachers at four higher education institutions in Ankara, Duzce and Samsun. Overall 314 university undergraduate students enrolled at English language teaching departments of Hacettepe, Duzce and 19 Mayıs Samsun Universities participated in the pilot study. These higher education institutions were selected because of their convenience in which a contact person could be reached. The demographic information about the participants of pilot study is given in the table 1. The scale for the pilot study was conducted during the class hours of the participants. The researcher attended each class during the administration of the questionnaire and explained the purpose of the study and that the participation is on a voluntary basis. Before administering the scale consent from the participants was collected through an official consent form. It took the participants about 20-25 minutes to fill out the questionnaire. Administering a pilot study lasted for about a month.

The scale validation. After the completion of the pilot implementation exploratory factor analysis was performed to determine the validity of the instrument. EFA is used as a statistical method to cluster a group of items into common factors, interpret each factor according to the items with high loadings on it, and summarize the items into a small number of factors during the scale development. Loading here refers to the measure of association between an item and a factor (Bryman & Cramer,

2005). A factor is a group of related items that belong together. Related items define the part of the construct that can be grouped together. Unrelated items, those that do not belong together, do not define the construct and should be deleted (Munro, 2005).

Before performing the analyses related to validation of the instrument poorly answered, excessively blanked or some unanswered questionnaires were discarded from the data. According to the criteria proposed by Tabachnick and Fidell (2007) 300 people participated in the pilot study is considered "good", 500 participants "very good" and 1000 participants considered "excellent" for factor analysis.

As a first step, the suitability of the data for factor analysis were calculated by applying Kaiser-Meyer Olkin (KMO) sampling adequacy and the Bartlett's test of sphericity. The KMO statistic varies between 0 and 1. A value of 0 indicates that the sum of partial correlations is large in the sum of correlations, which indicates diffusion in the pattern of correlation, and that factor analysis is inappropriate. A value close to "one" indicates factor analysis will yield distinct and reliable factors (Field, 2005).

Table 5. *KMO and Bartlett's Tests Results*

Kaiser-Meyer-Olkin sampling adequacy test	,941
Bartlett's Test of Sphericity Approx Chi-Square	14984,992
df	2850
sig	,000
p<.000	

According to the results, The Kaiser-Meyer-Olkin value of ICC scale was calculated as .939, indicating that the sampling is highly adequate. Bartlett's Test results showed $\chi^2=14570,991$; $sd=2850$; ($p<.000$); These two values pointed out the data set is eligible for factor analysis. In order to reveal the factor design of the scale, principal component's analysis and varimax rotated component matrix was chosen as the factor analysis. The lower cut-off point of the factor loads was taken as 0.45, and those with loads lower than .45 were removed from the scale. Varimax rotation displayed that the scale had fourteen factors higher than 1. Based on the primary results of Principal component analysis the items loaded in one factor demonstrated 32,014% of the total variance. The rest of the items were scattered among other factors (see table 4). We can see a relative importance of each factor in a scree plot. A scree plot is used to depict the descending variances that account for the factors extracted in graph form. It indicates the eigenvalues on the y-axis and the number of factors on the x-axis. It always displays a downward curve. The point where the slope of the curve is clearly leveling off (the "elbow") indicates the number of factors that should be generated by the analysis. As it is demonstrated in the Figure 1, from the

fourth point the slope goes straight. From this point on, the contribution of the factors to the variance is small and close to each other. In this context, it is thought to be more appropriate to use the four-factor structure.

Figure 3. Scree-plot for exploratory factor analysis showing eigenvalues (y-axis) for derived factors (x-axis).

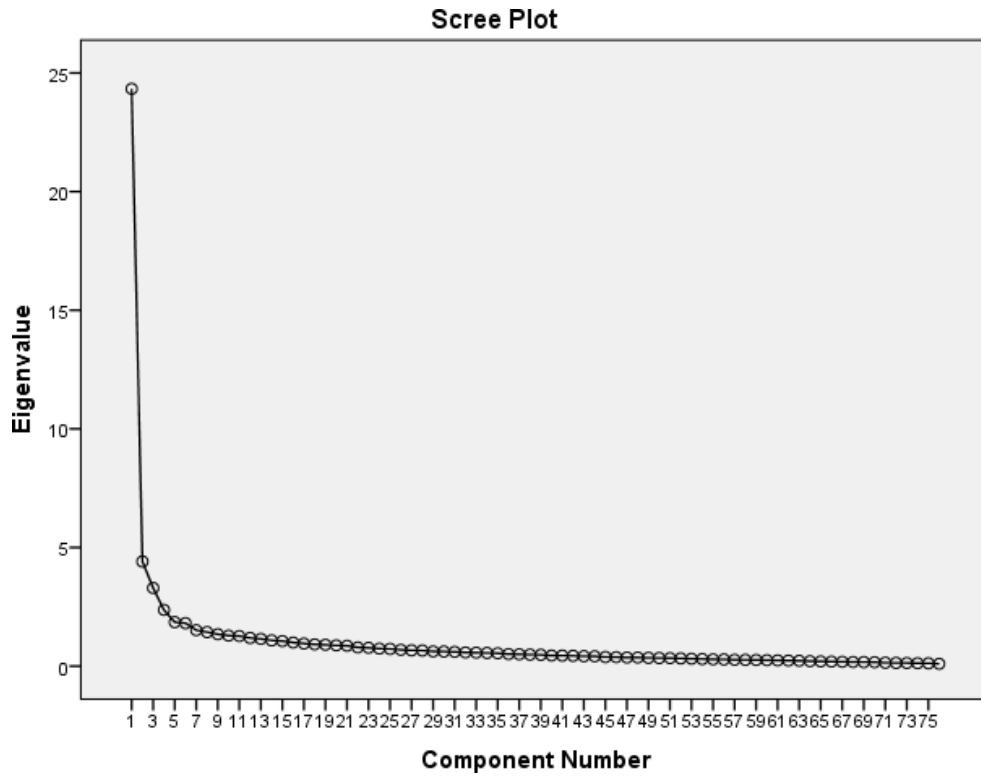


Table 6. PCA Results for Initial Set of Items

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	25,028	32,931	32,931	25,028	32,931	32,931	10,711	14,093	14,093
2	4,458	5,865	38,797	4,458	5,865	38,797	6,318	8,313	22,407
3	3,415	4,494	43,290	3,415	4,494	43,290	5,363	7,056	29,463
4	2,425	3,191	46,481	2,425	3,191	46,481	3,947	5,193	34,656
5	1,887	2,483	48,964	1,887	2,483	48,964	3,889	5,117	39,773
6	1,836	2,416	51,380	1,836	2,416	51,380	3,137	4,128	43,901
7	1,470	1,934	53,314	1,470	1,934	53,314	2,833	3,727	47,628
8	1,385	1,822	55,136	1,385	1,822	55,136	2,589	3,407	51,035
9	1,354	1,782	56,918	1,354	1,782	56,918	2,346	3,086	54,121
10	1,295	1,704	58,622	1,295	1,704	58,622	2,297	3,022	57,143
11	1,237	1,628	60,250	1,237	1,628	60,250	1,641	2,159	59,302
12	1,156	1,521	61,770	1,156	1,521	61,770	1,345	1,770	61,072
13	1,090	1,434	63,204	1,090	1,434	63,204	1,330	1,751	62,822
14	1,028	1,353	64,557	1,028	1,353	64,557	1,319	1,735	64,557

15	,998	1,313	65,870
16	,978	1,286	67,156
17	-----	-----	-----
76	,097	,128	100,000

Concerning to the results obtained from factor analysis, the variance ratio explained by the first factor is over 30% of the total variance (the first factor explained 32.931% of total variance, the second one explained 5.865% of it, the third factor 4.494%, the forth factor explained 3.191 % of total variance). Four components altogether explained 46.481% of the variance. The Eigenvalues of the first factor was 25.028, the second factor 4.451, the third factor 3.415, and the fourth factor 2.425. From the fifth factor, the Eigenvalues of factors were found to be close to each other. These results therefore showed that the scale had a structure with four factors. Keeping the number of factors high increase the explained variance, but this time it is likely to be difficult to name the factors and making them meaningful (Büyüköztürk et al., 2013). The greater the variance ratios obtained at the end of the analysis, the stronger the factor structure. This level is considered to be between 40% and 60% in social sciences (Tavşancıl, 2002).

Table 7. *Rotated Component Matrix Analysis Results*

Components	Fact or														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
s33	,728														
s36	,727														
s35	,696														
s37	,685														
s64	,658														
s32	,611														
s38	,586														
s50	,573														
s73	,572														
s66	,567														
s65	,565														
s43	,557														
s30	,540														
s51	,522														
s62	,515										,459				
s34	,513														
s56	,502														
s53	,490														
s74	,483														
s48															

s49		
s26	,737	
s8	,726	
s29	,694	
s69	,664	
s42	,640	
s75	,588	
s10	,577	
s9	,574	
s76	,537	
s41	,520	
s27	,474	
s4		,784
s3		,723
s5		,704
s2		,619
s28		,581
s11		,510
s17		,748
s18		,747
s19		,709
s16		,682
s20		
s59		,671
s60	,458	,586
s58	,463	,579
s57	,472	,527
s55		,462
s39		,656
s45		,591
s40		,571
s44		
s22		,631
s23		,594
s24		,587
s7		,517
s25		
s13		
s15		,752
s14		,710
s61		,556
s71		

s67		,568	
s54		,541	
s21		,511	
s52			
s68			
s47		,672	
s46		,511	
s72		,508	
s63	,478	,511	,511
s12		,609	
s6			
s31		,473	
s1			,710
s70			

Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.a
 a. Rotation converged in 14 iterations.

Although the results of Principal Component Analysis determined 14 factors, it showed that the Eigenvalues of factors from 5 to 15 were very close to each other and there were not enough items in these factors. After dropping the items 62, 48, 49, 20, 57, 44, 25, 13, 71, 52, 68, 63, 6, 70 which loads were lower than .45, it was decided to reanalyze data with the rest of 62 items in order to create a four dimensional factor structure.

Table 8. *PCA Results Based on Four Factors*

	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	20,438	32,964	32,964	20,438	32,964	32,964	10,456	16,864	16,864
2	4,155	6,702	39,666	4,155	6,702	39,666	7,840	12,646	29,510
3	2,910	4,694	44,360	2,910	4,694	44,360	7,059	11,386	40,896
4	2,120	3,420	47,780	2,120	3,420	47,780	4,268	6,884	47,780
5	1,775	2,863	50,643						
6	1,608	2,594	53,238						
7	1,305	2,105	55,343						
8	1,252	2,020	57,363						
9	1,221	1,969	59,332						
10	1,100	1,775	61,106						
11	-----	-----	-----						
62	,117	,188	100,000						

According to the results of reanalyzed data, PCA based on four factors, the variance ratio explained by the first factor was over 30% of the total variance (the first factor explained 32,964 of total variance, the second one explained 6,702% of it, the third factor 4,694%, the fourth factor explained 3,420% of total variance). Four components altogether explained 47,780% of the variance. The Eigenvalues of the first factor was 20,438, the second factor 4,155, the third factor 2,910, and the fourth factor 2,120.

Table 9. *The Contribution of the Items Based on Four Factors*

Components	Factors			
	1	2	3	4
s50	,690			
s33	,667			
s64	,663			
s37	,663			
s60	,656			
s58	,647			
s43	,643			
s36	,639			
s65	,630			
s66	,615			
s35	,585			
s34	,583			
s73	,578			
s74	,558			
s32	,552			
s51	,545			
s30	,538			
s47	,515			
s38	,507			
s59	,476			
s56	,474			
s55				
s53				
s4		,726		
s5		,712		
s3		,673		
s23		,646		
s18		,639		
s16		,623		
s17		,599		
s2		,582		

s7		,566
s28		,565
s22		,560
s19		,552
s24	,512	,520
s11		,513
s21		
s67		
s1		
s42		,696
s8		,690
s26		,681
s29		,680
s69		,633
s75		,626
s9		,620
s10		,613
s76		,593
s41		,582
s12		,485
s54		,477
s27		
s46		
s39		,675
s61		,650
s40		,572
s15		,560
s14		,558
s45		,544
s72		
s31		

As a result of reanalyzing the data twelve items (55, 53, 24, 21, 67, 1, 27, 46, 72, 31) with factor loadings less than .45 and overlapping with more than one factor were removed from the scale. For the last time the data was rerun again to be sure the items distributed in the factors and there were no missing ones. Finally, ICC scale with four dimensions, consisting of 52 items was developed.

Table 10 represents the factor loadings and distributions of the items based on the results of the Rotated Component Matrix analysis.

Table 10. *Final Rotated Component Matrix Analysis Results*

Item N	Item-total correlation	Reanalyzing results of Items factor loading values
--------	------------------------	----------------------------------------------------

		Factor I	Factor II	Factor III	Factor III
s50	,689	,691			
s37	,774	,673			
s33	,722	,670			
s64	,736	,669			
s60	,636	,656			
s43	,720	,650			
s36	,692	,644			
s58	,706	,642			
s65	,748	,638			
s66	,708	,623			
s35	,650	,600			
s34	,639	,590			
s73	,641	,588			
s32	,644	,557			
s74	,677	,553			
s51	,629	,549			
s30	,648	,541			
s47	,324	,514			
s38	,653	,511			
s56	,684	,484			
s59	,560	,476			
S4	,691		,749		
s5	,691		,738		
s3	,676		,705		
s23	,576		,613		
s18	,633		,612		
s16	,694		,612		
s2	,679		,600		
s17	,638		,586		
s28	,595		,568		
s22	,600		,568		
s19	,591		,566		
s7	,515		,548		
s11	,599		,502		
s8	,684			,707	
s29	,654			,696	
s42	,669			,694	
s26	,652			,692	
s69	,571			,627	
s75	,627			,618	
s10	,543			,608	

s9	,571	,602
s41	,603	,587
s76	,475	,571
s12	,341	,499
s54	,551	,473
s39	,552	,637
s61	,574	,601
s14	,623	,571
s15	,524	,545
s40	,522	,538
s45	,601	,529

It was found that item-total correlation of all items ranged from .341 to .774. While item-total correlations vary from .476 to .691 for Factor I, for Factor II correlations vary from .502 to .749, for Factor III it ranged from .473 to .707, and for the last factor it ranged from .523 to .637. Considering that items with item-total correlations above .30 discriminated well (Büyüköztürk, 2005), it can be stated that the items measure the same behavior at a fair or high level.

The final ICC Questionnaire includes four subscales:

“ICC skills” titled subscale included 18 items (30, 32, 33, 34, 35, 36, 37, 38, 43, 47, 50, 51, 56, 58, 59, 60, 64, 65, 66, 73, 74). These items refer to assess participants’ abilities to use an appropriate combination of knowledge, skills and attitudes to interact with interlocutors from different cultures, by taking into consideration the degree of one's existing familiarity with the country and culture and the extent of difference between one's own and the other (Byram, 1997).

“ICC Attitude” subscale included 14 items (2, 3, 4, 5, 7, 11, 16, 17, 18, 19, 22, 23, 28). The items are used to evaluate the participants respect and openness to different cultures and to people who are perceived as different in respect to the cultural meanings, beliefs and behaviours they possess (Byram, 1997).

“ICC Awareness” subscale consists of 12 items (8, 9, 10, 12, 26, 29, 41, 42, 54, 69, 75, 76). The purpose of these items is to assess the participants’ critical evaluation of themselves, in other words, self-evaluation of the ability to interact and mediate in intercultural exchanges in accordance with explicit criteria, negotiating where necessary a degree of acceptance of them by drawing upon one's knowledge, skills and attitudes (Byram, 1997).

“ICC Knowledge” subscale included 6 items (14, 15, 39, 40, 45, 61). These items assess the participants’ knowledge about other countries, and their beliefs, meanings and behaviors’.

Table 11. *Item Loadings Based on Four Factors*

Factor N	Factor name	Number of items	Item numbers
factor 1	Skills	21	30, 32, 33, 34, 35, 36, 37, 38, 43, 47, 50,

			51, 56, 58, 59, 60, 64, 65, 66, 73, 74
factor 2	Attitude	13	2, 3, 4, 5, 7, 11, 16, 17, 18, 19, 22, 23, 28
factor 3	Awareness	12	8, 9, 10, 12, 26, 29, 41, 42, 54, 69, 75, 76
factor 4	Knowledge	6	14, 15, 39, 40, 45, 61
Total		52	

The Reliability of the scale. In order to determine the internal consistency of the scale, the Cronbach's alpha values were calculated for the whole scale and four subscales. The results indicated in the table below.

Table 12. *Internal Reliability Results for Four Factors*

Factors	Cronbach's Alpha
Skill	,946
Attitude	,906
Awareness	,880
Knowledge	,806
Total:	,958

The total Cronbach's alpha estimate of the scale was found to be 958. The value .946 - for the first subscale (skills), .906 – for the second subscale (attitude); .880 – for the third subscale and .806 – for the fourth subscale indicated a high reliability level of each subscale. Since it is suggested that an alpha of 0.70 is acceptable for new instrument (DeVellis, 1991; DeVon et al., 2007), the results of the reliability analysis in the present study indicated that the questionnaire is consistently reliable.

Table 13. *Correlation Results between Factors and Total Scale Items*

Factors	N	X	Std	p	ICC skills	ICC attitudes	ICC awareness	ICC knowledge	Total ICC
ICC skills	314	3,790	,6049	,000	-	,672**	,590**	,563**	,928**
ICC attitudes	314	4,166	,6026	,000	,672**	-	,439**	,586**	,825**
ICC awareness	314	3,636	,6808	,000	,590**	,439**	-	,278**	,752**
ICC knowledge	314	4,289	,5864	,000	,563**	,586**	,278**	-	,656**
Total ICC	314	3,906	,5134	,000	,928**	,825**	,752**	,656**	-

p<.05

The results revealed that the correlation between the first and second factor was found to be .672, between the first and third factor was .590, the first and fourth factor .563, the first factor and total scale items was found to be .928; between the second and third factor .439, the second and fourth factor .586, the second factor and total scale items was .825; between the third and fourth factor the correlation was found to be .278, between the third factor and total scale items was .752; and the correlation between the fourth and total scale items was found to be .656. It means that there is a significant correlation between factors. This finding could be a proof showing that the items of the scale fall under four independent factors.

1.6 Confirmatory Factor Analysis.

In order to be able use the developed ICC scale in Kazakhstani context, it was necessary to confirm the four factorial structure of ICC scale by performing confirmatory factor analysis. With this purpose, 52-item ICC scale obtained as a result of EFA was administered to 307 undergraduate university students enrolled at English Language teaching departments of two universities in Kazakhstan. CFA was applied using LISREL 8.7. CFA is a version of factor analysis in which specific hypotheses about structure and relations between the latent variables that underlie the data are tested (Field, 2005). CFA is not concerned with discovering a factor structure, but with confirming the existence of a specific factor structure. It is used in later phases of scale development or construct validation after the underlying structure has been tentatively established by prior empirical analyses using EFA, as well as on theoretical grounds (Brown, 2006).

The technique of CFA analyzes a priori measurement model in which both the number of factors and their correspondence with the indicators are explicitly specified (Kline, 2011). Table 3 shows that error and fit index in items.

Table 14. *Error and Fit Index for ICC Scale*

Fit Index	Acceptable Fit	Suggested New Model
χ^2/df	$.00 < \chi^2/sd < 3$	2353.90/1263=1.8
RMSEA	$.05 \leq RMSEA \leq .10$	0.58
RMR	$.00 \leq RMR \leq .10$	0.056
SRMR	$.00 \leq SRMR \leq .10$	0.065
NFI	$.90 \leq NFI \leq .95$	0.93
NNFI	$.95 \leq NNFI \leq .97$	0.96
CFI	$.90 \leq CFI \leq .95$	0.96
GFI	$.90 \leq GFI \leq .95$	0.73
AGFI	$.80 \leq AGFI \leq .90$	0.71
PGFI	$.00 \leq PGFI \leq .95$	0.67

Factor structure of the new scale, which has four sub dimensions with 52 items, was determined through the CFA. First of all, fit indices were examined to evaluate the overall fit. Chi Square (χ^2), RMSEA, NFI, NNFI, CFI, GFI, ve AGFI are the most commonly used statistical analysis in model data fit structure.

The chi-square goodness-of-fit (χ^2) statistic was statistically significant but the chi-square statistic is sensitive to the sample size, so it is rarely used as a sole index of the model fit. An adjunct discrepancy based fit index is the ratio of chi- square to degrees of freedom (χ^2/df). If that ratio is in the range of 2 to 3, it is indicative of an acceptable fit between the hypothesized model and the sample data (Tabachnick & Fidell, 2007). Results indicated $\chi^2 = 2353.90$; $df = 1263$, $\chi^2/df = 1.8 < 2$, $p=0.000$, Goodness of Fit Index (GFI =.73), The Adjusted Goodness of Fit Index (AGFI = .71), The Normed Fit Index (NFI=.93), The Non-Normed Fit Index (NNFI = .96), The comparative Fit Index (CFI=.96). All these incremental indices are scaled from 0 (no fit) to 1 (perfect fit). Researchers (Tabachnick & Fidell, 2007; Kline, 2011) advise that values close to 0.95 are indicative of a good fit. According to the results of the study, almost all indices were close to 0.95. The root mean square error of approximation (RMSEA) is a population discrepancy function that compensates for the effects of the model’s complexity. The closer the RMSEA coefficient is to 0, the better the fit of the model. The RMSEA value of .05 or less indicates a close fit of the model in relation to the degrees of freedom, whereas a value of .08 or less indicates a reasonable error of approximation (Tabachnick & Fidell, 2007). In this study RMSEA was computed as 0.058. According to all these results of CFA the model consisted of four factors provided a good model fit for using in Kazakh context to examine EFL pre service teachers ICC.

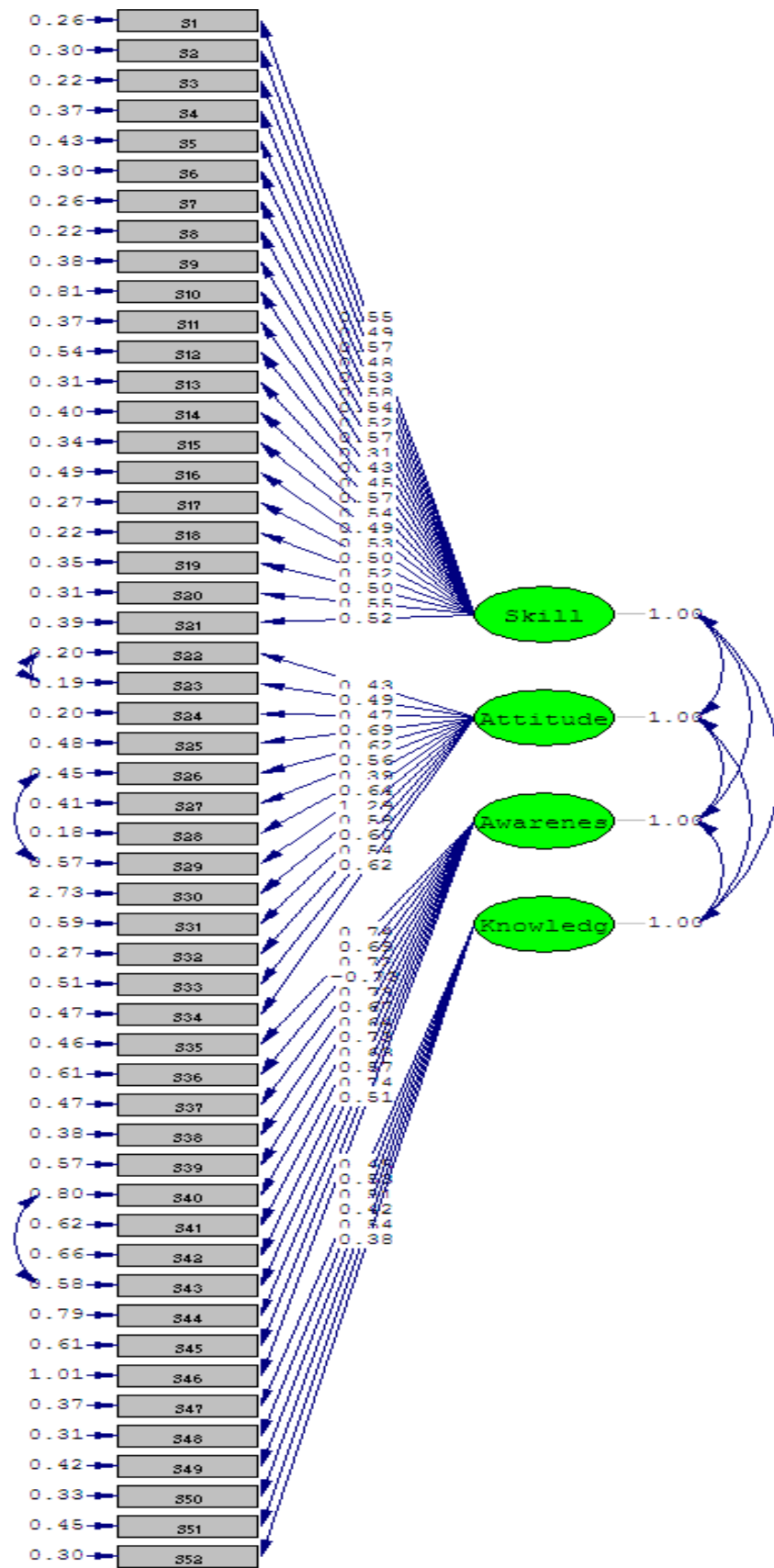
The Reliability of the scale. The reliability of the ICC scale was also computed for the Kazakhstani data. Cronbach’s alpha coefficient was computed for each subscale and for the whole scale. The results indicated in the table below.

Table 15. *Internal Reliability Results of Four Factor Scale After CFA*

Subscales	Cronbach’s Alpha
Factor 1: ICC skills	,935
Factor 2: ICC attitude	,860
Factor 3: ICC awareness	,807
Factor 4: ICC Knowledge	,764
Total:	,937

* $p < .05$

Figure 2 below reveals the factor distribution and the interaction among the subscales.



Chi-Square=2353.90, df=1263, P-value=0.00000, RMSEA=0.058

Figure 4. Factor distribution and the interaction among the subscales

The Cronbach's Alpha scores for each sub-scale were as follows: Skills=.935, Attitude=.860, Awareness=.807, Knowledge= .764, and finally a Reliability Coefficient of the whole scale indicated .937, which showed that the scale had an acceptable index.

Table 16. *Correlation Results between Factors and Total Scale Items after CFA*

Factors	N	X	Std	p	ICC skills	ICC attitudes	ICC awareness	ICC knowledge	Total ICC
ICC skills	258	3,8887	,51993	,000	-	,609**	,416**	,605**	,897**
ICC attitudes	258	4,1386	,60304	,000	,609**	-	,282**	,541**	,794**
ICC awareness	258	3,5862	,59037	,000	,416**	,282**	-	,367**	,654**
ICC knowledge	258	4,2532	,51986	,000	,605**	,541**	,367**	-	,723**
Total ICC	258	3,9234	,44045	,000	,897**	,794**	,654**	,723**	-

*p<.05

In order to confirm the applicability of the scale to the Kazakh context, factor correlations and item total correlations were calculated. The results revealed that the correlation between the first and second factor was .609, between the first and third factor was .416, the first and fourth factor .605, the first factor and total scale items was found to be .897; between the second and third factor .282, the second and fourth factor .541, the second factor and total scale items was .794; between the third and fourth factor the correlation was found to be .367, between the third factor and total scale items was .654; and the correlation between the fourth and total scale items was found to be .723, so that it showed a significant correlation between factors (p<.05).

1.6 Data Analysis

The current study employs a mixed method approach, in which both qualitative and quantitative analyses were used. The data gathered in this research was analyzed using descriptive analysis and content analysis methods. The data obtained through questionnaires were analyzed with the help of SPSS program 21.0. For the first research questions, univariate descriptive statistics were applied. Mean values and standard deviations of ICC, academic self-concept and L2 motivational self-system were calculated. For the second research question Independent Samples T-test (or Mann Whitney U test) was performed to investigate the difference between Kazakhstani and Turkish pre-service teachers' levels of ICC, academic self-concept and L2 motivational self-system. Further, to examine whether there were any differences between Kazakhstani and Turkish participants ICC, academic self-

concept and L2 motivational self-system with regard to their gender, years of study and attended Universities Independent samples t-test (Mann Whitney U test), One-way repeated measures ANOVA (Kruskal Wallis H test) were carried out. For the fourth research question, Pearson product-moment correlation coefficient was performed to explore the relationship among ICC, academic self-concept and L2 motivational self-system. The aim of the last fifth research question was revealing the predictors of ICC, so that a stepwise multiple regression analysis was performed for that question.

To analyze the data collected through semi-structured interview content thematic analysis was employed. In the qualitative data analysis obtained data in the form of statement or explanation are comprehended and interpreted. Twenty participants from each setting were randomly selected for participating in the interview. The participation in the interview was on a voluntary basis. The researcher interviewed each participant and audio recordings were done. Before analyzing the data all the audio recordings of the interviews were transcribed by the researcher by listening them several times. Additionally, the interview recordings were controlled by a colleague in order to avoid the loss of data. Each transcribed interview was read and coded independently from each other. These codes were focused on frequently repeated words. The emerging codes were collected under themes and categories according to the research questions and tabulated. Each interview lasted for 25-30 minutes.

Table 17. *Summary of Research Questions and Related Procedures*

Research question	Instrument	Data collection Sample	N	Data analysis	Statistical analysis
		Experts	12	Qualitative Quantitative	Content Validity analysis;
ICC Scale development	Developed ICC scale	Turkish ELT pre- service teachers	314	Quantitative	EFA; Reliability analysis;
		Kazakhstani ELT pre- service teachers	307	Quantitative	CFA; Reliability analysis;
What are the Perceived levels of Turkish and Kazakhstani ELT pre-	ICCS ASC MSS	Turkish and Kazakhstani ELT pre- service teachers	565	Quantitative	Descriptive; Mean; Std.deviation;

RQ1	service teachers’ - Intercultural communicative competence -academic self-concept -L2 Motivational self-system;	Semi structured interview	Turkish and 40 Kazakhstani ELT pre-service teachers	Qualitative	Thematic content analysis
RQ2	Are there any statistically significant differences between Kazakhstani and Turkish ELT pre-service teachers’ levels of ICC, academic self-concept and L2 motivational self-system according to the settings they live, gender, attended universities and year of study?	ICCS ASC MSS	Turkish and Kazakhstani ELT pre-service teachers 565	Quantitative	Independent samples t- test; Mann Whitney U test; ANOVA test; Kruskal-Wallis H test;
RQ3	Is there any relationship among Intercultural communicative competence, academic self-concept and L2 motivational self-system of ELT pre-service teachers?	ICCS ASC MSS	Turkish and Kazakhstani ELT pre-service teachers 565	Quantitative	Correlation Analysis
RQ4	Is it possible to predict Kazakhstani and Turkish ELT pre-service level of ICC by means of their academic self-concept and L2 motivational self-system?	ICCS ASC MSS	Turkish and Kazakhstani ELT pre-service teachers 565	Quantitative	Regression Analysis;

Test of normality.

The rationale behind hypothesis testing depends upon having in line with the aims of this study in order to determine whether parametric or non-parametric tests would be more appropriate to analyze the data, a test of normality was performed, for both Kazakhstani and Turkish data administering Kolmogorov- Smirnov and

Shapiro-Wilk tests. Significance of normality is $p > 0,05$. The results gathered from Kazakhstani data can be viewed in table 18, and table 19 indicates the results of Turkish data and table 20 displays normality test results for unified data.

Table 18. *Test of Normality for Kazakhstani Data*

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Academic confidence	,064	307	,004	,992	307	,097
Academic effort	,063	307	,005	,994	307	,302
Total academic self-concept scale	,060	307	,010	,990	307	,032
ICC skills	,061	307	,007	,988	307	,015
ICC attitude	,049	307	,071	,990	307	,026
ICC awareness	,090	307	,000	,988	307	,012
ICC knowledge	,105	307	,000	,979	307	,000
Total ICC scale	,046	307	,200*	,986	307	,005
Ideal L2 self	,110	307	,000	,960	307	,000
Ought to L2 self	,098	307	,000	,974	307	,000
Attitude toward learning English	,133	307	,000	,953	307	,000
Total L2 motivational self-system	,080	307	,000	,981	307	,000

$p < .05$

The results of Kolmogorov-Smirnov test indicated that almost all the independent variables in the study had values which were statistically significant ($p < .05$), specifying that these data produced non-normal distribution. Only the ones belonged to total ICC scale and ICC attitude subscale produced normal distribution ($p > .05$).

Table 19. *Test of Normality for Turkish Data*

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Academic confidence	,087	258	,000	,986	258	,011
Academic effort	,074	258	,002	,989	258	,051
Total academic self-concept	,074	258	,002	,991	258	,130
ICC skills component	,097	258	,000	,949	258	,000
ICC attitudes component	,078	258	,001	,972	258	,000
ICC awareness component	,119	258	,000	,942	258	,000
ICC knowledge component	,055	258	,056	,990	258	,064

Total ICCQ	,078	258	,001	,983	258	,004
Ideal L2 self	,067	258	,007	,968	258	,000
Ought to L2 self	,092	258	,000	,977	258	,000
Attitude toward learning English	,105	258	,000	,955	258	,000
Total L2 motivational self-system	,034	258	,200*	,990	258	,083

An overview of the results of Kolmogorov-Smirnov's test (Table 19) indicated that the Turkish data in this study did not display a normal distribution, except the L2 motivational self-system scale which showed a normal distribution ($p > .05$).

Table 20. *Test of Normality for Unified Turkish and Kazakhstani Data*

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
ICC skills component	,061	565	,000	,990	565	,001
ICC attitudes component	,042	565	,021	,985	565	,000
ICC awareness component	,076	565	,000	,988	565	,000
ICC knowledge component	,084	565	,000	,974	565	,000
Total ICCQ	,041	565	,022	,992	565	,004
Academic confidence	,119	565	,000	,972	565	,000
Academic effort	,094	565	,000	,977	565	,000
Total academic self-concept	,101	565	,000	,973	565	,000
Ideal L2 self	,102	565	,000	,959	565	,000
Ought to L2 self	,070	565	,000	,986	565	,000
Attitude toward learning English	,127	565	,000	,947	565	,000
Total L2 motivational self-system	,055	565	,000	,992	565	,003

According to the results of normality test regarding unified data, all the independent variables had values which were statistically significant ($p < .05$).

3 RESEARCH FINDINGS AND DISCUSSION

Introduction

In this chapter the research findings are presented in two parts. In the first part the findings related to quantitative analyses for each research question are presented. Further, the analysis relevant to qualitative data are presented in detail.

3.1 Findings Related to the First Research Question

Research Question 1A: What are the perceived levels of Kazakhstani and Turkish ELT pre-service teachers' Intercultural communicative competence (Skills, attitudes, awareness and knowledge)?

To answer the first research question descriptive statistics were performed on the participants' responses to the items of ICCQ. Negatively worded items 35, 36, 37, 38, 39, 40, 41, 42, 44, 45 and 46 were reverse-coded prior to the calculation of the scale score. The means and standard deviations were computed separately for the Kazakhstani and Turkish groups (see Tables 21 -23).

Table 21

Descriptive Statistics for Kazakhstani Pre-Service Teachers ICC

		N	Mean	Std. deviation
1	I am able to express my thoughts and ideas clearly when interacting with people from different cultures.	307	3,3583	,86807
2	I am able to use appropriate body language when interacting with people from different cultures.	307	3,4919	,84546
3	I am able to interact and communicate effectively with people from different cultures.	307	3,5407	,83674
4	I am able to communicate appropriately by taking into consideration norms and beliefs of people from different cultures.	307	3,4560	,85969
5	I am able to help my friends to solve cross cultural misunderstandings when they arose in any situations.	307	3,6840	,85626
6	I am able to initiate a conversation when I meet people from different cultures.	307	3,5798	,86091
7	I am able to keep going a conversation during the interaction with people from different cultures.	307	3,6873	,74969
8	I am able to communicate appropriately in the markets, shops and other public places with people	307	3,8241	,84114

	from different cultures.			
9	I can cooperate easily with people from different cultures on shared activities and ventures.	307	3,2899	,88414
10	I can follow all grammar rules when interacting with people from other cultures.	307	3,0749	,94155
11	I am able to manage breakdowns in communication with people from different cultures.	307	3,2410	,84436
12	I can deal with problems by my own in foreign counties.	307	3,2182	1,00062
13	I am able to make an intercultural friendship.	307	3,8697	,78129
14	I am able to solve problems stemming from cultural differences	307	3,1987	,94087
15	I am able to identify differences and similarities across my own and other cultures.	307	3,6612	,86086
16	I am able to deal with culturally distinct persons.	307	3,4169	,87191
17	I am able to initiate and terminate conversation appropriately with people from other cultures.	307	3,3876	,83797
18	I am able to maintain the communication with people from other cultures.	307	3,6515	,75344
19	I am able to express myself clearly when the situation requires it.	307	3,7231	,81141
20	I am confident when interacting with people from different cultures.	307	3,4951	3,4951
21	I can use appropriate verbal behavior (e.g. accent, tone) when communicating with people from other cultures.	307	3,4463	,88905
22	I am willing to communicate with people from other cultures (who have different perceptions and orientations from mine).	307	4,0782	,77148
23	I am interested in meeting people from different cultures and countries	307	4,4104	,68190
24	Interacting with people from different cultures makes me happy.	307	4,0195	,81626
25	I get a lot of pleasure from taking part in different intercultural activities such as music festivals, fairies, concerts etc.	307	3,7492	,92476
26	I like visiting fairies of different cultures.	307	3,8502	,93778
27	I would like to join in different intercultural courses and programs abroad.	307	4,1824	,82404
28	I am willing to learn about other cultures' traditions and norms.	307	4,0065	,76694
29	I like visiting music festivals and concerts of different cultures.	307	3,9283	,92959

30	I am eager to visit theatrical plays of different cultures.	307	3,4951	1,03964
31	I am willing to take part in different intercultural educational and scientific projects.	307	3,8827	,86655
32	I am eager to make friends from different cultures and countries.	307	3,4821	1,16407
33	I always try to come into contact with people from other cultures when it is appropriate.	307	3,8274	,83988
34	I would like to have a lot of friends from different cultures.	307	4,3127	,78794
35	I feel nervous when interacting with people from other cultures.	307	3,8925	,91368
36	I find it difficult to tell the direction to foreigners.	307	3,5700	,96210
37	I often get confused when it is my turn to express myself in front of people from other cultures.	307	3,2834	1,03902
38	I find it difficult to get into contact with people from different cultures.	307	3,6808	,91594
39	I find it difficult to express my thoughts when interacting with people from other cultures.	307	3,4625	,99397
40	I feel anxious when communicating with people from different cultures.	307	3,5244	1,01390
41	I do not feel confident enough to make friends from other cultures.	307	3,5765	,95820
42	I feel myself uncomfortable while interacting with people from other cultures.	307	3,8436	,90115
43	I am able to use appropriate body language when interacting with people from different cultures.	307	3,4919	,93363
44	My language competence is not enough for interacting with people from other cultures.	307	3,4039	1,00962
45	I find it difficult to make friends from other cultures.	307	3,5863	1,10327
46	I am not interested in learning about different cultures.	307	4,2671	,91840
47	I am able to read, understand and interpret books, magazines, articles etc., of different cultures	307	3,8436	,80945
48	I am interested in different topics such as films, music, art etc. of different cultures.	307	4,2997	,82531
49	I get pleasure from listening to the music of different cultures.	307	4,1857	,91897
50	I like watching films of different cultures.	307	4,2248	,83918
51	I am able to understand the advertising boards and road signs when visiting foreign countries.	307	3,6221	,91138

52	I know about the importance of other cultures values and beliefs in communicating with people from different cultures.	307	3,7036	,88197
	Skills	307	3,4903	,45628
	Attitude	307	3,9404	,46165
	Awareness	307	3,6319	,52495
	Knowledge	307	3,9799	,51542
	Total ICC scale	307	3,6920	,36772

The primary objective of this part of the study was to understand the Kazakhstani and Turkish students' levels of ICC in terms of the attitude, skills, knowledge and awareness factors. The scores of participants' distributed as the following (interval between 1.00-1.80 (Totally insufficient) very weak level of self-sufficiency; 1.81 – 2.60 (Insufficient) weak level of self-sufficiency; 2.61 – 3.40 (Partially sufficient) medium level of self-sufficiency; 3.41 – 4.20 (Sufficient) high level of self-sufficiency; and 4.21 – 5.00 (Totally sufficient) very high level of self-sufficiency.

As it can be seen in Table 21, according to the overall total scores the pre-service teachers seemed to have high level of ICC ($\bar{X} = 3.69$). Although participants scored high scores in all of the factors of ICC, among the factors ICC knowledge ($\bar{X} = 3.97$) and ICC attitude ($\bar{X} = 3.94$) got the highest scores while ICC skills ($\bar{X} = 3.49$) factor got the lowest score. However, the highest mean scores pertained to items 23, 24, 27 and 28 which referred to ICC attitude component; the items 48, 49 and 50 which referred to the knowledge component and the item 46 which referred to awareness component. The attitude items were as followings; “I am interested in meeting people from different cultures and countries” ($\bar{X} = 4.41$); “Interacting with people from different cultures makes me happy” ($\bar{X} = 4.01$); “I would like to join in different intercultural courses and programs abroad” ($\bar{X} = 4.18$) and “I am willing to learn about other cultures' traditions and norms” ($\bar{X} = 4.00$); whereas knowledge items were I am interested in different topics such as films, music, art etc. of different cultures ($\bar{X} = 4.29$); I get pleasure from listening to the music of different cultures ($\bar{X} = 4.18$); and I like watching films of different cultures ($\bar{X} = 4.22$). Finally, Reverse-coded item 46 “I am not interested in learning about different cultures” also had a high mean score ($\bar{X} = 4.26$). The Items 10 and 14 with the lowest means out of all items, referred to ICC skills factor, the content of which were “I can follow all grammar rules when interacting with people from other cultures” ($\bar{X} = 3.07$) and “I am able to solve problems stemming from cultural differences” ($\bar{X} = 3.19$).

Next, descriptive statistics were applied to Turkish data in order to analyze the students' responses to the questionnaire. The results can be viewed in table 22.

Table 22. *Descriptive Statistics for Turkish Pre-Service Teachers ICC*

Items	N	Mean	Std.
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				Deviation
1	I am able to express my thoughts and ideas clearly when interacting with people from different cultures.	258	3,9612	,75272
2	I am able to use appropriate body language when interacting with people from different cultures.	258	4,0194	,73517
3	I am able to interact and communicate effectively with people from different cultures.	258	4,0233	,73241
4	I am able to communicate appropriately by taking into consideration norms and beliefs of people from different cultures.	258	3,9341	,77379
5	I am able to help my friends to solve cross cultural misunderstandings when they arose in any situations.	258	3,8062	,83761
6	I am able to initiate a conversation when I meet people from different cultures.	258	3,9147	,79913
7	I am able to keep going a conversation during the interaction with people from different cultures.	258	3,9884	,74584
8	I am able to communicate appropriately in the markets, shops and other public places with people from different cultures.	258	4,1085	,69730
9	I can cooperate easily with people from different cultures on shared activities and ventures.	258	3,8915	,83912
10	I can follow all grammar rules when interacting with people from other cultures.	258	3,1822	,95101
11	I am able to manage breakdowns in communication with people from different cultures.	258	3,6822	,74316
12	I can deal with problems by my own in foreign counties.	258	3,7636	,86113
13	I am able to make an intercultural friendship.	258	4,0775	,79505
14	I am able to solve problems stemming from cultural differences	258	3,7636	,82890
15	I am able to identify differences and similarities across my own and other cultures.	258	4,0465	,76255
16	I am able to deal with culturally distinct persons.	258	3,7054	,87243
17	I am able to initiate and terminate conversation appropriately with people from other cultures.	258	3,9302	,72408
18	I am able to maintain the communication with people from other cultures.	258	4,0620	,69743
19	I am able to express myself clearly when the	258	4,0349	,77078

	situation requires it.			
20	I am confident when interacting with people from different cultures.	258	3,8798	,77729
21	I can use appropriate verbal behavior (e.g. accent, tone) when communicating with people from other cultures.	258	3,8876	,81269
22	I am willing to communicate with people from other cultures (who have different perceptions and orientations from mine).	258	4,4845	,61889
23	I am interested in meeting people from different cultures and countries.	258	4,4109	,65556
24	Interacting with people from different cultures makes me happy.	258	4,4225	,65110
25	I get a lot of pleasure from taking part in different intercultural activities such as music festivals, fairies, concerts etc.	258	4,0000	,97837
26	I like visiting fairies of different cultures.	258	3,8876	,92467
27	I would like to join in different intercultural courses and programs abroad.	258	4,1628	,84881
28	I am willing to learn about other cultures' traditions and norms.	258	4,4690	,57932
29	I like visiting music festivals and concerts of different cultures.	258	3,8953	,99057
30	I am eager to visit theatrical plays of different cultures.	258	3,9496	,94672
31	I am willing to take part in different intercultural educational and scientific projects.	258	3,9419	,96258
32	I am eager to make friends from different cultures and countries.	258	4,1589	,79022
33	I always try to come into contact with people from other cultures when it is appropriate.	258	3,8488	,89769
34	I would like to have a lot of friends from different cultures.	258	4,0543	,92362
35	I feel nervous when interacting with people from other cultures.	258	3,5233	1,00652
36	I find it difficult to tell the direction to foreigners.	258	3,8372	1,04223
37	I often get confused when it is my turn to express myself in front of people from other cultures.	258	3,5504	,98992
38	I find it difficult to get into contact with people from different cultures.	258	2,2713	,95218

39	I find it difficult to express my thoughts when interacting with people from other cultures.	258	3,6705	1,05306
40	I feel anxious when communicating with people from different cultures.	258	3,5814	1,11723
41	I do not feel confident enough to make friends from other cultures.	258	3,8605	1,01156
42	I feel myself uncomfortable while interacting with people from other cultures.	258	3,6047	1,09416
43	I am able to use appropriate body language when interacting with people from different cultures.	258	3,6240	,99127
44	My language competence is not enough for interacting with people from other cultures.	258	3,8566	1,05803
45	I find it difficult to make friends from other cultures.	258	3,5581	1,07252
46	I am not interested in learning about different cultures.	258	4,0969	1,12381
47	I am able to read, understand and interpret books, magazines, articles etc., of different cultures.	258	4,1395	,76136
48	I am interested in different topics such as films, music, art etc. of different cultures.	258	4,3062	,76604
49	I get pleasure from listening to the music of different cultures.	258	4,3566	,82564
50	I like watching films of different cultures.	258	4,4380	,70987
51	I am able to understand the advertising boards and road signs when visiting foreign countries.	258	4,0271	,85713
52	I know about the importance of other cultures values and beliefs in communicating with people from different cultures.	258	4,2519	,66784
	Skills	258	3,8887	,51993
	Attitude	258	4,1297	,58057
	Awareness	258	3,5862	,59037
	Knowledge	258	4,2532	,51986
	Total ICC scale	258	3,9212	,43907

Descriptive statistics conducted to Turkish data indicated that the participants have overall high levels of ICC ($\bar{X} = 3.92$). They demonstrated a very high level of ICC knowledge with mean the highest mean score ($\bar{X} = 4.25$) and the lowest mean score was on ICC awareness factor ($\bar{X} = 3.58$). The highest scores were found in items which pertain to ICC attitude subscale “I am willing to communicate with people from other cultures (who have different perceptions and orientations from mine)” ($\bar{X} = 4.48$), “I am interested in meeting people from different cultures and

countries” ($\bar{X} = 4.42$); “Interacting with people from different cultures makes me happy” ($\bar{X} = 4.41$) which showed their positive attitudes toward people from different cultures. The items with the lowest mean scores were “I find it difficult to get into contact with people from different cultures” ($\bar{X} = 2.27$) and “I can follow all grammar rules when interacting with people from other cultures” ($\bar{X} = 3.01$), which demonstrated a lack of self-confidence among participants to communicate with people from different cultures.

Research Question 1B: What are the perceived levels of Kazakhstani and Turkish ELT pre-service teachers’ academic self-concept (academic confidence and academic effort)?

Descriptive statistics were used to calculate the means and standard deviations of the ASC scale. The results indicated in table 23:

Table 23. *Descriptive Statistics for Kazakhstani Pre-Service Teachers ASC*

Items	N	Mean	Std. Deviation
1 I can follow the lectures easily.	307	3,6156	,73352
2 I am able to help my course mates in their school work.	307	3,7785	,79816
3 If I work hard, I think I can get better grades.	307	4,3355	,79714
4 Most of my course mates are smarter than I am.	307	3,1596	1,02769
5 My lecturers feel I am poor in my studies.	307	3,6059	,95197
6 I am good in most of my courses.	307	3,4691	,95393
7 I often forget what I have learned.	307	3,3225	,99521
8 I always do poorly in course works and tests.	307	3,7622	,85490
9 I am able to do better than my friends in most courses.	307	3,3713	,95942
10 I am not willing to put in more effort in my course work.	307	3,4756	,91210
11 I day-dream a lot in lectures.	307	3,4365	1,00572
12 I often do my course work without thinking. (in a hurry, without careful planning or thought)	307	3,4788	,94733
13 I pay attention to the lecturers during lectures.	307	3,6221	,93615
14 I study hard for my tests.	307	3,8827	,88151
15 I am usually interested in my course work.	307	3,8697	,88707
16 I will do my best to pass all the courses this semester.	307	4,0684	,93858
17 I often feel like quitting the degree course.	307	3,3322	,97704
18 I am always waiting for the lecture to end and go home.	307	2,3941	1,03107
19 I do not give up easily when I am faced with a difficult question in my course work.	307	3,5928	1,03549

Academic confidence	307	3,6022	,47908
Academic effort	307	3,5153	,45953
Total academic self-concept	307	3,5565	,39742

According to the results of descriptive statistics it can be observed that Kazakhstani pre-service teachers' levels of academic self-concept is reasonably high ($\bar{X} = 3.55$). In terms of academic confidence and academic effort the analysis of data showed similar results ($\bar{X} = 3.60$; $\bar{X} = 3.51$). The top two items with the highest mean scores were "If I work hard, I think I can get better grades" ($\bar{X} = 4.33$), showed high degree of academic confidence. At the same time item "I will do my best to pass all the courses this semester" ($\bar{X} = 4.06$) indicated high degree of academic effort of Kazakhstani pre-service teachers. The item with the lowest mean score was "I am always waiting for the lecture to end and go home" ($\bar{X} = 2.39$). However, according to the distribution of scores the Kazakhstani pre-service teachers demonstrated a relatively high level of academic confidence ($\bar{X} = 3.60$) as well as academic effort ($\bar{X} = 3.51$); Table 24 illustrates the results of the descriptive analysis of Turkish pre-service teachers ASC.

Table 24. *Descriptive Statistics for Turkish Pre-Service Teachers ASC*

Items	N	Mean	Std. Deviation
1 I can follow the lectures easily.	258	4,2054	,67216
2 I am able to help my course mates in their school work.	258	4,1240	,74862
3 If I work hard, I think I can get better grades.	258	4,5039	,63152
4 Most of my course mates are smarter than I am.	258	3,7752	1,03811
5 My lecturers feel I am poor in my studies.	258	3,8101	1,00135
6 I am good in most of my courses.	258	3,7132	,81517
7 I often forget what I have learned.	258	3,3915	1,05022
8 I always do poorly in course works and tests.	258	3,9147	,87357
9 I am able to do better than my friends in most courses.	258	3,2829	,86960
10 I am not willing to put in more effort in my course work.	258	3,3566	1,17562
11 I day-dream a lot in lectures.	258	3,1938	1,08458
12 I often do my course work without thinking. (in a hurry, without careful planning or thought)	258	3,4806	1,11307
13 I pay attention to the lecturers during lectures.	258	3,9264	,83596
14 I study hard for my tests.	258	3,5504	1,05093
15 I am usually interested in my course work.	258	3,7713	,88108
16 I will do my best to pass all the courses this semester.	258	4,0310	,86827

17	I often feel like quitting the degree course.	258	3,5659	1,12865
18	I am always waiting for the lecture to end and go home.	258	2,9302	1,11367
19	I do not give up easily when I am faced with a difficult question in my course work.	258	3,8411	,87437
	Academic confidence	258	3,8579	,50534
	Academic effort	258	3,5647	,58824
	Total academic self-concept	258	3,7036	,49723

It can be seen from the results of Turkish data that participant have overall high levels of academic self-concept with mean score ($\bar{X} = 3.70$). Although the results of descriptive statistics showed that participants have high levels of academic effort and academic confidence they scored higher scores on academic confidence ($\bar{X} = 3.85$) rather than on academic effort ($\bar{X} = 3.56$).

The analysis indicated the highest mean scores on items “If I work hard, I think I can get better grades” ($\bar{X} = 4.50$), “I can follow the lectures easily” ($\bar{X} = 4.20$), and “I am able to help my course mates in their school work” ($\bar{X} = 4.12$). The high means of these items showed that Turkish students had high levels of academic confidence. The item with the lowest mean score was “I am always waiting for the lecture to end and go home” ($\bar{X} = 2.93$). However, total overall academic self-concept scale mean score ($\bar{X} = 3.70$) demonstrated high level of academic self-concept, but it is obvious that Turkish pre-service teachers had more positive academic confidence ($\bar{X} = 3.85$) than academic effort ($\bar{x}=3.50$).

Research Question 1C: What are the perceived levels of Kazakhstani and Turkish ELT pre-service teachers’ L2 Motivational self-system (ideal L2 self, ought to L2 self and attitude toward learning English)?

Descriptive statistical values were calculated in order to analyze the responses of Kazakhstani and Turkish pre-service teachers to L2 motivational self- system scale. The results are viewed in table 25.

Table 25. *Descriptive Statistics for Kazakhstani Pre-Service Teachers L2 MSS*

Items	N	Mean	Std. Deviation
1 I can imagine myself living abroad and having a discussion in English.	307	4,0912	,76150
2 I can imagine myself living abroad and using English effectively for communicating with the locals.	307	4,1205	,79734
3 I can imagine a situation where I am speaking English with foreigners.	307	4,2020	,77434
4 I can imagine myself speaking English with international friends or colleagues.	307	4,2280	,79631

5	I imagine myself as someone who is able to speak English fluently.	307	4,0098	,89108
6	I can imagine myself speaking English as if I were a native speaker of English.	307	3,9186	,89473
7	Whenever I think of my future career, I imagine myself using English.	307	4,3355	,81738
8	The things I want to do in the future require me to use English.	307	4,2671	,81268
9	I can imagine myself working somewhere where all my colleagues are speaking in English.	307	4,1596	,87668
10	I can imagine myself writing scientific articles in English perfectly.	307	3,5961	1,05086
11	I study English because close friends of mine think it is important.	307	3,3550	1,16918
12	I have to study English, because, if I do not study it, I think my parents will be disappointed with me.	307	3,3583	1,27647
13	Learning English is necessary because people surrounding me expect me to do so.	307	3,0619	1,20704
14	My parents believe that I must study English to be an educated person.	307	3,6384	1,16718
15	I consider learning English important because the people I respect think that I should do it.	307	3,2052	1,11741
16	Studying English is important to me in order to gain the approval of my peers/teachers/family/boss.	307	3,1368	1,08202
17	It will have a negative impact on my life if I don't learn English.	307	3,0847	1,13154
18	Studying English is important to me because an educated person is supposed to be able to speak English.	307	3,9967	,84983
19	Studying English is important to me because other people will respect me more if I have knowledge of English.	307	3,3811	1,15528
20	If I fail to learn English, I'll be letting other people down.	307	3,5700	1,02141
21	I like the atmosphere of my classes.	307	3,6059	,94853
22	I find learning English really interesting.	307	4,2313	,80962
23	I always look forward my classes.	307	3,6840	,94342
24	I really enjoy learning English	307	4,2704	,84126
25	I think time passes faster while studying English.	307	4,0391	,85086
	Ideal L2 self	307	4,0928	,61730

Ought to L2 self	307	3,3788	,34296
Attitude toward learning English	307	3,9661	,65131
Total scale	307	3,7819	,38999

Descriptive statistics revealed that Kazakhstani participants have high levels of Ideal L2 self-behavior ($\bar{X} = 4.09$) and attitudes toward learning English ($\bar{X} = 3.96$) and medium levels of ought to L2 self-behavior ($\bar{X} = 3.37$).

The analysis indicated the highest mean scores on items which referred to ideal L2 self factor, “Whenever I think of my future career, I imagine myself using English” ($\bar{X} = 4.33$); “The things I want to do in the future require me to use English” ($\bar{X} = 4.26$). The items with the lowest mean scores referred to ought to L2 self factor, “Learning English is necessary because people surrounding me expect me to do so” ($\bar{X} = 3.06$) and “It will have a negative impact on my life if I don’t learn English” ($\bar{X} = 3.08$). Table 26 illustrates the results of the descriptive analysis of Turkish pre-service teachers MSS.

Table 26. *Descriptive Statistics for Turkish Pre-Service Teachers L2 MSS*

No	Items	N	Mean	Std. Deviation
1	I can imagine myself living abroad and having a discussion in English.	258	4,2287	,84960
2	I can imagine myself living abroad and using English effectively for communicating with the locals.	258	4,2287	,80250
3	I can imagine a situation where I am speaking English with foreigners.	258	4,3837	,66312
4	I can imagine myself speaking English with international friends or colleagues.	258	4,4031	,64849
5	I imagine myself as someone who is able to speak English fluently.	258	4,2829	,74423
6	I can imagine myself speaking English as if I were a native speaker of English.	258	3,7597	1,07880
7	Whenever I think of my future career, I imagine myself using English.	258	4,3953	,73721
8	The things I want to do in the future require me to use English.	258	4,4690	,66089
9	I can imagine myself working somewhere where all my colleagues are speaking in English.	258	4,0969	,87458
10	I can imagine myself writing scientific articles in English perfectly.	258	3,4496	1,13974

11	I study English because close friends of mine think it is important.	258	3,6860	1,21529
12	I have to study English, because, if I do not study it, I think my parents will be disappointed with me.	258	3,7636	1,22328
13	Learning English is necessary because people surrounding me expect me to do so.	258	3,6550	1,27578
14	My parents believe that I must study English to be an educated person.	258	3,2752	1,29570
15	I consider learning English important because the people I respect think that I should do it.	258	3,3837	1,27991
16	Studying English is important to me in order to gain the approval of my peers/teachers/family/boss.	258	3,3643	1,22832
17	It will have a negative impact on my life if I don't learn English.	258	2,8605	1,25220
18	Studying English is important to me because an educated person is supposed to be able to speak English.	258	3,6008	1,15337
19	Studying English is important to me because other people will respect me more if I have knowledge of English.	258	3,0078	1,27225
20	If I fail to learn English, I'll be letting other people down.	258	3,9147	1,02141
21	I like the atmosphere of my classes.	258	3,6589	1,15355
22	I find learning English really interesting.	258	4,2674	,81938
23	I always look forward my classes.	258	3,4147	1,14787
24	I really enjoy learning English	258	4,3295	,79148
25	I think time passes faster while studying English.	258	3,9612	1,00507
	Ideal L2 self	258	4,1698	,60001
	Ought to L2 self	258	3,4512	,75734
	Attitude toward learning English	258	3,9264	,77731
	Total L2 MSS scale	258	3,8336	,47413

The findings showed that Turkish pre-service teachers have high levels of ideal L2 self ($\bar{X} = 4.16$) and attitudes towards learning English ($\bar{X} = 3.92$). However, they demonstrated a slightly higher result than the medium level in terms of ought to L2 self-guide. The items with the highest means were “The things I want to do in the future require me to use English” ($\bar{X} = 4.46$); “I can imagine myself speaking English with international friends or colleagues” ($\bar{X} = 4.40$); “Whenever I think of my future career, I imagine myself using English” ($\bar{X} = 4.39$) referred to the Ideal L2 self factor.

Items “It will have a negative impact on my life if I don’t learn English” ($\bar{X} = 2.86$) and “Studying English is important to me because other people will respect me more if I have a knowledge of English” ($\bar{X} = 3.00$) have the lowest means out of all items and referred to ought-to L2 self.

3.2 Findings Related to the Second Research Question

Research Question 2A: What are the differences between Kazakhstani and Turkish ELT pre-service teachers ICC, academic self-concept and L2 motivational self-system regarding the settings they live?

To determine whether there were any statistically significant differences between Kazakhstani and Turkish ELT pre-service teachers’ levels of ICC, academic self-concept and L2 motivational self-system regarding their gender, years of study and attended universities statistical analysis were computed. Before comparing two settings participants, Kazakhstani and Turkish dataset were analyzed separately in order to give detailed information about each group participants’.

To understand the differences in ICC levels between two countries ELT pre-service teachers, independent samples t-test was completed. The results are displayed in table 27.

Table 27. *The T-test Results for the Comparison of Turkish and Kazakhstani Participants Level of ICC*

Factor	Country	N	Mean	Std. Deviation	t	p
ICC Skills	Kazakhstan	307	3,4903	,45628	-9,699	,000
	Turkey	258	3,8887	,51993		
ICC attitudes	Kazakhstan	307	3,9404	,46165	-4,233	,000
	Turkey	258	4,1297	,58057		
ICC awareness	Kazakhstan	307	3,6319	,52495	,973	,331
	Turkey	258	3,5862	,59037		
ICC Knowledge	Kazakhstan	307	3,9799	,51542	-6,254	,000
	Turkey	258	4,2532	,51986		
Total	Kazakhstan	307	3,6920	,36772	-6,651	,000
	Turkey	258	3,9212	,43907		

*p<0.05

Despite the fact that both Kazakhstani and Turkish pre-service teachers showed high level of ICC, statistically significant differences were observed between two countries participants in terms of their ICC levels (Kazakhstan, $\bar{X} = 3,69$; Turkey, $\bar{X} = 3,92$). The results of the t-test indicated that Turkish pre-service teachers level of motivation in comparison to Kazakhstani pre-service teachers level of ICC was significantly higher ($t=-6.65$; $p=.000$). As we can see from the table 23, Turkish

and Kazakhstani pre-service teachers differ from each other in terms of their levels of ICC skills (Turkey, $\bar{X} = 3.88$; Kazakhstan, $\bar{X} = 3.49$); ICC attitudes (Turkey, $\bar{X} = 4.12$; Kazakhstan, $\bar{X} = 3.94$); and ICC Knowledge (Turkey, $\bar{X} = 4.25$; Kazakhstan, $\bar{X} = 3.69$) with Turkish participants scoring higher than Kazakhstani participants in all cases.

In order to investigate, to what extent the ELT student-teachers' in Turkey differ from their counterpart in Kazakhstan regarding their academic self-concept t-test was conducted for the samples. Table 28 illustrates the results revealed from statistical analysis.

Table 28. *The T-test Results for the Comparison of Turkish and Kazakhstani Participants ASC*

Factors	Country	N	Mean	Std. Deviation	t	p
Academic confidence	Kazakhstan	307	3,6022	,47908	-6,133	,000*
	Turkey	258	3,8579	,50534		
Academic effort	Kazakhstan	307	3,5932	,46623	,628	,530
	Turkey	258	3,5647	,58824		
Academic self-concept	Kazakhstan	307	3,5975	,40049	-2,758	,006*
	Turkey	258	3,7036	,49723		

*p<0.05

The results revealed that there were existed statistically significant differences in participants' academic confidence (Kazakhstan, $\bar{X} = 3.60$, Turkey, $\bar{X} = 3.85$, $t = -6.133$, $p < .05$), and overall academic self-concept (Kazakhstan, $\bar{X} = 3.59$, Turkey, $\bar{X} = 3.70$, $t = 2.758$, $p < .05$). It indicated that participants who live in Turkey had higher level of academic confidence and general academic self-concept as compared with the participants from Kazakhstan. However, researchers found that academic effort scores did not differ significantly between two groups.

In order to determine whether there were any differences between the two participating countries from the perspective of the L2 motivational self-system (Ideal L2 self, ought to L2 self and Attitudes towards learning English), independent samples t-test was conducted for the samples.

Table 29. *The t-test Results for the Comparison of Turkish and Kazakhstani Participants L2MSS*

Factor	Country	N	Mean	Std. Deviation	t	p
Ideal L2 self	Kazakhstan	307	4,0928	,61730	-1,495	,136
	Turkey	258	4,1698	,60001		
Ought to L2 self	Kazakhstan	307	3,0896	,59745	-6,214	,000*

	Turkey	258	3,4512	,75734		
Attitudes towards learning English	Kazakhstan	307	3,9661	,65131	,652	,515
	Turkey	258	3,9264	,77731		
Total L2 motivational self-system	Kazakhstan	307	3,6662	,43585	-4,370	,000*
	Turkey	258	3,8336	,47413		

*p<0.05

The t-test results revealed that there was a statistically significant difference between Turkish and Kazakhstani pre-service teachers' total motivational self-system scores ($P = .000$; $t = - 4.37$). According to mean values (Kazakhstan $\bar{X} = 3.6662$; Turkey $\bar{X} = 3.8336$) Turkish students had more positive L2 motivational self-system than Kazakhstani student. Specifically, significant difference was found for ought to L2 self between the students of two countries ($P = .000$; $t = - 6.21$). Turkish pre-service teachers' showed a higher level of ought to L2 self- behavior than Kazakhstani pre-service teachers'. In terms of Ideal L2 self and attitudes towards learning English the difference was not statistically significant between participating countries. Although participants of both counties showed high level of Ideal 2 Self, Turkish students mean scores ($\bar{X} = 4.16$) for Ideal L2 self were higher than Kazakhstani students mean scores ($\bar{X} = 4.09$) and vice versa for attitudes towards learning English (Kazakhstan $\bar{X} = 3.96$; Turkey $\bar{X} = 3.92$).

Research question 2B: What are the differences between Kazakhstani and Turkish ELT pre-service teachers ICC, academic self-concept and L2 motivational self-system regarding their gender?

Independent samples t-test was conducted to investigate whether there was any statistically significant difference between Kazakhstani male and female participants in their level of ICC. The results are illustrated in table 30.

Table 30. *The t- test Results for the Kazakhstani Participants ICC Regarding Their Gender*

Factors	Gender	N	Mean	Std. Deviation	t	p
ICC Skills component	Male	55	3,5939	,36861	1,867	,063
	Female	252	3,4677	,47086		
ICC Attitude component	Male	55	3,8727	,45849	-1,200	,231
	Female	252	3,9551	,46193		
ICC Awareness component	Male	55	3,6318	,58984	-,002	,999
	Female	252	3,6319	,51098		
ICC Knowledge component	Male	55	4,0242	,47295	,703	,482
	Female	252	3,9702	,52462		
Total ICCQ	Male	55	3,7220	,29851	,668	,505
	Female	252	3,6854	,38136		

*p<0.05

Statistical analysis of data clearly established that there were no statistically significant differences between Kazakhstani male and female pre-service teachers with respect to their ICC (male \bar{X} =3.72; female \bar{X} = 3.68; t =.668; p =.505) However, sight differences were found between males and females mean scores. Male participants mean was higher than female participants mean regarding their ICC skills (male \bar{X} =3.59; female \bar{X} = 3.46) and ICC knowledge (male \bar{X} =4.02; female \bar{X} = 3.97), female participants showed higher scores on ICC attitudes component (male \bar{X} =3.87; female \bar{X} = 3.95) and in ICC awareness component males and females achieved the same results (male \bar{X} =3.63; female \bar{X} = 3.63).

Further, Mann-Whitney U test was performed to reveal whether Turkish participant level of ICC differ according to their gender.

Table 31. *Mann-Whitney U Test Results for Turkish Participants ICC Regarding Their Gender*

Factor	Gender	N	Mean Rank	U	p
ICC skills component	Male	62	125,95	5856,000	,667
	Female	196	130,62		
ICC attitudes component	Male	62	100,11	4254,000	,000*
	Female	196	138,80		
ICC awareness component	Male	62	132,73	5876,000	,696
	Female	196	128,48		
ICC knowledge component	Male	62	126,57	5894,500	,721
	Female	196	130,43		
Total ICC	Male	62	118,23	5377,500	,173
	Female	196	133,06		

*p<0.05

According to the findings, statistically significant difference was found between males and females regarding their ICC attitudes scores. The results indicated that females had higher mean rank scores than males (male, MR=100.11; female, MR=138.80; U =4254.0; p =.000). Although, the difference between males and females were not statistically significant regarding the ICC skills, awareness and knowledge subscales, females outscored males in ICC skills and ICC knowledge (see table 31).

Moreover, Kazakhstani and Turkish male participants were compared in order to see the difference in their level of ICC. To do so Mann-Whitney U Test was conducted to the data. The results are given in table 32.

Table 32. *Mann-Whitney U Test Results for the Comparison of Kazakhstani and Turkish Male Participants Level of ICC*

	Gender	N	Mean Rank	U	p
Factors					
ICC skills	KZ male	55	48,15	1108,0	,001*
	TR male	62	68,63		
ICC attitudes	KZ male	55	57,55	1625,5	,664
	TR male	62	60,28		
ICC awareness	KZ male	55	59,06	1701,5	,985
	TR male	62	58,94		
ICC knowledge	KZ male	55	51,75	1306,0	,028*
	TR male	62	65,44		
Total ICC	KZ male	55	52,43	1343,5	,048*
	TR male	62	64,83		

*p<0.05

The results revealed that statistically significant differences existed between male participants of two countries in terms of their ICC skills (U=1108.0; p=.001), ICC knowledge (U=1306.0; p=.028) factors and total ICC scale (U=1343.5; p=.048). In all factors Turkish male pre-service teachers outperformed Kazakhstani male pre-service teachers.

And finally, to reveal the differences between Kazakhstani female and Turkish female participants level of ICC, Mann-Whitney U test was computed. The results are presented in table 33.

Table 33. *Mann-Whitney U Test Results for the Comparison of Kazakhstani and Turkish Female Participants Level of ICC*

	Gender	N	Mean Rank	U	p
Factors					
ICC skills	KZ female	252	176,94	12710,0	,000*
	TR female	196	285,65		
ICC attitude	KZ female	252	196,33	17597,5	,000*
	TR female	196	260,72		
ICC awareness	KZ female	252	230,04	23299,5	,304
	TR female	196	217,38		
ICC knowledge	KZ female	252	195,50	17387,0	,000*
	TR female	196	261,79		
Total ICC	KZ female	252	190,03	16010,5	,000*
	TR female	196	268,81		

*p<0.05

Mann-Whitney U test results found a meaningful difference between Kazakhstani and Turkish female ELT pre-service teachers' levels of ICC (U=1343.5;

p=0.48). To be precisely, the differences were statistically significant for ICC skills (U=12710.0; p=.000), ICC attitude (U=17597.5; p=.000) and ICC knowledge (U=17387.0; p=.000) factors. In all three factors and in total scale (U=16010.5; p=.000) Turkish female participants mean rank scores were found to be higher than Kazakhstani female participants.

To compare Kazakhstani male and female participants regarding their levels of academic confidence and academic effort Mann Whitney U test was conducted.

Table 34. *Mann-Whitney U Test Results for Kazakhstani Participants ASC Regarding Their Gender*

Factor	Gender	N	Mean Rank	U	p
Academic confidence	Male	55	179,81	5510,5	,017*
	Female	252	148,37		
Academic effort	Male	55	174,56	5799,0	,057
	Female	252	149,51		
Total academic self-concept	Male	55	181,09	5440,0	,012*
	Female	252	148,09		

*p<0.05

The results revealed that there was a statistically significant difference between males and females level of academic confidence (male, MR=179.81; female, MR=148.37; U=5510.5; p=.017). However, although the difference between males and females regarding their academic effort was not statistically significant, mean rank scores showed that male participants had higher levels of academic effort than females (male, MR=274; female, MR=149.51; U=57.99, p=.057).

Table 35. *Mann-Whitney U Test Results for Turkish Participants ASC Regarding Their Gender*

Factor	Gender	N	Mean Rank	U	p
Academic confidence	Male	62	112,04	5042,500	,032*
	Female	196	135,14		
Academic effort	Male	62	96,20	4044,500	,000*
	Female	196	140,26		
Total ASC	Male	62	100,38	4308,000	,000*
	Female	196	138,91		

*p<0.05

According to the results presented in table 35, the means of ranks of males for total ASC was found to be 100.38 and for females 138.91, indicating statistically significant difference between male and female pre-service teachers' academic self-concept (U=4308.0; p=.000).

Mann-Whitney U test was conducted to examine whether there was any difference between Turkish and Kazakhstani male pre-service teachers' academic self-concept.

Table 36. *Mann-Whitney U Test Results for the Comparison of Kazakhstani and Turkish Male Participants ASC*

Factor	Gender	N	Mean Rank	U	p
Academic confidence	KZ male	55	60,73	1665,0	,714
	TR male	62	58,43		
Academic effort	KZ male	55	61,34	1631,5	,584
	TR male	62	57,90		
Total ASC	KZ male	55	61,77	1607,5	,499
	TR male	62	57,52		

*p<0.05

The results revealed that there were no statistically significant differences between the male participants of Kazakhstan and Turkey, in both two factors mean rank scores and total mean rank scores of academic self-concept scale (U=1607.5; p=.499). However, when it was looked at the means of ranks, it was revealed that Kazakhstani male pre-service teachers scored higher in all factors than Turkish males.

Mann-Whitney U test was performed to find out if female participants of two settings differ from each other according to their level of academic self-concept.

Table 37. *Mann-Whitney U Test Results for the Comparison of Kazakhstani and Turkish Female Participants ASC*

Factor	Gender	N	Mean Rank	U	P
Academic confidence	KZ female	252	221,95	24053,0	,701
	TR female	196	226,65		
Academic effort	KZ female	252	216,27	22622,0	,149
	TR female	196	233,99		
Total ASC	KZ female	252	218,01	23061,0	,264
	TR female	196	231,74		

The results also indicated that there was no statistically significant difference between Kazakhstani and Turkish females in terms of their academic self-concepts (U=23061.0; p=.264). However, Turkish female participants (MR=231.74) mean rank scores in two factors and total scale were higher as compared with Kazakh female participants (MR=218.01; p<.05).

The differences between Kazakhstani males and females regarding their Ideal L2 self, ought to L2 self and attitude toward learning environment were calculated by Mann-Whitney U test. The results are presented in table 38.

Table 38. *Mann-Whitney U Test Results for Kazakhstani Participants L2 MSS Regarding Their Gender*

Factor	Gender	N	Mean Rank	H	P
Ideal L2 self	Male	55	140,95	6212,000	,228
	Female	252	156,85		
Ought to L2 self	Male	55	143,28	6340,500	,320
	Female	252	156,34		
Attitude toward learning English	Male	55	165,22	6313,000	,298
	Female	252	151,55		
Total L2 Motivational self-system	Male	55	141,85	6262,000	,262
	Female	252	156,65		

*p<0.05

The results revealed that there were no statistically significant differences between male and female participants ideal L2 self, ought to L2 self and attitudes to learning English. However, when it was looked at the mean scores the results showed that female participants scored higher scores on both Ideal L2 self (male MR=140.95; female MR=156.85) and ought to L2 self (male MR=143.23; female MR=156.34). Regarding attitude toward learning environment males mean rank scores were found to be slightly higher than females mean rank scores (male MR=165.22; female MR=151.55).

To determine whether Turkish participants differ from each other in terms of their level of ideal L2 self, ought to L2 self and attitude to learning English according to their gender Independent Samples t-test was performed. The results are illustrated in table 39.

Table 39. *Independent Samples t-test Results for Turkish Pre-Service Teachers L2 MSS Regarding Their Gender*

Factors	Gender	N	Mean	Std. Deviation	t	P
Ideal L2 self	Male	62	4,1113	,67559	-,880	,380
	Female	196	4,1883	,57469		
Ought to L2 self	Male	62	3,5403	,83164	1,064	,288
	Female	196	3,4230	,73228		
Attitude toward learning English	Male	62	3,7194	,81900	-2,429	,016*
	Female	196	3,9918	,75402		
Total L2 Motivational	Male	62	3,8045	,56262	-,490	,625

self-system	Female	196	3,8429	,44373
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*p<0.05

The independent samples T-test revealed that the difference was not statistically significant between males and females regarding their Ideal self (t=-.880; p=.380) and ought to self (t=1.064; p=.288) and total L2 motivational self-systems scale scores (t=-490; p=.625). The difference was found in participants' attitudes toward learning English, with females ($\bar{X} = 3.99$) scoring higher than males ($\bar{X} = 3.71$).

To investigate whether there were any differences between Turkish and Kazakhstani male participants with respect to their gender Mann-Whitney U test was performed. Table 40 demonstrates the results of statistical analysis.

Table 40. *Mann-Whitney U Test Results for the Comparison of Kazakhstani and Turkish Male Participants L2 MSS*

Factor	Gender	N	Mean Rank	U	P
Ideal L2 self	KZ male	55	54,99	1484,5	,227
	TR male	62	62,56		
Ought to L2 self	KZ male	55	47,49	1072,0	,001*
	TR male	62	69,21		
Attitude toward learning English	KZ male	55	67,04	1263,0	,015*
	TR male	62	51,87		
Total L2 Motivational self-system	KZ male	55	52,85	19695,0	,065
	TR male	62	64,45		

*p<0.05

As table 40 shows, the difference between Kazakhstani and Turkish male participants was statistically significant in terms of ought to L2 self behavior (U=1072.0; p=.001) and attitudes toward learning English (U=1263.0; p=.015).

Turkish males demonstrated higher results in terms of ought to L2 self (MR=69.21) than Kazakhstani male (47.49), while Kazakhstani males (MR=67.04) showed higher scores in terms of attitudes toward learning English than Turkish males (MR=51.87). With regard to ideal L2 self, there was not found statistically significant difference between male participants of Kazakhstan and Turkey (U=14.84; p=.227).

Further, two settings female participants were compared with regard to their ideal L2 self, ought to L2 self and attitudes to learning English.

Table 41. *Mann-Whitney U Test Results for the Comparison of Kazakhstani and Turkish Female Participants L2 MSS*

Factor	Gender	N	Mean	U	P
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	Rank				
Ideal L2 self	KZ female	252	217,95	23046,000	,224
	TR female	196	232,92		
Ought to L2 self	KZ female	252	198,35	18105,500	,000*
	TR female	196	258,13		
Attitude toward learning English	KZ female	252	218,34	23143,500	,251
	TR female	196	232,42		
Total L2 Motivational self-system	KZ female	252	204,65	19695,000	,000*
	TR female	196	250,02		

*p<0.05

The statistical analysis indicated significant differences between Kazakhstani and Turkish females ought to L2 self ($U=18105.5$; $p=.000$) with Turkish females ($MR=258.13$) scoring higher than Kazakhstani females ($MR=198.35$). As for Ideal L2 self (Kazakhstani female, $MR=217.95$; Turkish females, $MR=323.92$) and attitudes towards learning English (Kazakhstani female, $MR=218.34$; Turkish females, $MR=232.42$), although mean ranks scores indicated that Turkish females scored slightly higher than Kazakhstani females, the analysis did not reveal statistically significant difference between female participants of Turkey and Kazakhstan.

Research Question 2C: What are the differences between Kazakhstani and Turkish ELT pre-service teachers ICC, academic self-concept and L2 motivational self-system regarding their attended universities?

Furthermore, in order to explore whether two participated Kazakhstani universities pre-service English teachers level of ICC differ from each other independent samples t-test was completed.

Table 42. *The t- test Results for Kazakhstani Participants ICC Regarding Their Attended Universities*

Factors	University	N	Mean	Std. Deviation	t	p
ICC Skills	Akhmet Yassawi	188	3,5540	,44581	3,115	,002*
	Auezov State	119	3,3898	,45637		
ICC Attitudes	Akhmet Yassawi	188	3,9603	,43923	,951	,342
	Auezov State	119	3,9089	,49529		
ICC Awareness	Akhmet Yassawi	188	3,6879	,52464	2,368	,019*
	Auezov State	119	3,5434	,51529		
ICC Knowledge	Akhmet Yassawi	188	4,0293	,48219	2,120	,035*
	Auezov State	119	3,9020	,55719		
Total ICCQ	Akhmet Yassawi	188	3,7413	,35408	2,991	,003*
	Auezov State	119	3,6141	,37678		

*p<0.05

As a result of the t-test applied to the Kazakhstani pre-service teachers from Akhmet Yassawi and Auezov universities it was found that the difference between the means of the two groups regarding ICC Skills, Awareness and Knowledge were statistically significant. In all three cases Akhmet Yassawi University pre- service teachers showed higher mean scores than Auezov University.

The Turkish data was analyzed to determine the difference between two participated universities pre-service teachers level of ICC.

Table 43. *Mann-Whitney U Test Results for Turkish Participants ICC Regarding Their Attended Universities*

Factor	University	N	Mean Rank	U	P
ICC skills	Sakarya	90	121,29	6821,500	,196
	Gazi	168	133,90		
ICC attitudes	Sakarya	90	112,28	6010,000	,007*
	Gazi	168	138,73		
ICC awareness	Sakarya	90	137,77	6815,500	,192
	Gazi	168	125,07		
ICC knowledge	Sakarya	90	119,31	6642,500	,106
	Gazi	168	134,96		
Total ICC	Sakarya	90	121,89	6875,500	,231
	Gazi	168	133,57		

*p<0.05

When it comes to the total scores, the Mann Whitney U test did not reveal statistically significant difference between Sakarya and Gazi university ELT pre-service teachers' levels of ICC (U=6875.5; p=.231). The only significant difference was found in participants' mean rank scores regarding ICC attitude factor, in which Gazi University participants (MR=138.73) indicated higher scores than Sakarya University participants. According to the mean rank scores, the results showed that the Gazi University participants outperformed Sakarya University participants in all factors except for the ICC awareness (Sakarya MR=137.77; Gazi MR=125.07).

In order to explore the differences in ICC among participant of two settings with regard to their attended universities Kruskal-Wallis H test was completed.

Table 44. *Kruskal-Wallis H Test Results for the Comparison of Kazakhstani and Turkish Participants ICC Regarding Their Attended Universities*

Factor	University	N	Mean Rank	X ²	p	Post hoc LSD
ICC skills	Yassawi	188	244,92		,000*	A – Y
	Auezov	119	190,17			A – S
	Sakarya	90	332,73			A – G

	Gazi	168	364,72	99,267		<u>Y – S</u>
						<u>Y – G</u>
ICC attitudes	Yassawi	188	256,23			<u>A – G</u>
	Auezov	119	251,13		,000*	<u>Y – G</u>
	Sakarya	90	271,91	31,630		<u>S –G</u>
	Gazi	168	341,47			
ICC awareness	Yassawi	188	304,01			
	Auezov	119	263,99			
	Sakarya	90	293,89		,081	
	Gazi	168	267,12	6,739		
ICC knowledge	Yassawi	188	259,23			<u>A –S</u>
	Auezov	119	225,87			<u>A –G</u>
	Sakarya	90	302,74		,000*	<u>Y –G</u>
	Gazi	168	339,49	40,394		
Total ICC	Yassawi	188	260,25			<u>A –S</u>
	Auezov	119	212,09			<u>A –G</u>
	Sakarya	90	310,97		,000*	<u>Y –G</u>
	Gazi	168	343,70	51,989		

*p<0.05

Kruskal-Wallis H test results showed that there was a substantial difference between two countries pre-service teachers ICC level according to their attended universities ($X^2=51.989$; $p=.000$). In order to determine which pairs show significant differences in each subscales Post- Hoc Kruskal Wallis for independent samples test was computed. In this respect, a significant difference was revealed according to ICC skills factor between Auezov University and all other universities, and Yassawi participants and their counterparts from Turkish Universities. The scores of Gazi and Sakarya Universities were significantly higher than Auezov and Yassawi Universities.

Regarding the ICC attitudes factor statistically significant differences were found between Auezov (MR=251.13) and Gazi, Yassawi (256.23) and Gazi as well as between Sakarya (MR=271.91) and Gazi universities. Gazi University participants (MR=341.47) mean rank scores were significantly higher than other universities scores. Moreover, with respect to ICC knowledge factor, the differences were found between Auezov (MR=225.87) and Gazi, Auezov and Sakarya (MR=302.74), as well as between Yassawi (MR=259.23) and Gazi (MR=339.49) Universities. Similarly, to the previous results regarding ICC attitude the highest mean rank score belonged to Gazi University.

Total ICC scores indicated that the differences were existed between Auezov and Gazi, Auezov and Sakarya, and Yassawi and Gazi Universities. Gazi University ($\bar{X}=343.70$) showed higher mean rank score followed by Sakarya University

(\bar{X} =310.47), whereas Yassawi Universities was on the third place according to the mean rank score (\bar{X} =260.25) and Auezov University demonstrated the lowest mean rank score (\bar{X} =212.09).

Following, the difference on the Kazakhstani participants' academic self-concepts with regard to their attended universities was determined by performing Mann-Whitney U test. The results are presented in table 45.

Table 45. *Mann-Whitney U Test Results for Kazakhstani Participants ASC Regarding Their Attended Universities*

Factors	University	N	Mean Rank	U	P
Academic confidence	Akhmet Yassawi	188	161,75	9728,500	,054
	Auezov State	119	141,75		
Academic effort	Akhmet Yassawi	188	173,47	7525,500	,000*
	Auezov State	119	123,24		
Total academic self-concept	Akhmet Yassawi	188	171,13	7966,000	,000*
	Auezov State	119	126,94		

*p<0.05

As it is seen in Table 45, it can be said that there are clearly observable differences between Akhmet Yassawi and Auezov pre-service teachers in terms of their academic confidence (U=9728.5; p=.054), academic effort (U=7525.5; p=.000) and total ASC scale (U=7966.0; p=.000). Akhmet Yassawi pre-service teachers mean rank scores were significantly higher than Auezov pre-service teachers mean rank scores in both two factors and total ASC scale.

To reveal whether Sakarya and Gazi university pre-service teachers differ from each other regarding their academic confidence and effort Mann-Whitney U test was computed.

Table 46. *Mann-Whitney U Test Results for Turkish Participants' ASC Regarding Their Attended Universities*

Factor	University	N	Mean Rank	U	P
Academic confidence	Sakarya	90	111,14	5907,5	,004*
	Gazi	168	139,34		
Academic effort	Sakarya	90	115,23	6276,0	,024*
	Gazi	168	137,14		
Total ASC	Sakarya	90	110,73	5870,5	,003*
	Gazi	168	139,56		

Mann-Whitney U test results indicated that there was a significant difference between two universities participants' academic confidence (Sakarya, MR=111.14;

Gazi, MR=139.34; U=5907.5; p<0.05) and academic effort (Sakarya, MR=115.23; Gazi, MR=137.14; U=6276.0; p<0.05) and consequently in overall ASC scale (Sakarya, MR=110.73; Gazi, MR=139.56; U=5810.5; p=.003). The results showed that Gazi University participants scored higher than Sakarya university participants in both academic confidence and academic effort subscales and total ASC scale scores.

Moreover, in order to find out whether two countries pre-service ELT teachers level of academic confidence and academic effort differ from each other according to the universities they attend Kruskal-Wallis H test was performed. The results of statistical analysis are presented in table 47.

Table 47. *Kruskal-Wallis H Test Results for the Comparison of Kazakhstani and Turkish Participant ASC Regarding Their Attended Universities*

Factor	University	N	Mean Rank	X ²	p	PosthocLSD
Academic confidence	Yassawi	188	257,76	48,459	,000	A-S
	Auezov	119	225,19			A-G
	Sakarya	90	286,03			Y-G
	Gazi	168	350,57			S-G
Academic effort	Yassawi	188	319,20	26,889	,000	A-G
	Auezov	119	231,76			A-Y
	Sakarya	90	247,00			S-Y
	Gazi	168	298,07			
Total ASC	Yassawi	188	291,61	34,206	,000	A-Y
	Auezov	119	218,17			A-G
	Sakarya	90	263,92			S-G
	Gazi	168	329,51			

*p<0.05

Kruskal-Wallis H test results revealed statistically significant difference among participants of four universities regarding their scores on academic confidence (X²=48.459; p=.000), academic effort (X²=26.889; p=.000) and overall ASC scale (X²=34.206; p=.000). Further, to determine which pairs show significant differences post- hoc Kruskal Wallis for independent samples test was performed. With regard to academic confidence factor, it was found statistically significant differences between mean rank scores of Auezov University (MR=225.19) and its counterparts from Turkey, Yassawi (MR=257.76) and Gazi, Sakarya (MR=286.03) and Gazi (MR=350.57) Universities. Moreover, Kruskal Wallis test revealed significant differences between Akhmet Yassawi (MR=319.20) and Auezov (MR=231.76), Akhmet Yassawi and Sakarya (MR=247.00), Auezov and Gazi (MR=298) participants' academic efforts. Auezov University indicated the lowest mean score among the universities, whereas the highest mean rank score belonged to Akhmet Yassawi University. In terms of the whole ASC scale results, post-hoc test revealed

that there were significant differences between Akhmet Yassawi (MR=291.61) and Auezov (MR=218.17), Auezov and Gazi, Sakarya (MR=263.92) and Gazi (MR=329.51) Universities. The highest mean rank score belonged to Gazi University, while the lowest mean rank score belonged to Auezov University.

Further, to compare two Kazakhstani universities participated in the study in terms of their participants' levels of ideal self, ought to self and attitudes to learning English Mann Whitney U test was conducted.

Table 48. *Mann-Whitney U Test Results for Kazakhstani Participants L2 MSS Regarding Their Attended Universities*

Factors	University	N	Mean Rank	U	P
Ideal L2 self	Akhmet	55	166,34	8866,000	,002*
	Yassawi				
	Auezov State	252	134,50		
Ought to L2 self	Akhmet	55	146,76	9825,000	,071
	Yassawi				
	Auezov State	252	165,44		
Attitude toward learning English	Akhmet	55	172,22	7760,500	,000*
	Yassawi				
	Auezov State	252	125,21		
Total L2 Motivational self-system	Akhmet	55	164,04	9298,000	,013*
	Yassawi				
	Auezov State	252	138,13		

*p<0.05

The mean rank score on the L2 motivational self-system scale of Akhmet Yassawi university pre-service teachers was found to be 164.04 while Auezov State university pre-service teachers mean rank score was 138.13, which indicated significant difference between two groups (U=9298; p=,013). Specifically, the differences were found on participants' ideal L2 selves (U=8866.0; p=.002) and attitudes toward learning English (U=7760.5; p=.000). However, the mean rank score of Auezov University (MR=165.44) participants according to ought to L2 self factor were higher than Akhmet Yassawi participants (MR=146.76).

Similarly, Independent Samples t-test was conducted to compare two universities participants participated from two setting.

Table 49. *Independent Samples t-test Results for Turkish Participants L2 MSS Regarding Their Attended Universities*

Factor	University	N	Mean	Std. Deviation	t	P
Ideal L2 self	Sakarya	90	4,07	,68365	-1,899	,059

	Gazi	168	4,22	,54522		
Ought to L2 self	Sakarya	90	3,52	,72565	1,208	,228
	Gazi	168	3,40	,77268		
Attitude toward learning English	Sakarya	90	3,56	,84225	-5,489	,000*
	Gazi	168	4,12	,66384		
Total L2 Motivational self-system	Sakarya	90	3,75	,53580	-1,890	,061
	Gazi	168	3,87	,43308		

The results of the t-test for Sakarya and Gazi university ELT pre-service teachers regarding their ideal L2 self, ought to L2 self and attitudes to learning English revealed that there was statistically significant difference between groups in terms of the attitudes toward learning English (Sakarya, \bar{X} =3.56; Gazi \bar{X} =4.12; t =-5.48; p <0.05). Differences were not statistically significant in terms of participants ideal L2 selves (Sakarya \bar{X} =4.07; Gazi \bar{X} =4.22; t =-1.89; p >0.05) and ought to L2 selves (Sakarya \bar{X} =3.52; Gazi \bar{X} =3.40; t =-1,890; p <0.05).

To compare the universities of two settings with respect to their L2 motivational self-system Kruskal-Wallis H was performed.

Table 50. *Kruskal-Wallis H Test Results for the Comparison of Kazakhstani and Turkish Participants MSS Regarding Their Attended Universities*

Factor	University	N	Mean Rank	X2	p	Post hocLSD
Ideal L2 self	Yassawi	188	295,62	13,696	,003*	1-2
	Auezov	119	237,62			2-4
	Sakarya	90	275,12			
	Gazi	168	305,24			
Ought to L2 self	Yassawi	188	257,13	38,900	,000*	1-3
	Auezov	119	227,90			1-4
	Sakarya	90	344,75			2-3
	Gazi	168	317,89			2-4
Attitude toward learning English	Yassawi	188	315,59	50,353	,000*	1-2
	Auezov	119	233,16			1-3
	Sakarya	90	204,64			2-3 2-4
	Gazi	168	323,81			3-4
Total L2 Motivational self-system	Yassawi	188	285,60	36,314	,000*	1-2
	Auezov	119	211,26			1-4
	Sakarya	90	286,98			2-3 2-4
	Gazi	168	328,77			3-4

Statistically significant differences were observed among universities regarding their L2 motivational self-system factors. To determine which pairs show significant differences in each sub scales Post-Hoc Kruskal Wallis for independent samples test

was performed. Regarding the ideal L2 self, the results of Post Hoc LSD (Least Significant Difference) test indicated that there were statistically significant differences between Akhmet Yassawi and Auezov (MR=237.62), Auezov and Gazi Universities. The highest mean rank scores with respect to the ideal L2 self belonged to Gazi University (MR=305.24), followed by Yassawi (MR=295.62), Sakarya (MR=275.12) and Auezov University (MR=237.62).

LSD test indicated significant differences between Akhmet Yasawi and Sakarya, Akhmet Yassawi and Gazi, Auezov and Sakarya, Auezov and Gazi universities. As can be seen from table 51, Sakarya University showed the highest results (MR=344.75), followed by Gazi (MR=317.89), Akhmet Yassawi (MR=257.13) and Auezov University (MR=227.90).

Similarly, the analysis of the data revealed that there were statistically significant differences among universities regarding their attitudes toward learning English. LSD test identified the differences between Akhmet Yassawi and Auezov, Akhmet Yassawi and Sakarya, Auezov and Sakarya, Auezov and Gazi and between Sakarya and Gazi Universities. Here, as we can see from the mean rank scores, the highest results belonged to Gazi University ELT pre-service teachers (MR=323.81), followed by Yassawi University (MR=315.59), Auezov (MR=233.16) and Sakarya University (MR=204.64).

Research Question 2D: What are the differences between Kazakhstani and Turkish ELT pre-service teachers ICC, academic self-concept and L2 motivational self-system regarding their years of study?

To begin with, Kazakhstani 2nd, 3rd and 4th year pre-service teachers were compared with respect to their levels of ICC.

Table 51. *The ANOVA Test Results for Kazakhstani Participants ICC Regarding Their Yearsof Study*

Factors	Years of study	N	Mean	Std. Deviation	F	p	Post Hoc
ICC Skills	4th year	1393	5564	,45886	3,059	,048*	4th -3rd
	3rd year	1373	4212	,46204			
	2nd year	323	4970	,38400			
ICC Attitudes	4th year	1393	9618	,47863	,937	,393	
	3rd year	1373	9027	,46251			
	2nd year	324	0072	,37347			
ICC Awareness	4th year	973	6247	,57336	,132	,876	
	3rd year	1273	6471	,48126			
	2nd year	333	5990	,49570			
ICC Knowledge	4th year	1394	0647	,48633	4,130	,017*	4th-3rd
	3rd year	1373	8885	,52668			

	2nd year	324,0000	,54048		
Total ICC	4th year	1393,7322	,38564	1,853	,159
	3rd year	1373,6476	,36372		
	2nd year	323,7061	,28374		

*p<0.05

From the results of the ANOVA test, it can be seen that the differences were existed between groups regarding their mean scores on ICC skills and ICC knowledge. Specifically, statistically significant differences were found between participants of 3rd and 4th year. The 4th year participants indicated the highest means scores on both ICC skills (4th, \bar{X} =3.55; 3rd, \bar{X} =3.42; 2nd, \bar{X} =3.49; F =3.05; p =0.048<0.05) and ICC knowledge (4th, \bar{X} =4.06; 3rd, \bar{X} =3.88; 2nd, \bar{X} =4.00; F =3.05; p =0.048<0.05) among the groups. Although there were found no statistically significant differences among groups regarding ICC attitudes and ICC awareness, 2nd year participants mean score was higher than the scores of their counterparts with respect to ICC attitudes (4th, \bar{X} =3.96; 3rd, \bar{X} =3.90; 2nd, \bar{X} =4.00) and the 3rd year participants demonstrated higher mean score on ICC awareness than their counterparts (4th, \bar{X} =3.62; 3rd, \bar{X} =3.64; 2nd, \bar{X} =3.59).

Following, Turkish 2nd, 3rd and 4th year pre-service teachers were compared with respect to their level of ICC by conducting Kruskal-Wallis H test. The results are given in table 52.

Table 52. *Kruskal-Wallis H Test Results for Turkish Participants ICC Regarding Their Years of Study*

Factors	Years of study	N	Mean	Std. Deviation	F	p	Post Hoc
ICC Skills	4th year	1393,5564		,45886	3,059	,048*	4th -3rd
	3rd year	1373,4212		,46204			
	2nd year	323,4970		,38400			
ICC Attitudes	4th year	1393,9618		,47863	,937	,393	
	3rd year	1373,9027		,46251			
	2nd year	324,0072		,37347			
ICC Awareness	4th year	973,6247		,57336	,132	,876	
	3rd year	1273,6471		,48126			
	2nd year	333,5990		,49570			
ICC Knowledge	4th year	1394,0647		,48633	4,130	,017*	4th-3rd
	3rd year	1373,8885		,52668			
	2nd year	324,0000		,54048			
Total ICC	4th year	1393,7322		,38564			

3rd year	1373,6476	,36372	1,853	,159
2nd year	323,7061	,28374		

*p<0.05

The results showed that there were no any statistically significant differences among 2nd, 3rd and 4th year Turkish participants in terms of their mean rank scores on ICC skills ($\chi^2=2.425$; $p=.298$), ICC attitudes ($\chi^2=.453$; $p=.797$), ICC awareness ($\chi^2=1.890$; $p=.389$), ICC knowledge ($\chi^2=.228$; $p=.892$) factors and total ICC scale ($\chi^2=1.022$; $p=.600$). However, when three groups were compared according to their mean scores, it can be seen that 2nd year participants scored higher than their counterparts in ICC skills and awareness factors. In attitudes and knowledge factors 3rd year participants showed higher scores than 2nd and 4th year participants. In all four factors the lowest mean scores were belonged to 4th year participants.

In order to determine whether 2nd, 3rd and 4th year participants in Kazakhstan and Turkey differ from each other regarding their levels of ICC Kruskal-Wallis H test was computed. Table 53 presents the results of this analysis.

Table 53. Kruskal-Wallis H Test Results for the Comparison of Kazakhstani and Turkish Participants ICC Regarding Their Years of Study

Factors	Years of study	N	Mean	Std. Deviation	F	p	Post Hoc
ICC Skills	4th year	1393,5564	,45886		3,059	,048*	4th -3rd
	3rd year	1373,4212	,46204				
	2nd year	323,4970	,38400				
ICC Attitudes	4th year	1393,9618	,47863		,937	,393	
	3rd year	1373,9027	,46251				
	2nd year	324,0072	,37347				
ICC Awareness	4th year	973,6247	,57336		,132	,876	
	3rd year	1273,6471	,48126				
	2nd year	333,5990	,49570				
ICC Knowledge	4th year	1394,0647	,48633		4,130	,017*	4th-3rd
	3rd year	1373,8885	,52668				
	2nd year	324,0000	,54048				
Total ICC	4th year	1393,7322	,38564		1,853	,159	
	3rd year	1373,6476	,36372				
	2nd year	323,7061	,28374				

The findings revealed that there were significant differences between Kazakhstani and Turkish 2nd, 3rd and 4th year participants with respect to their ICC

skills mean scores. With respect to 2nd year participants of two settings level of ICC, Turkish participants mean rank score (MR=399.53) was higher than Kazakhstani 2nd year participants mean rank score (MR=227.81). Similarly, Turkish 3rd year participants mean rank score (MR=349.79) was also higher than Kazakhstani 3rd year participants mean rank score (MR=203.28). Turkish 4th year participants mean rank score on ICC (MR=342.91) was statistically higher than Kazakhstani 4th year participants mean rank scores on ICC (MR=242.73). Following, significant difference was found between 3rd year participants of two settings regarding their ICC attitude factor mean rank scores. Here again, Turkish 4th year participants mean rank score (MR=325.60) were higher than Kazakhstani 4th year participants score (MR=245.95). Although, Turkish 2nd (MR=310.20) and 4th year (MR=308.52) participants mean rank scores were higher than Kazakhstani 2nd (MR=276.73) and 4th year (MR=257.21) participants mean rank scores, the differences were not statistically significant. Further, the results of analysis indicated that there were no significant differences between Kazakhstani and Turkish 2nd, 3rd and 4th year participants' regarding their mean rank scores on ICC awareness ($\chi^2=3.129$; $p=680$). In terms of ICC knowledge, the differences were found between Kazakhstani and Turkish 3rd year and 4th year pre-service teachers, in which Turkish 3rd (MR=333.11) and 4th year (MR=320.72) pre-service teachers reported higher mean scores than Kazakhstani pre-service teachers (3rd year, MR=217.31; 4th year, MR=273.42). With regard to total ICC scale mean rank scores significant differences were found between Turkish and Kazakhstani 2nd year and 3rd year pre-service teachers with Turkish participants scoring higher than Kazakhstani participants.

To explore whether Kazakhstani 2nd, 3rd and 4th year pre-service teachers differ from each other in terms of their academic self-concept Kruskal-Wallis H test was conducted. The results can be viewed in table 54.

Table 54. *Kruskal-Wallis H Test Results for Kazakhstani Participants ASC Regarding Their Years of Study*

Factors	Years of study	N	Mean Rank	χ^2	p
Academic confidence	4th year	139	158,92	1,587	,452
	3rd year	136	146,96		
	2nd year	32	162,55		
Academic effort	4th year	139	158,31	5,650	,059
	3rd year	136	142,99		
	2nd year	32	182,08		
Total ASC	4th year	139	158,90	4,628	,099
	3rd year	136	143,43		
	2nd year	32	177,63		

* $p<0.05$

The data analysis revealed that the mean rank scores of the groups regarding their academic confidence and academic effort were very close to each other, therefore there were not found statistically significant differences among groups. However, the 2nd year pre-service teachers demonstrated the highest mean rank scores on academic confidence, academic effort and total ASC scale, whereas the lowest scores belonged to 3rd year pre-service teachers.

Further, Turkish 2nd, 3rd and 4th year pre-service teachers were compared in terms of their academic self-concept.

Table 55. *Kruskal-Wallis H Test Results for Turkish Participants ASC Regarding Their Years of Study.*

Factor	Years of study	N	Mean Rank	X²	p
Academic confidence	4th year	98	137,59	2,221	,329
	3rd year	127	126,33		
	2nd year	33	117,68		
Academic effort	4th year	98	125,02	1,768	,413
	3rd year	127	135,53		
	2nd year	33	119,61		
Total ASC	4th year	98	130,04	,906	,636
	3rd year	127	132,02		
	2nd year	33	118,21		

*p<0.05

The results of Kruskal-Wallis H test revealed that there were no statistically significant differences among Turkish 2nd, 3rd and 4th year pre-service teachers according to their academic confidence (x²=2.221; p=.329), academic effort (x²=1.768; p=.413) and total ASC scale (x²=.906; p=.636) mean rank scores.

Similarly, Kruskal-Wallis H test was conducted to examine the differences between Kazakhstani and Turkish 2nd, 3rd and 4th year pre-service teachers in terms of their academic self-concept.

Table 56. *Kruskal-Wallis H Test Results for the Comparison of Kazakhstani and Turkish Participants ASC Regarding Their Years of Study*

Factor	Years of study	N	Mean Rank	X²	p
Academic confidence	4th year	98	137,59	2,221	,329
	3rd year	127	126,33		
	2nd year	33	117,68		
Academic effort	4th year	98	125,02		

	3rd year	127	135,53	1,768	,413
	2nd year	33	119,61		
Total ASC	4th year	98	130,04		
	3rd year	127	132,02	,906	,636
	2nd year	33	118,21		

According to the results, no statistically significant differences were found between Kazakhstani and Turkish 2nd, 3rd and 4th year pre-service teachers in terms of their academic confidence ($\chi^2=2.539$; $p=.771$), academic effort ($\chi^2=6.999$; $p=.221$) and total ASC scale ($\chi^2=3.517$; $p=.621$). Regarding two factors and total ASC scale both Kazakhstani and Turkish pre-service teachers mean rank scores were more or less at the same rate.

Next, in order to reveal the differences among Kazakhstani 2nd, 3rd and 4th year pre-service teacher in terms of their ideal self, ought to self and attitudes to learning English Kruskal-Wallis H test was performed.

Table 57. *Kruskal-Wallis H Test Results for Kazakhstani Participants L2 MSS Regarding Their Years of Study*

Factors	Years of study	N	Mean Rank	X ²	p	Post Hoc
Ideal L2 self	4th year	139	151,86	,335	,846	
	3rd year	136	154,34			
	2nd year	32	161,86			
Ought to L2 self	4th year	139	152,87	1,479	,477	
	3rd year	136	158,90			
	2nd year	32	138,09			
Attitude toward learning English	4th year	139	173,21	22,935	,000*	4th-3rd 3rd-2nd
	3rd year	136	127,22			
	2nd year	32	184,36			
Total L2 Motivational self-system	4th year	139	157,14	,961	,619	
	3rd year	136	148,74			
	2nd year	32	162,70			

* $p<0.05$

No differences were found among groups in terms of ideal self ($\chi^2=.335$; $p=.846$), ought to self ($\chi^2=1.479$; $p=.477$) and total L2 MSS scale ($\chi^2=.961$; $p=.619$). The only significant differences were observed between 4th and 3rd year, 3rd and 2nd year pre-service teachers in terms of their attitudes to learning English mean rank scores. The highest mean rank score regarding attitudes to learning English factor

belonged to 2nd year pre-service teachers (MR=184.36), whereas the lowest score belonged to 3rd year pre-service teachers (MR=127.22).

The one-way ANOVA test was conducted to identify whether there was a statistically significant difference among Turkish participants' ideal self, ought to self and attitudes towards learning English with respect to their years of study. The results can be viewed in table 58.

Table 58. *The ANOVA Test Results for Turkish Participants L2 MSS Regarding Their Yearsof Study*

Factor	Years of study	N	Mean	Std.deviation	F	p
Ideal L2 self	4 th year	97	4,0567	,60826	2,805	,062
	3 rd year	128	4,2352	,58196		
	2 nd year	33	4,2485	,61243		
Ought to L2 self	4 th year	97	3,4495	,71838	,011	,989
	3 rd year	128	3,4477	,78850		
	2 nd year	33	3,4697	,76831		
Attitude to learning English	4 th year	97	3,8660	,79829	,839	,433
	3 rd year	128	3,9359	,76413		
	2 nd year	33	4,0667	,76920		
Total L2 Motivationalself-system	4 th year	97	3,7757	,46807	1,259	,286
	3 rd year	128	3,8603	,47628		
	2 nd year	33	3,9006	,47980		

*p<0.05

As shown in Table 58, Turkish 2nd, 3rd and 4th year pre-service teachers demonstrated more or less the same scores. Consequently, no statistically significant differences were found among 2nd, 3rd and 4th year pre-service teachers in terms of their ideal L2 self (F=2.805; p=0.62), ought to L2 self (F=.011; p=.989), attitudes to learning English (F=.839; p=.433) an L2 MSS scale (F=1.259; p=.286).

Kruskall-Wallis H test was performed to explore the difference between Kazakhstani and Turkish 2nd, 3rd and 4th year pre-service teachers with regard to their L2 motivational self-system.

Table 59. *Kruskal-Wallis H Test Results for the Comparison of Kazakhstani and Turkish Participants L2 MSS Regarding Their Years of Study*

Factor	Years of study	Kazakhstan		Turkey		X2	p	Post-hoc
		n	MR	n	MR			
Ideal L2 self	4 th year	139	269,29	97	264,14	8,377	,137	

	3 rd year	136	273,61	128	311,13			
	2 nd year	32	287,89	33	321,05			
Ought to L2 self	4 th year	139	244,04	97	330,51	35,481	,000	K2-T2
	3 rd year	136	250,95	128	323,80			K3-T3
	2 nd year	32	231,58	33	331,15			K4-T4
Attitude to learning English	4 th year	139	317,26	97	269,44	22,998	,000	K3-T3
	3 rd year	136	236,88	128	282,23			K4-T4
	2 nd year	32	336,39	33	319,85			
Total L2 Motivational self-system	4 th year	139	262,31	97	294,36	20,742	,001	K3-T3
	3 rd year	136	247,61	128	322,96			
	2 nd year	32	271,84	33	338,47			

Statistically significant differences were found between Kazakhstani and Turkish 2nd, 3rd and 4th year pre-service teachers in terms of their ought to L2 self ($x^2=35.481$; $p=.000$), attitudes to learning English ($x^2=22.998$; $p=.000$) and total L2 MSS scale ($x^2=20.742$; $p=.001$). Regarding ought to L2 self significant differences were found between Turkish and Kazakhstani 4th, 3rd and 2nd year pre-service teachers, where Turkish pre-service teachers demonstrated higher scores than their peers in Kazakhstan. In terms of attitudes to learning English factor significant differences were found between Kazakhstani and Turkish 4th and 3rd year pre-service teachers, in which Kazakhstani 4th year pre-service teachers outperformed their Turkish counterparts, and Turkish 3rd year pre-service teachers outperformed Kazakhstani 3rd year pre-service teachers. With respect to the total L2 MSS scale scores the difference existed between Kazakhstani and Turkish 3rd year pre-service teachers, in which Turkish pre-service teachers mean rank scores were higher than the scores of their peers in Kazakhstan. However, no difference was found between Kazakhstani and Turkish 2nd, 3rd and 4th year pre-service teacher in terms of their ideal L2 self ($x^2=8.377$; $p=.137$).

3.3 Findings Related to the Third Research Question

Research Question 3: What is the nature of relationship among Intercultural communicative competence, academic self-concept and L2 motivational self-system of ELT pre-service teachers in Kazakhstani and Turkish contexts?

Bivariate correlation analysis was performed for Kazakhstani and Turkish datasets separately in order to identify the correlation among dependent variable (ICC) and independent variables (academic self-concept and L2 motivational self-system). The results of correlation analysis are presented in table 60.

Table 60. *Correlation Analysis Results for Kazakhstani Participants*

Factors	N	X	Std. deviation	p	Academic self-concept	L2 motivational self-system	ICC
Academic self-concept	307	3,9661	,65131	,000	-	,363**	,353**
L2 motivational self-system	307	3,5975	,40049	,000	,363	-	,413**
ICC	307	3,6920	,36772	,000	,353**	,413**	-

Spearman Rank-Order Correlation results revealed a positive correlation among Kazakhstani ELT pre-service teachers ICC, academic self-concept and L2 motivational self-system.

For the Kazakhstani ELT pre-service teachers, the ICC was found to be moderately correlated in a significant level with both academic self-concept and L2 motivational self-system. The correlation coefficient between ICC and academic self-concept was noted .353 and p value was .000, whereas the correlation coefficient between ICC and L2 motivational self-system was noted as .413 with p value .000. Also the correlation coefficient between academic self-concept and L2 motivational self-system was found to be .363 with p value .000, which shows that there is a close interrelationship between all three concepts.

The correlation between the components of ICC, academic self-concept and L2 motivational self-system were analyzed with the help of the Spearman rank-order correlation coefficient. The results are illustrated in table 61.

correlation coefficient. The results are illustrated in table 61.

Table 61. *Correlations between the Components of ICC, ASC and L2 MSS for Kazakhstani Participants*

Factors	1	2	3	4	5	6	7	8	9	10	11	12
1 ICC skills	1											
2 ICC attitude	,452**	1										
3 ICC awareness	,350**	,247**	1									
4 ICC knowledge	,553**	,416**	,267**	1								
5 Total ICC	,853**	,698**	,632**	,663**	1							
6 Ideal L2 self	,283**	,323**	,332**	,295**	,404**	1						
7 Ought to L2 self	,014	,082	,023	,057	,055	,232**	1					
8 Attitude to learning English	,306**	,270**	,193**	,288**	,353**	,444**	,116*	1				
9 Total L2 motivational self-system	,282**	,316**	,297**	,302**	,392**	,895**	,515**	,649**	1			
10 Academic confidence	,353**	,151**	,362**	,324**	,417**	,342**	-,021	,269**	,310**	1		
11 Academic effort	,217**	,133*	,310**	,174**	,295**	,403**	,019	,340**	,363**	,409**	1	
12 Total ASC	,326**	,163**	,393**	,287**	,413**	,445**	-,009	,363**	,397**	,811**	,851**	1

** Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

As table 61 shows, most of the variables investigated in this study were correlated positively at a statistically significant level. Strong and positive correlations were found between ICC scale and its four components, ICC skills ($r=.853$), ICC attitude ($r=.698$), ICC knowledge ($r=.663$) and ICC awareness ($r=.632$); total L2 motivational self-system and its three components, Ideal L2 self ($r=.895$), ought to L2 self ($r=.515$), and attitude towards learning English ($r=.649$); and total academic self-concept scale and its components academic confidence ($r=.811$) and academic effort ($r=.851$). Moreover, ideal L2 self was found to have a positive correlation at a significant level with all components of ICC and total ICC scale ($r=.404$) and with components of academic self-concept and total academic self-concept scale ($r=.445$). The results also revealed that there is no any correlation between ought to L2 self behavior and ICC ($r=.055$; $p=.340$) and its components as well as between ought to L2 self and academic self-concept and its components. Also, it was found that ought to L2 self negatively correlated with academic effort ($r=-.021$; $p=.714$) and total academic self-concept.

Table 62. *Correlations Analysis Results for Turkish Participants*

Factors	N	Std X	Std Deviation	p	Academic self-concept	L2 motivational self- system	ICC
Academic self- concept	258	3,7036	,49723	,000	-	-	-
L2 motivational self-system	258	3,8336	,47413	,000	,526**	-	-
ICC	258	3,9212	,43907	,000	,448**	,576**	-

* $p<0.05$

It was also found, as indicated in Table 62, that there was a positive and significant correlation among ICC, academic self-concept and L2 motivational self system. There was found a medium size of correlation between ICC and academic self-concept ($r=.448$) as well as between ICC and L2 motivational self-system ($r=.576$). A positive correlation in a medium size coefficient was also reported between academic self-concept and L2 motivational self-system ($r=.526$). The correlation analysis results based on the component of academic self-concept, L2 motivational self-system and ICC are illustrated in table 63.

Table 63. *Correlations between the Components of ICC, ASC and L2 MSS for Turkish Participants*

Factors	1	2	3	4	5	6	7	8	9	10	11	12
1 ICC skills												
2 ICC attitude	,621**											
3 ICC awareness	,479**	,365**										
4 ICC knowledge	,582**	,612**	,400**									
5 Total ICC	,866**	,814**	,713**	,719**								
6 Ideal L2 self	,618**	,490**	,390**	,454**	,637**							
7 Ought to L2 self	,082	,062	,343**	,178**	,214**	,153*						
8 Attitude to learning English	,377**	,424**	,238**	,322**	,423**	,407**	,049					
9 Total L2 motivational self-system	,457**	,396**	,495**	,423**	,576**	,701**	,725**	,539**				
10 Academic confidence	,375**	,303**	,371**	,340**	,450**	,420**	,279**	,396**	,497**			
11 Academic effort	,291**	,284**	,262**	,255**	,360**	,386**	,153*	,523**	,468**	,639**		
12 Total ASC	,370**	,331**	,341**	,329**	,448**	,449**	,221**	,509**	,526**	,873**	,925**	

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The results show significant correlation among the most of the variables. To start with total ICC scale was positively and significantly correlated with all variables in the study. However, it had the strongest correlations with ideal L2 self ($r=.637$), followed by total L2 motivational self-system scale ($r=.576$), academic confidence ($r=.450$) and total academic self-concept ($r=.448$). Also, Ideal L2 self was found to have strong and positive correlations with all of the variables in the study. Moreover, it was revealed that ought to L2 self had no any correlation with ICC skills ($r=.082$; $p=.188$), ICC attitude ($r=.062$; $p=.318$) and attitude toward learning English ($r=.049$; $p=.435$) factors.

3.4 Findings Related to the Fourth Research Question

Research Question 4: How well do academic self-concept and L2 motivational self-system of Kazakhstani and Turkish ELT pre-service predict their level of Intercultural communicative competence?

To inquire the predicting power of academic self-concept and L2 motivational self-system of Kazakhstani and Turkish pre-service teachers level of ICC linear multiple regression analysis was performed.

Multiple stepwise regression analysis was performed to determine the predictive power of academic self-concept and its subscales (academic confidence and academic effort) with respect to participants' level of ICC. The results are presented in tables 64-69.

Table 64. A Multiple Regression Analysis Results for Kazakhstani Participants

B	Std. Error	β	t	p
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model 1					
(constant)	2,231	,171		13,072	,000*
Academic self-concept	,406	,047	,442	8,612	,000*
model					
(Constant)	1,715	,206		8,331	,000*
Academic self-concept	,319	,050	,348	6,359	,000*
L2 motivational self-system	,219	,052	,232	4,245	,000*

Model 1: $R^2 = .196$; Adj. $R^2 = .193$; $F = 74.171$; ($p < 0.001$);

Model 2: $R^2 = .241$; Adj. $R^2 = .236$; $F = 18.01$; ($p < 0.001$);

ICC score was the dependent variable whereas academic self-concept scores and L2 motivational self-system scores were entered as the independent variables. The results revealed that academic self-concept and L2 motivational self-system emerged as significant predictors of pre-service teachers ICC. The academic self-concept entered in the equation in the first step, explaining a unique 19.6% of the variance in participants' ICC scores ($R^2 = .196$; F change = 74.171; t

= 8.612; $p < .000$). L2 motivational self-system was the second factor to enter in the equation explaining an additional 4.5% of the variance ($R^2 = .236$; F change = 18.016; $t = 4.242$; $p < .000$) and a total of unique 24.1% in ICC scores together with academic self-concept.

Table 65. *Academic Self-Concept Subscales as Predictors of ICC for Kazakhstani Participants*

Predictors	B	Std. Error	Standardized coefficients β	t	p
Academic confidence	,302	,043	,393	6,977	,000*
Academic effort	,104	,044	,132	2,348	,019*

$R^2 = .218$; Adj. $R^2 = .213$; $df = 304$; $F = 42.35$; ($p < 0.001$);

The results of multiple regression analysis were statistically significant for both two subscales of ASC. Academic confidence ($\beta = .393$, $t = 6.977$, $p = .000$) and academic effort ($\beta = .132$, $t = 2.348$, $p = .019$) explained almost 22% of the variance in ICC and significantly predict Kazakhstani participants overall ICC. According to the Beta weight coefficients that indicate the magnitude of predictors for a variable, it was clear that academic confidence was the strongest predictor of ICC than academic effort.

Table 66. *L2 Motivational Self-System Subscales as Predictors of ICC for Kazakhstani Participants*

Predictors	B	Std. Error	Standardized coefficients β	t	p
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Ideal L2 self	,221	,037	,370	6,018	,000*
Ought to L2 self	-,087	,058	-,081	-1,500	,135
Attitude toward learning English	,072	,034	,127	2,133	,034*

R² = .187; Adj. R² = .179; F = 23.211;

As shown in table 66, the component of L2 motivational self-system explained 18.7 % of the variance in ICC. It was found that Ideal L2 self ($\beta = .370$, $t = 6.018$, $p = .000$) and attitude toward learning English ($\beta = .127$, $t = 2.133$, $p = .034$) made a significant contribution to the prediction of ICC, whereas ought to L2 self was found not to contribute in any way to the prediction of Kazakhstani ELT pre-service teachers' ICC ($\beta = -.081$, $t = -1.500$, $p = .135$).

Table 67. A Multiple Regression Analysis Results for Turkish Participants

	B	Std. Error	β	t	p
model 1					
(constant)	2,450	,184		13,301	,000*
Academic self-concept	,397	,049	,450	8,062	,000*
Model					
(Constant)	1,647	,198		8,326	,000*
Academic self-concept	,176	,053	,200	3,306	,001*
L2 motivational self-system	,421	,056	,457	7,558	,000*

Model 1: R² = .202; Adj. R² = .193; F= 65.001; (p<0.001);

Model 2: R² = .348; Adj. R² = .236; F= 68.187; (p<0.001);

According to the results, both academic self-concept and L2 motivational self-system were revealed as significant predictors of Turkish pre-service English teachers ICC. The academic self-concept entered in the equation in the first step, explaining a unique 20.2% of the variance in participants' ICC scores (R² = .202; Adj.R² = .193; F = 65.001; $t = 8.062$; $p < .000$). L2 motivational self-system was the second factor to enter in the equation explaining an additional 14.6% of the variance (R² = .348; Adj.R² = .236; F= 68.187; $p < 0.001$) and a total of unique 34.8% in ICC scores together with academic self-concept.

Table 68. Academic Self-Concept Subscales as Predictors of ICC for Turkish Participants

Predictors	B	Std. Error	β	t	p
Academic confidence	,341	,062	,392	5,489	,000*
Academic effort	,086	,053	,115	1,605	,110

Note: R² = .224; Adj.R² = .218; F=42.35; (p<0.001);

The results indicated that the subscales of academic self-concept explained 22.4 % of the total variance in ICC ($R^2 = .224$; $Adj.R^2 = .218$; $F=42.35$; ($p<0.001$). Similar to Kazakhstani findings, in Turkish context academic confidence was found to be the strongest predictor of ICC ($\beta = .392$, $t = 5.489$, $p = .000$), whereas academic effort did not have any predicting power on participants' level of ICC ($\beta = .115$, $t = 1.605$, $p = .110$).

Table 69. *L2 Motivational Self-System Subscales as Predictors of ICC for Turkish Participant*

Predictors	B	Std. Error	β	t	p
Ideal L2 self	,402	,038	,550	10,579	,000*
Ought to L2 self	,056	,027	,097	2,062	,040*
Attitude toward learning English	,103	,029	,182	3,521	,001*

$R^2 = .442$; $Adj R^2 = .436$; $df = 254$; $F=67.15$; ($p<0.001$);

The results revealed that all three subscales had a linear relationship with Turkish participants' levels of ICC. Ideal L2 self, ought to L2 self and attitude toward learning English emerged as significant predictors of ICC, explaining 44.2% of total variance altogether ($R^2 = .442$; $Adj R^2 = .436$; $df = 254$; $F=67.15$). The results of Beta weights coefficients indicated that ideal L2 self was the strongest predictor of participants ICC ($\beta = .550$, $t = 10.579$, $p = .000$), followed by attitude toward learning English ($\beta = .182$, $t = 3.521$, $p = .001$) and ought to L2 self ($\beta = .097$, $t = 2.062$, $p = .040$).

3.5 The Findings of the Qualitative Study

This chapter presents the analysis and findings based on the semi- structured interviews conducted in Kazakhstan and Turkey during the later phase of data collection as a follow-up of survey. The findings are presented in two sections. The first section is focused on the results of interviews with Kazakhstani participants and the latter on the results of interviews with Turkish participants. Fourteen open-ended interview questions guided the data collection. These questions were developed in accordance with the main sections of the questionnaires. The interview questions were grouped under three main sections. In the first section, the questions were asked about participants' attitudes towards other cultures, their communication difficulties during interaction with people from different cultures and their perceptions about the ways of developing intercultural competences. In the second section, questions were asked about the participants' willingness to work hard in their academic area and their feelings about their academic competence. In the third section, the questions were asked in order to identify the factors that influence pre-service teachers'

motivation to learn English, the role of English in their life and attitudes toward friendship with people from different cultures. Based on the codes discovered in the process of analyzing the data, themes and sub-themes appeared.

Thematic Analysis Results for Turkish Participants'

The first group of questions concerned the questions related to intercultural communicative competence. The themes that emerged were as followings: (1) interaction with foreigners, (2) intercultural knowledge, (3) intercultural communication difficulties, and (4) intercultural development. It should be noted that opinions of the participants could refer to more than one theme at the same time. Table 70 gives the results revealed from the thematic analysis.

Table 70. The Results of Thematic Analysis Regarding Turkish Participants' ICC

Question	Theme	sub-theme	Code	Num ber	Participants	
Do you usually get in contact when you meet a foreigner? What are the common topics of your conversation?	Interaction with foreigners	Curiosity about foreigners	yes (9)	Hobbies, interests, holidays	1	16
				For help (i.e. pointing the right direction)	6	18, 14, 12, 5
				the reason of visiting Turkey	2	3,6
				Cultural characteristics differences and similarities	4	10,17,16,3,21
				Nationality and job	1	4
How do you feel when you interact with foreigners?			no (11)	I do not want to make contact with unknown people I do not want to bother them		

			I am afraid of making mistakes and being misunderstood there is no need I have not had a chance to come across with foreigner
Are you interested in learning about other cultures? What are you most curious about?	Area of Interest	Cuisine	12 8,2,1,12,13,20,11,14,17,3,9,5
		Language	6 2,12,4,10,14,6
		Lifestyle	8 3,15,21,7,10,11,14,15
		Traditions	1 12,3,21, 16
		festivals	3 16,13,17
		Religion	2 12,3
		folklore	1 17
		History	1 4
		music	1 5
		films	1 6
		People's behaviours	1 9
		Places to visit	1 9
		Taboos	1 16
Is it important for you to learn about different cultures?	Intercultural knowledge	Makes learning foreign language easier	4 4,12,15,16
		Importance	For effective communication with people from different
			6 7,1,15,6,5,14

			cultures		
			To better understand people from other cultures	4	2,17,3,11,13,10
			To be able to understand songs, idioms etc. of other cultures	2	19,20
Is it difficult for you to express your thought?			Making complex sentences	2	1,7
	Yes (15)		Using inappropriate words	7	5,3,2,9,15,19,20
			Expressing ideas and thought in complicated topics	3	4,11,17
			Fear of being misunderstood in pronunciation	1	13
What kind of difficulties do you usually encounter while expressing your thought?			Forget words	1	21
			Fluency	1	19
	No (5)		I can express myself clearly (I am confident)	5	10,8,18,12,17,9
Would you like to take part in different international			To meet (communicate) new people	6	8,26,3,5,13
1	Yes (16)		To improve language skills	6	14,16,2,19,4,17
		<i>Intercultural communication difficulties</i>			

conferences	<i>ral</i> <i>activities</i>	to gain	6	2,15,5,13,4
, meetings or activities?		knowledge		17
Why? Why not?	Intercultural development	It's interesting	1	10
What should you do in order to improve your intercultural competence?		good experience	1	10
	No (4)	Not enough proficient		7
		Do not like such kinds of events		11,12,18
	Reinforcing Intercultural competence	Make research about other countries cultures	1	21
		Work on grammar skills	1	20
		Do more practice by use internet and social websites	6	21,1,13,15,16,19
		Meeting and interacting with foreigners	12	1,2,3,5,6,7,9,13,16,17,18,15
		Go abroad	3	2,17,18
		Do participate in international activities	5	1,9,13,15,17
		Watching TV, movies	3	2,4,14,4
		Listen to songs	3	2,12,14

Interaction with foreigners.

Curiosity about foreigners. The first question related to the participants' interactions with foreigners. A number of codes were found according to the answers provided by participants. Nine of the participants' stated that they usually try to engage and interact with foreigners when it is appropriate, whereas eleven participants claimed that they are not interested in encountering with foreigners at all. The most common cause of getting into contact with foreigners according to the participants' responses was providing help if necessary. The following excerpts support this theme,

"If I have a chance to speak with them, I do. If they have any questions or any problems, I try to help them. In terms of topics I try to learn about cultural differences between ours and theirs." (P-3)

"If they need any help I do my best to help. They generally ask the direction" (P-18).

The following participants said that it depends on their mood at that moment, so they expressed it in the following ways,

"If I have a friend with me or if I feel confident at that moment, yes. Firstly, I am interested in foreigners' nationality and job. If I am alone, I will most probably keep away from a conversation because I am afraid of making mistakes and being misunderstood" (P-14).

"I generally do, but it depends on my mood. I ask where they are from and what brought them to Turkey" (P-10).

"I usually ask about cultural characteristics and differences between the two countries. I wonder about touristic places, their hobbies, interests and holidays" (P-16).

As seen from the excerpts above, generally pre-service teachers have positive attitudes toward foreigners and interaction with them. However, the following excerpts show the negative perceptions of participants in terms of interaction with foreigners:

"No, because I do not like meeting new people especially those who speak in other languages" (P-21).

"No, I just think that foreigners may feel uncomfortable, so I do not want to distract them." (P-15)

"No, because first of all I do not want to bother people, and secondly I get nervous in front of them while speaking in English" (P-20).

Majority of participants stated that they do not go close to foreigners when they meet them. The main reason according to participants is not to bother or distract, however, some of them admitted that they are afraid of being misunderstood.

Emotions during interaction with foreigners. There were different opinions regarding the participants' feelings during communication and interaction with people from different cultures. The majority of participants (n=15) reported that they usually have positive feeling during interaction or communication with foreigners and five participants reported that they feel nervous and anxious. The participants expressed their thought in the following way,

“I feel great. It is always so refreshing to talk to new people, especially when they are from different countries” (P-10).

“I feel happy because I can express my feelings and thought to the foreigner” (P-19).

“I feel glad that I am able to use what I’ve learned. Moreover, while conversation and learning something new I become more curios” (P-5).

“I feel happy to share some thing with people from other countries. Knowing foreign language makes me feel special” (P-16).

“Learning a new language and using it makes me feel happy, because we have been trying to speak English for years and interaction with foreigners makes me feel more confident and happy” (P-2).

“I become more confident and I feel that I can do everything” (P-17). “I feel as if I do something really cool” (P-15).

“I feel anxious when I get into contact with people from other cultures” (P- 14).

“I usually feel nervous” (P-4).

From the responses of the participant it is clear that interaction with foreigners have a positive impact on participants. They stated that foreigners encourage and help them to become more confident.

Cultural knowledge.

Area of interest. The next theme that arouse during the thematic analysis process was “Area of interest”. According to the question “Are you interested in learning about other cultures? ‘What are you most curious about?’”, participants’ expressed different ideas. For example,

“I love learning interesting things about different cultures. Different cuisines attract my attention the most” (P-8).

Similar responses were provided by another participant who stated,

“I’m mostly interested in their national meals and music. People around the world have really different tastes. I think it impacts on my worldview” (P-2).

Other participants mentioned about public holidays and festivals which take place in different countries by stating,

“Firstly their cultural activities and events like holidays, feasts, festivals etc attracts my attention. Moreover, I am curious about different traits of communication and taboos of different cultures” (P-16).

“I have been learning German language for a year. I find myself to be interested in almost all things about German culture like their traditions, customs, films, holidays even I love their chocolates. I would like to have a progress in German language like in English. I would like to go to Germany, so I need to learn their language and culture” (P-6).

“Last year i was in Spain and i was curious about everything related to their culture such as cuisine, folklore, fests and even how they speak” (P-17).

All pre-service teachers participated in the focus group interview showed that they are open and curious about other cultures traditions, cuisines, customs, and almost all things related to the languages they learn.

Importance of cultural knowledge. Participant in their responses to the question “Is it important for you to learn about different cultures?” showed that they aware of the importance of learning about the culture of the language they learn. For instance, one participant stated,

“... learning about other cultures provides me to broaden my horizons, and while learning a language, knowing about the cultural characteristics of that language makes the learning the language easier and permanent” (P-10).

Other participants expressed similar opinions by stating,

“It is definitely important. When you don’t have knowledge about culture which language you are learning, it can be easy to misunderstand things. Culture has a huge impact on communication styles, so it is very important to have knowledge about the culture of a person you are talking about” (P- 10).

“When we have some knowledge about different cultures, we can talk with people of those cultures easily and effectively” (P-6).

“Some gestures or words which are appropriate in our country may mean something else and cause a problem in another country, so it is of great importance to learn about cultural differences in order to communicate effectively with people from other cultures” (P-5).

The is a consensus among participants that cultural knowledge is important as well as lexical knowledge in learning a language and without cultural knowledge it is impossible to understand and communicate with people from other cultures.

Communication difficulties. To the question “What kind of difficulties do you usually encounter while expressing your thought?” participants’ answers were as follows:

“I encounter difficulties while expressing myself, because I cannot speak as much as I wanted to. I use English only in the classroom; therefore, I have difficulty in using in outside the classroom” (P-14).

“I really cannot express my feeling or thoughts freely. I feel like tired and begin to use my L1” (P-7).

“Sometimes when there is a cultural word like “pekmez” it is difficult for me to explain it” (P-17).

“When it relates to the other culture, the thoughts like what if they do not use this expression makes me feel uncomfortable” (P-11).

Majority of participants’ state that they have difficulties in the constructing sentences by using appropriate words according to the context.

“Usually I cannot find the proper word, and then it becomes difficult to convey my thought. I just freeze and search for just that word on my mind” (P-5).

“Finding the right word might be challenging from time to time” (P-19).

“I have some difficulty when I am trying to say something that has no exact equivalent in English” (P- 20).

“I have difficulties in finding appropriate words (P-9).

“Sometimes i cannot find the equivalent for things that i use in my mother tongue” (P-2).

As seen from the excerpts, participants agreed on that they are not confident enough and have problems with expressing their thoughts in a clear and appropriate way.

Cultural development.

Intercultural activities. Participants’ views based on the question “Would you like to take part in different international conferences, meetings or activities?” were analyzed and “Intercultural activities” sub-theme was emerged according to the responses. Sixteen participants stated that they would like to take part in intercultural activities in order to meet new people, to improve their language skills or to gain knowledge or just because it is interesting and could be a good experience. Other four participants said that they do not want to participate because as one of them stated he is not proficient enough for intercultural conferences and meetings, other two said that they are not interested in such events. Participants emphasized the importance of participating in international activities by saying,

“I know that with the help of those conferences, meetings etc. I can improve my language skills” (P-14).

“This would contribute to my language improvement and knowledge about other cultures” (P-4).

“They can help me to improve myself and my language skills. It would be a great experience to show myself as a person who knows the language” (P- 16).

Some of the students as seen in the table emphasized the advantage of meeting new people in such meetings. For example,

“These kinds of activities give us opportunities to meet lots of new people and interact with them” (P-2).

“I like to meet new people and to learn about different cultures. The world is so huge and we are not alone. There are so many people and nations, so there are many things to learn from them” (P-13).

“I like being together with people from all around the world” (P-3).

“I like communicating with people from different cultures” (P-8).

The negative responses were as follows,

“I cannot see myself enough proficient in order to participate in international conferences or events” (P-7).

“I do not like formal meetings and I do not want to speak in front of other people” (P-12).

These opinions show that English pre-service teachers in Turkey are ready to participate and open to activities where they can meet new people from different cultures. Some of the participants gave priority to the improvement of their language skills in international activities, whereas others stated that these kinds of activities as places to meet new people.

Reinforcing intercultural competence. When the comments of participants were examined, it was seen that participants offered different suggestions in terms of developing intercultural competence. Their suggestions were as follows:

“Meeting and interacting with people from different culture, enhancing knowledge through watching TV programs, listening to different cultural music, visiting different countries can help us to improve our intercultural competences” (P-2).

“Go abroad and meet as many foreigners as possible” (P-18).

“Chatting with foreigners online in order to learn new things about other countries culture definitely will help me to improve my intercultural skills” (P-21).

“We should attend international activities and use internet and social media for communication with people from different cultures” (P-19).

“We should take part in many intercultural activities as possible, visit many countries as possible and communicate with different people as much as possible” (P-9).

These opinions showed that English pre-service teachers are aware of importance of developing Intercultural competence skills. They support the idea that interaction with people from other cultures is the best way to improve intercultural skills.

Next, the data obtained from the responses related to the participants’ academic self-concept were analyzed. Three main themes were discovered as (1) participation in course activities, (2) language skills improvement (3) fear of public speaking. It should be noted that opinions of the participants could refer to more than one code at the same time. The following table shows the themes, sub- themes and codes emerged from the interviews.

Table 71. *The Results of Thematic Analysis Regarding Turkish Participants’ Academic Self-concept*

Question	Theme	sub-themes	Codes	Num	Participants
Do you enjoy taking part in course activities?	Participation in course activities	yes (17)	if it is group activities	5	17,15,16,3,13
			It is enjoyable	3	11,8,4
			if the topic is interesting	3	10,1,6
			to improve communication skills	4	9,20,3,14,
		no(3)	I am not interested	1	5
			I work better Individually	2	2,21
How do you			Reading books,	11	18,10,4,12,5,12,

improve your language skills out of your courses?		magazines, articles, etc.	13,
	Ways of		19,17,11,8
	improving language skills	Listening to music	8 14,1,6,2,12,16,13,3,8
		Watching TV, videos	16 18,14,1,6,4,2,12,7,16,19,3,17,11,8,15
	Language skills improvement	Through internet and social media (meeting with international friends)	6 20,6,2,5,19,17
How much time do you spend studying English individually at home every day?		Half an hour	1 8
		1-2 hours	8 1,3,4,9,12,13,16,18
	Time	2-3 hours	4 6,20,2,12
		3-4 hours	1 11
		5 hours	1 5
		I do not study at home at all	4 6,7,10,17,15
Do you have a fear of public speaking?	Fear of public speaking	Yes (13)	Making mistakes 1 20
			mispronunciation 3 5,13,14
			nervousness 5 3,4,7,11,18
			excitement 2 2,8
			stress 3 6,9,19
		confusion and shyness 1 1	
	No (7)	confidence 5 10,15,16,21,17	

Course activities

The first theme that arose according to the question “Do you enjoy taking part in course activities?” was ‘course activities’. The participants expressed their opinions about participating in classroom and course activities. Majority of participants (n-17) expressed their willingness to participate in the classroom activities whereas other three declared their negative attitudes towards classroom activities. Pre-service teachers indicated the importance of group activities, in the following statements,

“...doing something with other people makes me feel good” (P-15).

“In our activities I have a chance to speak in front of other people and to know my group mates better” (P-16).

“Every course is like a social event and we learn many new things from each other” (P-19).

Participants also pointed out that course activities are of crucial importance in term of improving communication skills. Some excerpts are given below,

“I like to take part in group activities in order to improve my communication skills” (P-3).

“It makes me feel active. Our course activities are very enjoyable” P-13.

However, there were also participants, who expressed negative opinions about course activities,

“I do not like course activities, I work better individually” (P-21). “I prefer working on my own” (P-2).

Language improvement

Ways of improving language skills. The next theme emerged from the question ‘How do you improve your language skills out of your courses? From the responses provided it can be seen that participants focused more on watching TV programs, series, news, reading books and magazines etc. Sixteen participants claimed that they improve their English language skills through watching TV programs, series and films. Eleven participants stated that they usually improve their English through reading a lot, such as books, magazines, comics, etc., also eight of the participants said that they love to listen to music and six said that they use internet, social media and different websites to chat with friends in English Some excerpts are given below,

“I usually watch some videos, TV series and rarely read some articles etc.” (P-4).

“I spend almost all my time doing something related to improving my English. I usually read books, listen to music, and watch movies and TV series” (P-12).

“I do extensive reading as much as possible. I do talk to my foreign friends and I try to watch BBC English news” (P-17).

“Nearly my whole day includes English. The games I play, the books I read, the movies and series I watch are all in English” (P-11)

“...after the all courses at school I am always dealing with improving my English. I watch movies, listen to songs, and talk to my foreign friends through internet” (P-2).

“Unfortunately I do not have any chance for speaking English out of my courses. I watch films, series and other types of videos via internet. I listen to music with lyrics” (P-6).

Time. According to the question “How much time do you spend studying English individually at home every day?” the subtheme “Time” was emerged. Eight participants from twenty said that they spend approximately 1-2 hours for studying at home, four stated that it takes them about 2-3 hours, two participants stated that they

study more than three hours every day, and four of the participants said that they do not study at home at all. Some responses provided by participants are given below:

“One or two hours approximately, I prefer morning hours for clear mind” (P-1).

“I usually do my home assignment at home and it takes about 30 minutes to. If I revise what we did in the lesson it takes one or two hours” (P-16).

“If it is a presentation or an important task sometimes it even takes a week, but for everyday course tasks it takes one or two hours” (P-3).

If the tasks are mainly like projects, they take a long time to prepare, but of course I do not spend 24 hours a day. It takes me 5 hours at most (P-7).

Some of the participants confess that they study at home at all.

“To be honest, I do not get prepared to my classes at home. Instead I do what I want” (P-17).

“Actually, I do not prepare my tasks every day. But if I have a presentation it takes two or three days (P-6).

These excerpts show that the effort to study hard changes from student to student. However, it is clear from the table that the participants usually study at home every day and get prepared their home tasks for their classes.

Fear of public speaking.

The theme ‘fear of public speaking’ was emerged according to the responses participants provided to the question ‘Do you have a fear of public speaking?’. Thirteen participants said that they have a fear of public speaking whereas seven of the participants said that they are confident and do not afraid of speaking in a public. Below are some of the excerpts taken from the interview data set:

“Sometimes I am afraid of making pronunciation mistakes” (P – 5).

“I have some fears in terms of mispronunciation or using inappropriate words” (P – 14).

“I usually feel confused while doing speech in terms of making long sentences” (P-1).

“I am afraid of making pronunciation mistakes” (P – 5).

“At first I had. But now if I have enough information about the topic I am going to speak, I do not have any fear” (P -16).

“When there is a need to speak in front of a crowded group I feel stressed, my hands are shaking, and I forget my speech” (P – 6).

“Not really, but I feel more comfortable when I know my audience” (P – 21).

“No, I do not. I only feel partially exited before public speech” (P – 8).

“I like giving a speech in front of other people” (P-15). “I am afraid of nothing if I get ready very well” (P-17).

“I had a fear of public speaking when I was at high school. However, this fear is decreasing day by day and now I do not have any fear just a small excitement” (P-2).

These excerpts demonstrate that the participants have different levels of self-confidence in terms of public speaking.

As a result of thematic analysis done for the interview two themes were identified as: 1) reasons of learning English and 2) international friendship. The participants were asked to answer the questions about the reasons why they learn English respectively, importance of learning English in their life. The following table shows the themes, subthemes and codes emerged from the interviews.

Table 72

The Results of Thematic Analysis Regarding Turkish Participants' L2 Motivation

Question	Theme	subthemes	Codes	Number	Participants
Is learning English important for your future?	Reasons for learning English	neediness	because of the for the future job	8	4,5,13,7,10,17 20
			To be an international person	1	5
			English is the most important language in the world	4	6,11,13,15
		To communicate with people from other cultures	4	8,14,19	
		To find a well-paid job	3	12,21,16	
		Do you enjoy learning English?	willingness	Yes	learning English is interesting and enjoyable
helps to gain knowledge	3				2,5, 17
I like using it in communication with different people	2			16, 19	
No	---			---	---
Do you		yes		13	

have friends from other cultures?	International friendship	no	5
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Reasons for learning English.

Neediness. All of the respondents agreed on the importance of learning English for their future and gave different reasons. The majority of participants expressed high level of instrumental motivations. Eight participants stated that English is important in for their future job, four participants' responses concerned the reason to find a high paying job, other for said that they have to acquire English just because it is the most important language in the world. This is clear in the following excerpts,

"It is my future job to teach English, that's why it is important" (P-4). "Because my job in the future is to teach English" (P-10).

"English is the international language all over the world and it is required for finding a well-paid job" (P-21).

"English is the chief language of science and the whole academic world, so that we must learn and be able to speak this International language, since this is considered as the main tool which is of crucial importance for my promotion in the future" (P-3).

"We have to know English to communicate easily all around the world" (P- 14).

"I think English plays an important role in our life not only because it helps to communicate with people from other countries but also because it helps to know more about other cultures, traditions and habits which is also important in my profession" (P-13).

"I love English and I want to be an English teacher" (P-18). "Yes, because I want to be an English teacher" (P-20).

Willingness. The "willingness" subtheme was emerged according to the data obtained from the participants' comments to the question "Do you find learning English interesting?". The analysis revealed that all of the participants are willing to learn English and that they find learning English very interesting and enjoyable. The comments of the respondents are given in the next excerpts,

"I find it interesting and enjoying, because it is different from all the things we've learned up to now" (P-3).

"Yes, because English is the only language by using which you can find any information you want in the internet" (P-8).

"Yes, I find it interesting because we learn lots of things every day, and "Everything we study include new cultural information; we watch a movie and it teaches us a new features of the language, it is so enjoyable" (P-2).

"Yes, I believe that every language is a social event. It makes me gain new information about its culture" (P-17).

“I think not only English but acquiring any other language is very interesting because I believe that one language is one person, two languages are two persons” (P-14).

“Not only English, I find generally learning all languages interesting, because every language has its history and culture and being able to speak one language means being able to understand its culture” (P- 5).

“Learning English is interesting and funny for me because I love American movies and music bands so that I follow all new mass media products through American channels and internet thanks to my English” (P-4).

“I like learning English from natural sources, as TV programs and series” (P-14).

The participants expressed their interest and willingness to learn English by pointing out the advantages in terms of having access to a large number of new information resources, and being familiar with the cultural products of western countries.

International friendship.

Further to the question “Do you have friends from other cultures?” fifteen participants from twenty answered that they have friends from other cultures and that they do not mind to make more international friends whereas other five participants stated that they do not have international friends. The participants expressed it in the following way,

“I have many friends from different countries because I try to make a friendship with all people around talking other languages” (P-5).

“I have international friends because I like to be connected with foreign people and I like to know more about them. Also the differences between us make us be respectful to each other” (P-13).

“I have a lot of friends from other cultures and they are sincere friends of mine. I see them as a natural source of the language and culture” (P-17).

From the above excerpts we can see that participants see international friendship as an opportunity to develop their language skills, so that they see international friends as a natural source of information.

However other seven participants said that they do not have international friends. They stated it in the following way,

“I met people from other cultures and even get into contact. Since I am not very sociable we do not usually keep in touch further” (P-4).

“I do not like interacting with people from other cultures” (P-20). “I have few friends of mine and that’s enough for me” (P-7).

It can be concluded that in general participants have positive attitudes toward the friendships with people from other communities.

Thematic Analysis Results for Kazakhstani Participants

The data obtained from the semi-structured interview with Kazakhstani participants were analyzed by using content thematic analysis. According to the results revealed from data regarding participants' perception on intercultural competence four themes were emerged as follows: (1) interaction with foreigners,

(2) intercultural knowledge, (3) intercultural communication difficulties, and (4) intercultural development. It should be noted that opinions of the participants could refer to more than one theme at the same time. The table below represents the themes; sub-themes and codes emerged through analysis of the data.

Table 73. *The Results of Thematic Analysis Regarding Participants' ICC*

Theme	Question	Sub-theme	Code	Number	Participant
Do you usually get into contact when you meet a foreigner in the street? What are the common topics of your conversation?	Interaction with foreigners	Curiosity	For help	9	1,5,7,8,10,11,16,17,20
			Cultural characteristics differences and similarities	5	1,2,3,6,9,12,13,16
			The reason of visiting the country	4	1,6,9,12
			To practice English	3	3,13
			Do not want to disturb	1	
			There is no need	1	
			I am afraid of foreigners	1	
How do you feel when you interact with foreigners?		Emotions	Nervous, Anxious	5	3,5,11,16,17
			Happy	8	1,16,13,15,20,18,14
			Confident	6	4,6,7,9,10,12
			Proud of	2	8,19

			myself	
Are you interested in learning about other cultures? What are you most curious about?	Cultural knowledge	Area of interest	Cuisine	8 1,13,14,15,17,18,19,20,
			Traditions	7 8,9,11,12,15,16,20
			History	2 7, 8
			Languages	4 2,3,5,10
			Music	4 4,6,7,15
			Lifestyle	8 10,11
			People's behaviour	2 17,20
Is it important for you to learn about different cultures?	Cultural knowledge	Importance	For effective communication with people from different cultures	8 1,8,9,12,15,19,20,21
			to better understand people from different cultures	7 3,10,13,5,14
			helps in acquiring the language easily	5 7,16,11,2,18
Is it difficult for you to express your thought?	Communication difficulties	yes (16)	In vocabulary	5 10,12,17,21,19,18
			Fair of being misunderstood	6 2,15,7,13,11
			In pronunciation	3 3,5,6
			In unfamiliar topics	2 9,20
What kind			I can	4 8,14,15,16

of difficulties do you usually encounter while expressing your thought?	no (4)	express myself clearly (I am confident)				
Would you like to take part in different international conferences, meetings or activities? Why? Why not?	Intercultural development	Intercultural activities	Ye	To meet (communica te) new people	8	1,3,4,8,11,13,17,21
			s	To improve language skills	2	11,18
			(16	to gain knowledge	3	1,5,6
)	It's interesting	3	5,7,9
				Experience To become more confident	3	6,12,15
				Do not interested (like)	4	10,14,16,19
What should you do in order to improve your intercultural competence?	Enhancing Intercultural competence		by learning about other countries, their cultures, people etc.	3	1,2,10	
			by using internet and social media	2	4,8	
			by meeting and interacting with foreigners	8	7,11,12,13,16,18,19,20	
			by visiting foreign	5	3,5,6,9,14	

	countries	
To watch TV (news, movies)	1	17

Interaction with foreigners.

Curiosity about interaction with foreigners. The first theme that was emerged from the data obtained from the questions “Do you usually get into contact when you meet a foreigner in the street?”, and “What are the common topics of your conversation?” was the ‘interaction with foreigners’. This theme was subdivided into two subthemes “Curiosity” and “Feelings”. A number of codes were created according to the answers participants provided.

The results of the analysis revealed that almost all participants’ do not mind to interact and communicate with foreigners while meeting them. Most of the participants stated that they usually make contact for providing help to foreigners. This can be seen in the following excerpt:

“If it is necessary, if a foreigner needs some help I will definitely provide it. In such cases we should show our hospitality and friendliness” (P-7).

“Actually I do not start communication first, but if I see foreigners in trouble I would immediately come to the rescue” (P-8).

“I always ready to provide help in terms of pointing the direction etc.” (P-17).

“I usually make contact with foreigners in order to help where it is necessary” (P-16).

Further, majority of participants emphasized that they usually ask about the characteristic of their culture and the reasons of visiting the country.

“When I meet foreigners in the street I usually ask them about the reason of visiting and why they are interested in my country. I try to learn the differences and similarities between our and their cultures. I find it very interesting to talk to foreigners” (P-6).

“When I engage with foreigners outside I usually ask about their country and why they choose our country to travel” (P-9).

“I am interested in another countries cultures and traditions, that’s why I start a conversation first without doubt” (P-2).

Emotions during interaction with foreigners. When the participants were asked to tell about what they usually feel during the interaction with foreigners’ five participants claimed that they feel nervous and anxious, whereas 15 participants stated that they feel happy, proud of themselves and it helps them to become more confident. It can be seen in the next excerpts,

“I usually feel very happy because of knowing another language from my own so as I can communicate and express myself freely to people from other cultures” (P-21).

“I feel proud of myself when I interact with foreigners. To use English in appropriate situations gives me a big pleasure” (P-19).

“I feel an amazing sense of freedom while interacting with tourists. I feel as I appear in another country and it makes me very happy” (P-18).

“During my interaction with people from other countries I feel a lot of pleasure because I am able to exchange ideas and thoughts with people from different cultures. It makes me feel more confident” (P-14).

Participant negative emotions can be seen in the following excerpts:

“Because of my shyness cannot feel myself free while communicating with foreigners, so I feel very nervous” (P-17).

“I usually afraid of telling something wrong and be misunderstood because they have different mentality and culture so I always try to keep my thoughts to myself” (5).

As it can be seen from these excerpts, the majority of the participants showed that they are open to communicate and interact with people from different countries and cultures. They see it as an opportunity to gain knowledge about other cultures and develop their intercultural competence as well as their communication skills.

Cultural knowledge.

The following theme aroused as the result of responses provided by participants to the questions ‘Are you interested in learning about other cultures?’ ‘What are you most curious about?’ and ‘Is it important for you to learn about different cultures?’. Further cultural knowledge theme was analyzed in terms of two sub-themes.

Area of interest. Students provided different responses to the question ‘Are you interested in learning about other cultures?’ ‘What are you most curious about?’. According to the comments of participants it is clear that they are interested and curious about other cultures people, traditions, cuisines, lifestyles etc. Participants explained their interest in this way,

“I am curious about learning different cultures traditional meal and the origin of some foods because some of them are famous in my country too like ‘Burger’ or ‘Durum’” (P-14).

“I am very interested in gaining knowledge about other cultures. When I encounter someone from other cultural background I usually ask questions like ‘do you have such tradition or such meal’ in order to reveal the similarities between cultures” (P-12).

“To my mind it is of crucial importance to learn about other cultures in order to become a world citizen. In order to understand other people, we should know about their cultural characteristics, their history, cuisine etc.” (P-10).

“It is very interesting to learn about other people’s lives and to understand why they live in this way” (P-17).

Importance of cultural knowledge. The basic idea that the participants stated here is that cultural knowledge is important for effective communication with people from different cultures, in order to better understand people of those cultures and to

better acquire the language. Majority of participants (N=8) stated that knowledge about the culture which language they are learning is important for effective communication with people from that community. Seven participants thought that cultural knowledge is useful in order to better understand people from different communities. The other five participants stated that it can help them to acquire the language more easily if they will gain cultural knowledge about that community. Here are these excerpts,

“I think that learning about different cultures is a key point to improve my worldview and language skills. It is impossible to communicate effectively with people from other cultures if you do not have enough knowledge about their culture” (P-7).

“If you want to learn a foreign language you should learn its culture too. A person who knows a target language must become not only bilingual but also bicultural too” (P-11).

“In order to understand someone who is from different cultural background you must understand his behaviour, know about his culture and ways of thinking” (P-14).

“It is important because in order to communicate with foreigners we have to learn their language as well as their culture” (P-1).

“Culture and language are closely connected with each other. It is of crucial importance to learn about the culture of the language we are learning” (P-16).

It is obvious from these examples that the participants understand the importance of learning about other cultures. The participants claimed that they try to find out the similarities and differences between their own culture and culture of their interlocutor which helps them to better understand their own culture.

Communication difficulties. The next theme that appeared during the data analysis was “Communication difficulties”. The participants shared their views regarding the difficulties they encounter while communication with foreigners. Four participants from twenty claimed that they are enough confident and can freely express their thoughts whereas other sixteen participants stated that they encounter different kinds of difficulties in expressing themselves. These can be observed in the excerpts below,

“I have a problem with my word stock. Sometime it is difficult for me to remember appropriate words in unexpected situation” (P-19).

“I usually afraid to say something wrong and being misunderstood, such as incorrect pronunciation, or inappropriate use of words” (P-11).

“I have a fear of speaking in English, to utter grammatically incorrect sentences. This is a big problem for me. I am afraid of being laughed at if I will make mistakes” (P-2).

“I am afraid my vocabulary is weak to express my feelings and thoughts freely” (P-17).

It can be seen from the examples that most of the participants have difficulties while interaction with foreigners in expressing their thoughts and ideas which also demonstrates their low level of self-confidence.

Cultural development. Cultural development theme was emerged from the data collected from the participants' responses to the questions 'Would you like to take part in different international conferences, meetings or activities?' and 'What should you do in order to improve your intercultural competence?'. Cultural knowledge theme was analyzed further in terms of two subthemes 'Intercultural development' and 'Enhancing Intercultural competence'.

Intercultural development. Participants shared their ideas in terms of participating in international activities such as conferences, meetings etc in order to develop their intercultural competence. Some participant stated that they are not interested and do not like such meetings while others expressed their opinions in terms of advantages of these kinds of activities. Sixteen participants stated that they are for participation in such activities whereas four participants claimed that do not interested in such meetings and do not find them useful. Following excerpts show these opinions,

"Such kinds of activities teach us to become more confident" (P-15).

"International conferences are very useful in terms of improving knowledge and language skills" (P-6).

"In international meetings and conferences we can learn many new things, public speech and express ourselves" (P-18).

"It would be a good experience and a chance to meet new people and improve my English" (P-11).

"I am not interested in such kind of meetings, they are usually too formal, I feel uncomfortable myself in front of the audience" (19).

It is clear from the examples given above that majority of participants are willing to participate in activities where they can engage with people from different cultures, which also show their positive attitudes towards people with different cultural backgrounds.

Enhancing Intercultural competence. From the responses to the question 'What should you do in order to improve your intercultural competence?' 'Enhancing Intercultural communicative skills' sub-theme was emerged. Participants proposed different ways to improve their intercultural competences. Opinions of participants were as follows,

"To my mind in order to develop intercultural competence it is useful to travel a lot and interact with people from different cultures in order to learn about their lifestyles and ways of thinking" (P-5).

"First of all we should improve our language skills, by learning and studying hard. Moreover, to watch videos and TV programs in target language. At the same time to experience by using social media and internet" (P-7).

"To communicate with foreigners via social media is very useful, because it is informal and you feel free while communication. You become aware of the target culture and characteristics of their nationality" (P-8).

"I guess in order to improve intercultural competence we should be sociable and communicate freely with foreigners" (P-11).

The results of the analysis showed that all pre-service teachers have positive attitudes toward interaction with people from different cultures and participation in different intercultural activities, and conferences. The results also showed that participants are aware about the importance of gaining cultural knowledge, and development of intercultural competence.

Further, the data collected from interview with participants' regarding their academic self-concept were analyzed. Three main themes (1) course activities, (2) language improvement (3) fear of public speaking were emerged. It should be noted that the opinions of the participants could refer to more than one code at the same time. The following table presents the themes, sub-themes and codes emerged from the analysis.

Table 74. *The Results of Thematic Analysis Regarding Participants' Academic Self-concept*

Question	Theme	subthemes	Codes	Number	Participants
Do you enjoy taking part in course activities?	Participations in course activities	yes (14)	It teaches to work in group	5	3,6,8,13,20
			It is useful	6	1,6,7,9,12,17
			It helps to improve speaking skills	8	7,8,9,10,11,16,18,19
			no (6)	I work better individually	6
How do you improve your language skills out of your courses?		ways	through reading books and magazines	5	3,8,10,12,19
			through listening to music	4	6,13,16,19
			through watching films and TV programs	10	2,3,5,6,8,10,11,14,16,21
			Through social media and internet (communicati	2	9,20

Language improvement		ng with international friends)			
How much time do you spend for preparing your home tasks every day?	time	1-2 hours	7	2,4,7,8,14,15,16,17	
		2-3 hours	8	1,5,10,11,12,13,18,20	
		3-4 hours	4	6,8,19,21	
		5 hours and more	1	3	
Do you have a fear of public speaking?	Fear of public speaking	Yes (14)	Making gram mistakes	3	2,11,21
			Nervousness	3	3,13,18
			Confusion	2	7,19
			Shyness	2	5,17
			Lost of concentration	1	16
			Anxiety	1	10
			Fear of forgetting	3	8,12,13
		No (6)	I feel confident	6	1,6,9,14,15,20

Participations in course activities. The theme ‘Participation in course activities’ arose as a result of analysis of participants’ responses to the question whether they enjoy taking part in classroom activities. Fourteen participants in their answers emphasized that class activities are beneficial in terms of improving speaking skills and the ability to work in a team while six participants expressed their negative opinions and stated that they work better individually. Positive opinions can be seen in the following excerpts,

“I generally enjoy participate in course activities’ in the classroom because they help to improve my speaking, thinking, problem solving skills” (P-11).

“Such kinds of class activities motivate us, teach us to freely express our thought and ideas to our friends and finally make us happy” (P-3).

“Life is boring without society and interaction with other people. I like taking part in class activities because they help and teach me how to work in a public scene and behave in society” (P-8).

The examples of negative views were as follows,

“I better prefer studying individually and doing my own stuff” (P-14).

“I do not like such activities in the classroom because I do not like working with group and doing something together with other people” (21).

Language improvement. Further, from the responses of the participants to the questions ‘How do you improve your language skills out of your courses?’ and ‘How much time do you spend for improving your English out of your class every day?’ ‘Language improvement’ theme was emerged. Language improvement was examined under to categories: 1) ways of improving the language skills and 2) time spending for improving the language skills.

Ways of improving the language skills. Participants provided different ways they use to improve language skills. Half of the participants (n=10) stated that they watch films and TV programs; Five of the participants said that they read books and magazines and only two of participants admitted that the use social media in order to improve their language skills. Some of the examples are given below,

“I generally listen to foreign music, however, with the aim of improving my language skills I read a lot, books or magazines or comics it does not matter” (P-12).

“I love reading short stories and watch American series. They help me to learn new words and idioms that I love to use” (P-6).

“Despite of my laziness I force myself watching TV in English or listening to music. It is enjoyable at the same time useful” (P-16).

“I usually use social media and internet sites in order to communicate with foreigners. There are a lot of friends of mine and they help me to improve my speaking skills” (20).

Time. According to the results eight participants claimed that they spend about 2-3 hour a day, seven about 1-2 hours, and other five participants stated that in a day they spend more than three hours to study at home by their own for prepare their home assignments.

“It is up to the tasks, however, I think I spend approximately 2 hours every day” (P-16).

“Actually it takes me about two hours to prepare my everyday home tasks, but if I want to make a good preparation it takes me approximately 3 or 4 hours” (P8).

“I try to spend as much time as possible to improve my English, respectively to prepare my home tasks” (P-3).

These excerpts show that Kazakhstani pre-service English teachers are overall make an effort to improve their English by working individually out of their class hours.

Fear of public speaking. Further the theme ‘fear of public speaking’ occurred from the participants’ responses to the question ‘Do you have a fear of public

speaking?’. Six participants from twenty reported that they are confident enough and can freely make speech in front of other people. However, the other participants shared their fears of public speaking.

“Fear of public speaking is the most common of all phobias. I have a performance anxiety in which I become more concerned about my appearance, my voice, my pronunciation and speech” (P-10).

“Because of a lack of experience of public speaking I feel uncomfortable myself, even in front of my class” (P-19).

“I am afraid of making grammatical mistakes in my speech and that people around will laugh at me” (P-2).

“My problem is my shyness. I do not like to be in the center of the crowd, moreover to make a speech in front of many people” (P-5).

“Usually my knees are tremble with anxiety and I forget my speech even if I get prepared well to the presentation” (P-17).

It is clear from the excerpts above that participants who stated that they have a fear of public speaking are not confident enough and it made them to feel confused and anxious in front of other people.

The data obtained through the semi-structured interview questions developed in line with L2 motivational self-system scale was analyzed by using thematic analysis. According to the results two themes were occurred: Reasons for learning English and international friendship. Table 75 presents the results of the analysis.

Table 75. *The Results of Thematic Analysis Regarding Participants’ L2 Motivation*

Question	Theme	sub-theme	Codes	Number	Participants
Do you enjoy taking part in course activities?	Participations in course activities	yes (14)	It teaches to work in group	5	3,6,8,13,20
			It is useful	6	1,6,7,9,12,17
			It helps to improve speaking skills	8	7,8,9,10,11,16,18,19
How do you improve your language	ways	no (6)	I work better individually	6	2,4,5,14,15,21
			through reading books and magazines	5	3,8,10,12,19
			through listening	4	6,13,16,19

skills out of your courses?		to music		
		through watching films and TV programs	10	2,3,5,6,8,10,11,14,16,21
	Language improvement	Through social media and internet (communicating with international friends)	2	9,20
How much time do you spend for preparing your home tasks every day?		1-2 hours	7	2,4,7,8,14,15,16,17
		2-3 hours	8	1,5,10,11,12,13,18,20
	time	3-4 hours	4	6,8,19,21
		5 hours and more	1	3
		Yes (14)	Making gram mistakes	3 2,11,21
			Nervousness	3 3,13,18
			Confusion	2 7,19
			Shyness	2 5,17
			Lost of concentration	1 16
			Anxiety	1 10
			Fear of forgetting	3 8,12,13
		No (6)	I feel confident	6 1,6,9,14,15,20
	Fear of public speaking			

Reasons for learning English.

The theme ‘reasons for learning English’ was emerged based on the responses provided by the participants to the questions ‘Is learning English important for your future?’ and ‘Do you like learning English?’. When the data obtained from these questions were analyzed neediness and willingness sub- themes appeared.

Neediness. The participants were asked to state their opinion about the importance of English in their life. Fourteen participants stated that they learn English because it is the most important language in the World, without which promotion is impossible. Seven participants said that English is important for their future job and four of them mentioned about finding a well-paid job. These different perceptions can be seen in the following excerpts:

“English is the gate to the whole World and this is the main reason why it is important for me” (P-14).

“English is an International language and the most speaking one, respectively I have to learn English” (P-2).

“English is widely spoken language in the world and also the language of the internet. Consequently, knowing English gives you more opportunities to advance in life” (P-10).

“English is our future, since it is the language of science everything what is new deals with this language. Twenty first century requires us to know English” (P-13).

“Knowing English increases my chances to find a well-paid job if you are not proficient in English language so I aim to find a good job thanks to my English” (P-11).

“I have to master English language because it is my future job and I will teach other people this language” (P-7).

Willingness. According to the question “Do you enjoy learning English?” the results of the analysis revealed that the participants have high level of willingness to learn English. Majority of participants (n-14) reported that they learn English for pleasure, because it is an interesting and enjoyable process and that knowing English help them get them access to all information resources in the World; two of the participants said that thanks to English they can watch their favourite TV programs, films and series; and the other two said that learning is English is enjoyable while using it in practice. The participants shared their thought in the following ways,

“Definitely learning English is very interesting and enjoyable. The idea that i can listen to English songs and understand what they are about, read any books I want, watch any TV programs and films I prefer in English makes me happy and motivate me to further develop my language skills” (P-19).

“I like English, I like speaking in English, using it in communication with people from other countries” (5).

“I like English because all of my favorite TV programs and songs are in English” (16).

“Knowing English offers a huge set of educational opportunities” (P-12).

“Because it is fun! By learning English, I also learn many new things, about different cultures, traditions, and customs” (P-6).

“I love how it sounds and I am ready to listen to English songs day and night” (P-20).

International friendship.

When the participants’ responses to the question “Do you have friends from other cultures?” were analyzed it was found that eighteen participants had stated that they have friends from other cultures and that they would like to make more international friends. Only two of the participants said that they do not have friends from other cultures, whereas other eighteen said that they have many international friends. Participants’ answered to this question as following:

“Of course I have many friends. I am interested in making friends from other nationalities; it helps me to learn new things” (P-20).

“I have international friends from different countries such as Turkey, USA and Germany. They help me to improve my language skills” (P-10).

“I studied in Poland as an exchange student. There are also a large number of international students from different cultures, so we became friends with many of them” (8).

It is obvious from the excerpts that participants are willing to make friends and make contact with people from different nationalities.

CONCLUSION, DISCUSSION AND SUGGESTIONS

Introduction

This chapter consists of the brief summary of the findings, discussion, limitations, implications and suggestions. The results of the findings regarding the research questions are discussed with respect to those of previous studies. Following, conclusion, limitations and some suggestions for future research in the light of the findings are presented.

Discussion of the Findings

One of the main purposes of the present study was to develop a reliable and valid instrument to measure pre-service English teachers' level of ICC in Kazakhstan and Turkey. As Schoenfeldt (1984) stated "measure construction is the most important part of any study, since many well designed studies have never eventuated because of flawed measures" (p. 69). Thus, it is of crucial importance to have a well-developed instrument on the basis of theoretical construct. As it has been discussed in previous chapters ICC was defined, conceptualized and measured in many ways. However, none of these have focused on measuring pre- service teachers' perceptions of their level of ICC who learn English in the classroom environment. As a result of a scale development analysis the ICC scale and all its subscales namely ICC skills, ICC attitude, ICC awareness and ICC knowledge scales were found to be valid and reliable. For the validity step, the scale was examined by the field experts for relevancy, clarity and conciseness of the items. The CVI for the ICCQ was found to be 0.79 in the current study, which showed the acceptable validity of a whole instrument. Further, the suitability of the data for factor analysis was calculated by applying Kaiser-Meyer Olkin (KMO) sampling adequacy and the Bartlett's test of sphericity. The result of Kaiser-Meyer- Olkin value of ICC scale was calculated as .939, indicating that the sampling is highly adequate which pointed out that the data set was eligible for factor analysis. To reveal the factor design of the scale, principal component's analysis and varimax rotated component matrix was chosen as the factor analysis. The lower cut-off point of the factor loads was taken as 0.45, and those with loads lower than 45 were removed from the scale. Varimax rotation displayed that the scale had four factors higher than 1. Finally, ICC scale with four dimensions with totally 52 items was developed. For reliability of the scales, Cronbach's Alpha coefficient was calculated. The results proved that ICC scale is reliable instruments with the cronbach's alpha values .946; .906; .880 and .806 for the four dimensions, and.958 for the whole scale. To test the structure validity of the instrument and accuracy of sub-dimensions obtained by the Exploratory Factor Analysis, Confirmatory Factor Analysis (CFA) was applied. Factor structure of the ICC scale with four sub dimensions consisting 52 items, was determined through the CFA. Fit indices in terms of Chi Square (χ^2), RMSEA, NFI, NNFI, CFI, GFI, and AGFI were examined to evaluate the overall fit. The results of CFA revealed that the model

consisted of four factors had a good model fit for using it in Kazakhstani context to examine EFL pre service teachers ICC levels.

It is the first time that ICC scale with four components based on Byram's framework have been developed and used in assessing pre-service teachers' level of ICC in Turkish and Kazakhstani contexts. That is, it is a valuable contribution to ICC related studies and the field of ELT.

Kazakhstani pre-service teachers level of ICC. As it was mentioned in literature review chapter there are a variety of frameworks which deals with developing intercultural competence of English language learners. These models suggest that language learner should acquire particular skills, characteristics and competencies in order to become interculturally competent. Researchers agree that interculturally competent individual should possess positive attitude toward other cultures and different nationalities, knowledge about different cultures, skills to communicate effectively and appropriately in order to establish interpersonal relationships.

As the primary purpose of this study was to assess the levels of ICC of Kazakhstani and Turkish ELT pre-service teachers ICC scale was developed specifically for this purpose by the researcher. Byram's (1997) Intercultural Communicative Competence model was used as a conceptual framework for developing the ICC scale. Existing literature suggest that Byram's framework has been used successfully in various contexts. The ICC scale composed of skills, attitude, and knowledge and awareness dimensions based on Byrams conceptualization. These four components of ICC were used to evaluate participants' competent levels in terms of knowing one self, the ability to demonstrate both verbal and nonverbal behaviours such as social skills, interaction management, and the ability to understand norms, values, customs and social systems of different cultures.

In assessing the Kazakhstani English pre-service teachers ICC level, the descriptive statistics results revealed that participants achieved high level of ICC. Knowledge component had the highest mean among the components followed by attitude and awareness components and the lowest score had skills component. According to the distribution of scores, Kazakhstani pre-service teachers demonstrated high level in all components. When it was analyzed according to the whole scale items, it was found that the items with the highest mean scores were referred to the ICC attitude, and knowledge; The attitude items were as followings; "I am interested in meeting people from different cultures and countries"; "Interacting with people from different cultures makes me happy"; "I would like to join in different intercultural courses and programs abroad" and "I am willing to learn about other cultures' traditions and norms"; whereas knowledge items were "I am interested in different topics such as films, music, art etc. of different cultures"; "I get pleasure from listening to the music of different cultures"; and "I like watching films of different cultures". These results were confirmed by the findings revealed from the content analysis where 85% of participants who participated in the interview claimed that they get pleasure from interacting and communicating with foreigners and that it makes them feel happy. Also 80% stated that they are willing to participate in

international activities in order to meet new people. Moreover, it was found that participants are very curious about other cultures traditions, lifestyle, and cuisine and willing to improve cultural knowledge. Participants mentioned about the importance of learning about differences among cultures in order to better understand people from different cultures and communicate effectively with them. The Items 10 and 14 with the lowest means out of all items, referred to ICC skills component, the content of which were “I can follow all grammar rules when interacting with people from other cultures”; “I am able to solve problems stemming from cultural differences”; “I can deal with problems by my own in foreign countries” and “I am able to manage breakdowns in communication with people from different cultures”. The interview results also confirmed these findings, where 80% of interview participants reported that they have difficulties in expressing their thoughts and that these difficulties concern vocabulary and pronunciation errors. According to these findings it can be concluded that the Kazakhstani pre service teachers have positive attitudes toward people from different cultures and open to new experiences. These results in terms of Kazakhstani pre-service teachers’ levels of general ICC, their positive attitudes towards members of other communities with different cultural backgrounds may come from the multicultural nature of Kazakh society. However, we can assume that moderate level of their intercultural skills is the result of insufficient experience of participants with the English language people and its culture.

Turkish pre-service teachers level of ICC. In terms of Turkish data, the analyses revealed that Turkish pre-service teachers have a slightly higher level of ICC than Kazakhstani participants according to the mean scores. The distribution of the scores showed that Turkish participants achieved high levels in all components of ICC. Turkish participants just as Kazakhstani participants showed the highest mean in knowledge component, followed by attitude and skills components, whereas the lowest mean had awareness component.

When the data was analyzed in terms of the items it was found that the items “I am willing to communicate with people from other cultures (who have different perceptions and orientations from mine”); “I am willing to learn about other cultures’ traditions and norms”; “Interacting with people from different cultures makes me happy” “I am interested in meeting people from different cultures and countries” had the highest scores pertained to attitude components of ICC. The other items with the high scores, “I am interested in different topics such as films, music, art etc. of different cultures”; “I get pleasure from listening to the music of different cultures”; “I like watching films of different cultures”; and “I know about the importance of other cultures values and beliefs in communicating with people from different cultures” referred to the knowledge component of ICC. The result of the interview study supported the results of descriptive statistics. 55 % of participants who took part in the interview reported that they do not usually make contact with foreigners. However, they explained it by saying that they do not want to bother the tourists and that there is no need to inconvenience them. This finding was confirmed by participants (75 %) who said that they have positive emotions such as happiness and positive excitement while interaction with foreigners. Moreover, 80% of participants

stated that they are willing to take part in different intercultural activities, conferences and meetings to meet new people and to improve their language skills.

However, the item with the lowest mean score “I find it difficult to get into contact with people from different cultures” which referred to the skills component was confirmed by the findings revealed from the interview in which 75% of interviewers claimed that they have communication difficulties in expressing themselves. Another item with the lowest mean score “I can follow all grammar rules when interacting with people from other cultures” was also confirmed by the statement of interviewers (75%) who stated that they encounter difficulties in creating complex utterances, expressing thought and ideas about complicated topics etc.

In recent years many studies conducted in the field of foreign language education in which various instruments and methods used and proposed to assess students’ levels of ICC from different perspectives in different contexts (Demircioğlu & Çakır, 2016; Hismanoğlu, 2011; Mirzae & Forouzandeh, 2016; Öz, 2015; Penbek et al., 2009; Sarıçoban & Öz, 2014; Yu, 2012; Yuen & Grossman, 2009).

For instance, the study conducted by Hismanoğlu (2011) with the students of ELT department in Lefke University, North Cyprus was aimed at investigating the ELT students’ level of ICC skills by asking them to provide the responses to different communicative situations and examine whether their linguistic proficiency, overseas experience and formal instruction affect their acquisition of ICC. According to the results the ELT students of North Cyprus demonstrated a high level of ICC by giving acceptable responses to these communicative situations. In the current study although Turkish pre-service teachers reported higher level of ICC than Kazakhstani pre-service teachers according to the results of the self-reported scale, the interview results showed that Kazakhstani participants were more curious and open to interaction with other cultures.

Demircioğlu and Çakır’s (2016) study, also aimed at exploring the Intercultural competence of International Baccalaureate Diploma Programme (IBDP) students and non-IBDP students from Turkey, Mexico, the UK and Spain. They also studied the effect of gender, grade, and nationality, experience of living in an English speaking country, travelling abroad and being a native speaker of English on their IC. The results of the study revealed that all group participants have relatively high level of IC. The highest mean score belonged to the group from Turkey, followed by the Mexico and the UK groups with a slightly lower results and Spain with the lowest mean score among the groups.

The study of Penbek et al. (2009), investigated the university students’ level of ICC in Turkey. The participants were the 2nd year, 3rd year and 4th year students of Maritime business, Economics, Business Management, International Finance, Logistics Management and International Business Departments from two universities in Turkey. According to the findings it was concluded that maritime business and business administration students of Turkey have high level of ICC. Moreover, the results did not interpret significant differences between universities.

However, the findings of the present study are consistent with the results of Sarıçoban and Öz (2014) study with English pre-service teachers in Turkey. The

study aimed at exploring the pre-service English teachers' levels of ICC in Turkish setting. The results revealed that English pre-service teachers in Turkey achieved a high level of ICC. The participants mean scores in knowledge dimension were statistically higher than in the attitude and skills dimensions. In other study conducted by Öz (2015) the researcher confirmed the findings revealed in the previous study. The ELT students similarly demonstrated a high level of ICC. According to Sarıçoban and Öz (2014) students' lower scores in ICC skills and attitude components among the components of overall scale was derived from the lack of openness to different cultures and lack of communication with people from different cultures.

To conclude, the findings of the present study are totally in line with the studies conducted in Turkish setting. Generally, Turkish pre-service English teachers demonstrated high levels of ICC.

Kazakhstani pre-service teachers level of academic self-concept. The results of descriptive statistics regarding Kazakhstani and Turkish pre-service English teachers' academic self-concept revealed that participants had a relatively high level of academic confidence and academic effort, consequently the whole academic self-concept. These results support the assumptions developed by the researchers claiming that self-concept declines from a young age through adolescence, levels out, and then increase at least through early adulthood (Cokley, 2000; Crain, 1996; Jacobs & Eccles, 2002; Marsh, 1989; Marsh & Craven, 2006; Wigfield et al., 1997). When the results revealed from two contexts were analyzed separately it was found that academic confidence of Kazakhstani pre-service English teachers was higher than their level of academic effort. When the items were analyzed as a whole, the item which got the highest mean score "If I work hard I think I can get better grades" belonged to the academic confidence. The items "I will do my best to pass all the courses this semester", "I study hard for my tests" and "I am usually interested in my course work" with a high means referred to the academic effort. These high scores are validated by the interview findings. Participants (75%) stated that they spend 1-2 or 2-3 hours every day out of classes to improve their language skills and 70% said that the classroom activities are of crucial importance to improving themselves. These findings confirm the results revealed from the questionnaires that they are ready to make efforts and work hard to get better grades or to pass the exams. The item with the lowest mean score was "I am always waiting for the lecture to end and go home". This is partly due to the reason that participants prefer to improve their language skills by reading books, watching television, listening to music or by chatting in social media with international friends, so that they see classroom works very boring and unnecessary.

Turkish pre-service teachers level of academic self-concept. The mean scores of Turkish pre-service teachers' academic confidence were higher than academic effort. The items with the highest mean scores were "I can follow the lectures easily"; "I am able to help my course mates in their school work"; "If I work hard I think I can get better grades" and "I will do my best to pass all the courses this semester". Majority of participants in the interview agreed that they put much effort to study

hard and to improve language skills. For example, 85 % of participants stated that they like taking part in course activities because it helps them to practice their communication skills. 80 % stated that they work individually out of the classes every day.

The result of the current study is in line with the results of some other previous studies conducted relating academic self-concept (Cesur, 2016; Erten & Burden, 2014; Golmohammadzadeh Khiaban, 2018). Erten and Burden (2014) conducted a study on 6th grade students from different cities across Turkey to understand how academic self-concept impact learners' foreign language learning achievement. The results revealed that students' academic self-concept is a significant predictor of their language achievement. A similar work was conducted by (Cesur, 2016) to investigate Turkish high school learners' perceptions of self- concept in language learning. The results of this study showed that high school students in Turkey perceive themselves as outstanding and academically capable students. Moreover, it was found that participant see themselves as successful on course works and examinations. Turkish participants in this study confirmed this assumption by showing themselves as academically capable students. In Golmohammadzadeh Khiaban's (2018) research study exploring university students' academic self-concept and its relationship to proficiency level the results indicated that students' proficiency level was a predictor of language learning self- concept.

Kazakhstani pre-service teachers level of L2 motivational self-system. The results of the study revealed that Kazakhstani pre-service English teachers have a high level of Ideal L2 self-behavior and attitude toward learning English, whereas ought to L2 self-behavior were in the medium level. The items “Whenever I think of my future career, I imagine myself using English”; “I really enjoy learning English”; “The things I want to do in the future require me to use English”; “I find learning English really interesting”; “I can imagine a situation where I am speaking English with foreigners” were ranked as the top items with high means and belonged to the ideal L2 self and attitude toward learning English components of the scale. The items with the lowest means were “Learning English is necessary because people surrounding me expect me to do so” and “It will have a negative impact on my life if I don't learn English”.

The results of descriptive analysis revealed high levels of Ideal L2 self, attitude toward learning English and ought to L2 self in Turkish pre-service English teachers. The difference between ideal self and attitude toward learning English was not high in terms of the mean scores, whereas the difference between Ideal self and ought to self and between attitude toward learning English and ought to self was found significant. According to the means the items with the high mean scores were “The things I want to do in the future require me to use English”; “I can imagine myself speaking English with international friends or colleagues”; “Whenever I think of my future career, I imagine myself using English”; “I can imagine a situation where I am speaking English with foreigners”; “I really enjoy learning English”; and “I find learning English really interesting”. According to the results it is clear that the participants consider themselves as successful L2 speakers in the future. The

participants disagreed with the items “It will have a negative impact on my life if I don’t learn English”, “Studying English is important to me because other people will respect me more if I have knowledge of English”. In the interview the participants pointed out that they are aware of the importance of acquiring English and see it as one of the prerequisites’ of being successful. They agreed that English is the most widely used language in the world and that learning about different cultures makes language learning more interesting and enjoyable.

There are many studies in the field of L2 learning related to the learners L2 motivational self-system in different educational contexts (Khan, 2015; Kim & Kim, 2014; Ryan, 2009; Shahbaz & Liu, 2012; Shoaib & Dörnyei, 2005; Takahashi, 2013; Ushioda, 2009). The examples of this type of studies conducted in Turkey are the studies of Çabiroğlu (2016), Demir Ayaz’s (2016) and Öz (2015). Overall, the results of these studies are in line with the findings of the present study. Çabiroglu (2016) revealed that university undergraduate students who participated in her study see themselves as successful L2 learners in the future. Moreover, she determined high level of ought to L2 self motivation on learners’ behavior and that their overall attitudes towards learning English were positive. Demir Ayaz (2016) in her study conducted in the North of Turkey with university students revealed that tertiary level EFL learners had high levels of ideal and ought to L2 self-guides and that ideal L2 self-behavior is a significant predictor of L2 motivation which is the main predictor of language learning achievement. Öz’s (2015) study supported the results of this study in which he also revealed that the undergraduate English majors in Turkey have a high level of ideal self-guide and that there was a significant positive relationship between ideal L2 self and ICC. Cabiroglu (2016) revealed similar results in her study, in which she revealed that undergraduate university students Differences between Kazakhstani and Turkish pre-service English teachers’ levels of ICC, academic self-concept and L2 motivational self- system. According to the results of the t-test it was revealed that Kazakhstani and Turkish pre-service teachers differ from each other in terms of their levels of ICC. It was found that Turkish pre-service teachers’ level of ICC in comparison to Kazakhstani pre-service teachers’ level of ICC was significantly higher. The differences in mean scores were observed between groups in terms of the ICC skills, attitudes and knowledge factors with Turkish participants scoring higher than Kazakhstani participants. A possible explanation of the difference between two settings participants level of ICC might be that Turkish pre-service teachers compared to their peers in Kazakhstan, have more opportunities to socialize and interact with English-speaking people. Such opportunities may contribute to better improvement of Turkish pre-service teachers English language skills, which in turn help to improve their level of ICC.

The difference was also found between groups level of academic self- concept. The results indicated that Turkish pre-service teachers had higher level of academic confidence than Kazakhstani pre-service teachers. However, the difference was no statistically significant between Turkish and Kazakhstani pre- service teachers’ in terms of their level of academic effort.

Further results revealed that there were statistically significant differences between Turkish and Kazakhstani pre-service teachers' ought to L2 self. In comparison to their peers in Kazakhstan Turkish pre service teachers reported higher level of ought to L2 self-guides which indicated that for Turkish pre-service teachers L2 had a significant role in their 'ought to L2 self'. In terms of participants Ideal L2 self and attitudes towards learning English the analysis did not reveal statistically significant differences. Although participants of both counties showed high levels of Ideal 2 self, Turkish students mean scores for Ideal L2 self were higher than Kazakhstani students mean scores, whereas Kazakhstani participants mean scores were higher than Turkish participants mean scores in terms of attitudes to learning English. It is evident from the results of this study that for both Kazakhstani and Turkish pre-service ELT teachers L2 learning is a substantial part of their ideal selves and that they can see themselves as competent L2 speakers in the future. Since the participants of present study are tertiary level students who have already become adolescence and created their selves as mature individuals, according to Carlson (1965), are able to make more stable and realistic decisions on the basis of their own wishes and desires. So that in the interviews participants clearly clarified the targets and desires for which they want to use English in the future.

Since there are no studies to date which investigated Kazakhstani language learners' levels of ICC, academic self-concept and L2 motivations, the studies conducted in Turkish contexts were taken into consideration in this discussion. Many studies examining the differences between the language learners in Turkey and other contexts are existed in the literature. Such an example is the study conducted by Moradi (2011) in which the differences between Iranian and Turkish ELT students' levels of motivation were investigated. As a result, the researcher found out that Iranian ELT students' in comparison with Turkish ELT students' were more significantly motivated both intrinsically and extrinsically. In the case of the present study Aydoğan (2016) in his study, in turn, revealed that university students in Turkey were more intrinsically motivated than Bosnian university students from Bosnia and Herzegovina. Demircioğlu (2014) in her thesis work investigated intercultural communicative competence in terms of intercultural sensitivity of International Baccalaureate World Schools (IBDP) students in Turkey, Spain, Mexico and the UK. The results revealed that the participants from Turkey, Spain, the UK and Mexico did not differ from each other in terms of their levels of intercultural sensitivity.

Differences between Kazakhstani and Turkish pre-service English teachers' levels of ICC, academic self-concept and L2 motivational self- system according to their gender, years of study and attended universities. It is widely accepted assumption that learners' demographic factors such as gender, age, education level etc. have a great influence on learning a foreign language (Dörnyei, 2005). Thus, learners L2 achievement, level of proficiency, motivational behaviors, academic self-concepts are also shaped by the learners' individual characteristics such as gender, years of study and even attended universities. In this section

participants' demographic factors and their relations to participants' levels of ICC, academic self-concept and L2 motivational self-system will be discussed.

Differences between Kazakhstani and Turkish pre-service teachers' ICC, academic self-concept and L2 motivational self-system with regard to their gender. According to the findings, there were no statistically significant differences in the ICC scores of males and females in Kazakhstan as well as in Turkey. Generally, these findings suggest that gender stereotypes may not influence Kazakhstani and Turkish pre-service English teachers' levels of ICC. These findings are consistent with Bayles (2009), Davies (2010), El Ganzoury (2012), Fretheim (2007), Westrick and Yuen's (2007) findings, found gender to have no significance to intercultural competence, while Pederson (1998) found that gender orientation have an impact on intercultural competence.

A comparison between Kazakhstani and Turkish male participants in terms of their levels of ICC indicated that Turkish males ICC skills and ICC knowledge scores were statistically higher than Kazakhstani males' scores. Similarly, the findings regarding female participants' demonstrated that Turkish females had significantly higher scores than Kazakhstani females in terms of their ICC skills, attitudes and knowledge.

Further, statistically significant differences were found between male and female participants of both countries in terms of their academic self-concept levels. In Kazakhstani context, male participants showed a higher level of academic confidence and academic effort, contrary to the Turkish context, which is consistent with prior research (e.g., Skaalvik & Rankin, 1990, 1994; Skaalvik & Skaalvik, 2004) where female participants outperformed male participants in terms of their levels of academic confidence and academic effort.

In regards to gender there were not found any statistically significant differences between males and females in terms of their L2 motivational self- system. According to the components of L2 motivational self-system, ideal L2 self, ought to L2 self and attitudes towards English learning male and female participants were more or less at the same level. However, the difference observed between Turkish male and female participants in terms of their attitudes towards English learning, whereas no significant difference was found between two groups in terms of their ideal L2 self and ought to L2 self. The results are in line with many other studies study in which it was also revealed that females had more positive attitudes towards learning English than males (Coleman, Mills, Pajares & Herron 2007; Csizér & Dörnyei, 2005b; Gömleksiz, 2010; Xiong, 2010). Researchers agree that female language learners are more interested in learning the L2 than males. According to Csizér & Dörnyei (2005b) male learners accept language learning as a girlish subject, so that it may influence their attitudes toward language learning. The studies conducted by Coleman et al., (2007) also demonstrated that female students' level of motivation, self-efficacy and interest in language learning are higher than male learners.

Differences between Kazakhstani and Turkish pre-service teachers' ICC, academic self-concept and L2 motivational self-system with regard to their years of study. Another demographic factor that might cause a difference between

Kazakhstani and Turkish pre-service English teachers' levels of ICC, academic self-concept and L2 motivational self-system is participants' years of study. The differences were found among Kazakhstani 2nd year, 3rd year and 4th year pre-service teachers' in terms of the ICC skills and ICC knowledge factors. The results revealed that there was a difference between 3rd year and 4th year participants, where 4th year participants showed higher scores on ICC skills and ICC knowledge factors. Westrick and Yuen (2007) in their study found that the level of education positively correlated with language learners' intercultural competence level. Thus, it can be confirmed by the finding of the present study, in which years of study caused differences in participants' level of ICC. Regarding Turkish 2nd, 3rd and 4th year pre-service teachers level of ICC, the analysis did not reveal significant differences in terms of their total level of ICC and its components. Bayles' (2009) study with the elementary foreign language teachers and El Ganzoury's (2012) study with educational leaders investigating their levels of intercultural competence also showed that the level of education did not influence the level of intercultural competence.

When the academic self-concept of Kazakhstani participants was analyzed in comparison to their counterparts' academic self-concept with respect to their years of study at the university, no difference was found between Kazakhstani and Turkish 2nd year, 3rd year and 4th year participants in terms of their levels of academic confidence and academic effort. However, the 4th year participants demonstrated slightly higher academic confidence than the participants of other groups. The 2nd year participants on the contrary showed the lowest level of academic confidence. The interesting fact was that in Kazakhstani context the exact opposite findings were revealed, in which 2nd year pre-service teachers showed higher level of academic confidence and academic effort than 3rd year and 4th year pre-service teachers. The lowest results, in turn, demonstrated 3rd year students in terms of their level of academic confidence and academic effort. Thereby, the findings of this study suggest that the year of studying at the university may influence the students' academic self-confidence and academic effort as well.

Although, no statistically significant difference was found among Turkish pre-service teachers' academic self-concept according to their years of study, the mean rank scores showed that 4th year students had higher academic confidence followed by 3rd year students, whereas 2nd year students showed the lowest level of academic self-confidence. Similarly, academic effort of 2nd year students was lower than academic effort of 3rd year and 4th year students, while the highest level of academic effort demonstrated 3rd year pre-service teachers.

As regards the academic self-concept of Turkish and Kazakhstani pre-service English teachers the differences were not statistically significant. However, the mean rank scores indicated that Turkish 3rd year and 4th year students had slightly higher level of academic confidence than Kazakhstani 3rd year and 4th year students. However, Kazakhstani 2nd year participants scored higher scores in academic confidence than Turkish 2nd year participants. In terms of the differences between Kazakhstani and Turkish pre-service teachers' academic effort, 4th year students in Kazakhstan demonstrated higher results than their peers in Turkey, while 3rd year

and 2nd year students in Turkey showed higher level of academic effort than their peers in Kazakhstan.

With respect to the participants' levels of L2 motivational self-system according to their years of study at the university the results revealed that Kazakhstani 4th year, 3rd year and 2nd year pre-service English teachers were not significantly differing from each other in terms of their level of ideal L2 self and ought to L2 self-guides. Nevertheless, statistically significant differences were found between 3rd year and 4th year students as well as between 3rd year and 2nd year students in terms of their levels of attitudes to English Learning. The most positive attitude to English learning among three groups showed 2nd year students, whereas 3rd year students demonstrated the lowest results.

No difference was found among Turkish 4th year, 3rd year and 2nd year pre-service teachers regarding their ideal L2 self, ought to L2 self and attitudes to learning English. However, mean scores results indicated that 2nd year and 3rd year students had superior level of ideal L2 self-guides, while 4th year students level of ideal L2 self was slightly lower. Ought to L2 motivational self-guide of all three groups were more or less at the same level. Finally, 2nd year students indicated the highest mean scores in terms of their attitudes to learning English than 3rd year and 4th year students. Despite the Ryan's (2009) statement that university students learn English of their own free will and as a result of their own decisions, all these results in some way suggest that age and developmental level may have an impact on language learners' future self-guides and their attitudes to learning English.

The results of the analysis revealed that Kazakhstani 4th, 3rd and 2nd year pre-service teachers differ from their peers in Turkey in terms of their ought to L2 self-guides and attitudes towards learning English. All three grades pre-service teachers in Turkey outperformed their peers in Kazakhstan. Moreover, Turkish pre-service teachers reported more positive attitude to learning English than their peers in Kazakhstan. However, further results showed that Kazakhstani and Turkish participants had the same level of ideal L2 self-guides despite their university grades.

Differences between Kazakhstani and Turkish pre-service teachers' ICC, academic self-concept and L2 motivational self-system with regard to their attended universities. Further results of analyses regarding the differences on ICC levels of participants caused by their attended universities revealed that there were statistically significant differences between to universities pre-service teachers participated in the study from Kazakhstan. The differences were found in terms of participants' total ICC scores as well as ICC skills, attitude and knowledge components. In all cases were difference were found Akhmet Yassawi University pre-service teachers scored higher than their peers in Auezov State University. The only statistically significant difference between two Universities in Turkey participated in the study was found in the ICC attitude components where Gazi University participants showed higher scores than their peers at Sakarya University.

When the participants level of ICC was compared according to their attended universities the results revealed that two countries universities were differ from each other in terms of their ICC skills, attitudes and knowledge levels. In ICC skills

component participants from universities in Turkey demonstrated statistically higher results than their peers in Kazakhstani Universities. In terms of ICC attitude and ICC knowledge component the differences were found between Gazi and other three universities participated in the study, since Gazi University scores were statistically higher than Sakarya, Auezov and Yassawi Universities.

Moreover, the difference among participants' academic self-concept according to the attended universities of participants' was analyzed. In the case of Kazakhstani universities, the results indicated that there were statistically significant differences between Yassawi and Auezov Universities in terms of the participants' levels of academic confidence and academic effort. In both cases Yassawi University participants scores were significantly higher than the participants' scores from Auezov University. The level of academic self-concept of participants in Turkey was also differed according to their attended universities. In both academic confidence and academic effort cases Gazi University participants scored higher scores than Sakarya University participants. Compared to their peers in other three universities participated in the study, Gazi University participants demonstrated significantly higher level of academic confidence.

Kazakhstani universities participants, in turn, demonstrated much lower level of academic confidence than their peers in Turkey. In terms of academic effort level among four universities participated in the study, the highest results demonstrated Yassawi University participants followed by Gazi University participants whereas Sakarya and Auezov Universities showed significantly lower results.

Finally, when the differences among participants L2 motivational self- system according to their attended universities were analyzed it was found that statistically significant differences were existed between the universities in Kazakhstan in terms of their ideal L2 self and attitudes to learning English. Yassawi University pre-service teachers showed that they possess higher level of ideal L2 self motivational behavior and more positive attitudes toward learning English than Auezov University pre-service teachers. However, Auezov University participants showed that they were more instrumentally motivated with higher level of ought to L2 self motivational behavior than Yassawi University participants. Turkish participants from Gazi and Sakarya universities showed that they differ from each other in terms of their attitudes towards learning English. Gazi University participants demonstrated statistically significant higher results, which showed that they had more positive attitudes than Sakarya University participants. No statistically differences were found between two universities participants regarding their levels of ideal L2 self and ought to L2 self-behaviors. When the universities of two countries participated in the study were compared as a whole it was revealed that Gazi and Yassawi Universities pre-service teachers possess higher levels of Ideal L2 self-behaviors, whereas Auezov University pre-service teachers demonstrated the lowest level of ideal L2 self-behavior. Sakarya University pre-service teachers, in turn, showed that they had higher level of ought to L2 self-behavior than their peers from Gazi, Yassawi and Auezov Universities. More positive attitude toward learning English demonstrated Gazi University pre- service teachers, followed by Yassawi University pre-service

teachers with slightly lower results. However, positive but much lower attitude toward learning English showed Sakarya University participants in comparison with their counterparts’.

The relationships among ICC, academic self-concept and L2 motivational self-system. Another main finding of the present study is that ICC, academic self-concept and L2 motivational self-system are positively correlated with each other. In both Kazakhstani and Turkish contexts, the correlations between the constructs were positive and in a medium level.

When looking over the relationship between the subscales of ICC, academic self-concept and L2 motivational self-system, it was revealed that almost all the subscales have positively correlated with each other. It was revealed that total ICC was positively and strongly correlated with all subscales of academic self-concept and L2 motivational self-system except for ought to L2 self. Ideal L2 self was also found to be positively correlated with all subscales of ICC and academic self-concept. Ought to L2 self was positively correlated with only the subscales within the L2 motivational self-system, whereas with subscales of ICC and academic self-concept it did not reveal any correlation effect. Academic self-confidence had a low level of correlation with ICC attitude, a negative correlation with ought to L2 self and a moderate level of correlation with all other subscales. Overall the highest correlation among the subscales were found between total academic self-concept and ideal L2 self, total ICC and academic confidence, total ICC and Ideal L2 self, academic effort and ideal L2 self. The lowest level of correlation was found between attitude toward learning English and ought to L2 self, ICC attitude subscale and academic confidence, ICC attitude and academic effort, ICC knowledge and academic effort. Ought to L2 self was found to have a negative correlation with academic effort and total academic self-concept.

In terms of the Turkish context, the results revealed that all subscales were correlated significantly with each other in varying strengths. Total ICC score of participants was found to be strongly correlated with ideal L2 self, followed by academic confidence, academic effort and attitude to learning English. Ideal L2 self was strongly correlated with all subscales of ICC and academic self-concept. Ought to L2 self was positively correlated with the components of ICC and academic self-concept, except for ICC skills, ICC attitude and attitude to learning English subscales. The highest correlations

The finding of this study in terms of the relationship between ICC and L2 motivational self-system in insistence with those of Mirzaei and Forouzandeh (2013) who studied the relationship between L2 motivation and ICC of Iranian EFL learner. He revealed that there was a strong and positive correlation between the L2 learners’ ICC and L2-learning motivation. They have reached the conclusion that “learners’ intercultural dispositions to foreign language learning and aligning with otherness influence their L2 motivation, and motivational factors, in turn, guide the learning process and ensure achievement” (p. 312). Similar results revealed Öz (2015) in his study with Turkish university EFL students, in which a strong and positive correlation was found between ideal L2 self and ICC and all its components. In the

similar vein, in another study conducted by (Öz, 2016), he explored a significant correlation between ideal L2 self and Turkish university EFL students' willingness to communicate in English. Also, Kanat-Mutluoğlu (2016) confirmed these results by revealing a positive relationship between Ideal L2 self and ICC, ideal L2 self and academic self-concept, academic self-concept and ICC. Moreover, she found that ideal L2 self significantly contributed to the prediction of willingness to communicate. Thus based on the findings of these studies it can be asserted that L2 learners' ICC is closely related with their L2-learning motivation. In the early studies by Gardner and Lambert (1959, 1972), Gardner and MacIntyre (1993), Dörnyei and Csizer (1998, 2002) the researchers found evidences that language learners' understanding of other cultures and attitudes toward the L2 community is favorably linked to their motivation and achievement in language learning. Dörnyei (2009), in turn, suggested that ideal L2 self is the main indicator of L2 motivation which triggers willingness to learn the target culture in the process of language learning and would affect the acquisition of ICC. In other words, language learners with high levels of motivation are more curious and open to engage in social interaction with people from other communities with different cultural backgrounds and languages and develop their intercultural communicative competence.

A medium and positive correlation which was found between ICC and academic self-concept in both Kazakhstani and Turkish contexts are in line with number of previous studies. However, the literature on the relationship between academic self-concept and ICC seems to be considerably lacking. As it was discussed before, the study conducted by Kanat-Mutluoğlu (2016) in which she examined the level of correlation among EFL university students Ideal L2 self, academic self-concept, ICC and willingness to communicate, revealed the strongest correlation between academic self-concept and ICC. She concluded that language learners' perceptions about their current state in language learning, in other word their positive academic self-concept, positively affects the development of their competence regarding the communication with target cultures. Moreover, in the studies of Clement, Dörnyei and Noels (1994) and Kim (2003), the researchers revealed that lack of engagement with the target community members influence language learners' English proficiency, thus lowering their self- confidence in interacting with people in English. Consequently, a positive correlation between academic self-concept and ICC suggests that if students possess high level of confidence, then they are more likely to engage in intercultural interactions, remain active, and make every effort to interact efficiently. On the other hand, when students actively and efficiently participate in English interactions, they feel more confident in talking with English speakers (Kim, 2003). If to consider that academic self-concept determines academic achievement (Areepattamannil & Freeman, 2008; Ghazvini, 2011; Muijs, 1997; Patrikakou, 1996), and that academic achievement is one of the main predictors of intercultural competence (Kim, 2003), then these interrelationship brings us to the idea that language learners' academic self-concept influence their level of ICC which was supported by the results of the present study. As Shavelson, Hubner and Stanton (1976) stated academic self-concept is highly related to the support coming from the surrounding environment

since learners perceive their own competences and skills in comparison with others. Thus, the findings of the present study confirm the assumption of other related studies that language learners' perceptions of their own abilities to be successful in the process of language learning would have a positive influence on development of their competence regarding the target culture so that it can lead to higher level of ICC.

The present study provided support for the relationship between academic self-concept and L2 motivational self-system. Many researchers to date investigated the relationship between the L2 motivated learning behavior and academic self-concept or related construct such as self-esteem and self-efficacy and its influence to students' achievement (Chemers, Hu & Garcia 2001; Dörnyei, 2009; Green et al., 2012; Kormos, Kiddle & Csizer 2011; Lent, Brown, & Larkin 1984, Marsh et al., 2002; Schunk et al., 2008). Green et al., (2012) in his study with high school students revealed that a strong correlation between motivation and students' academic self-concept positively predicted their attitude toward school. Lent et al. (1984) revealed a positive correlation between higher level of self-efficacy and increased academic achievement. They suggested that students with higher levels of academic self-efficacy achieved higher grades and persisted in their academic major longer than those with lower perceived academic self-efficacy. According to Zhong (2010) learners with high level of self-efficacy have confidence in their abilities to regulate their learning behavior so it helps them to develop their own L2 learning motivation. Similarly, Magid (2013) asserts the crucial importance of self-confidence for learners in improving their ideal L2 selves, which also helps to improve their L2 motivation. Busse (2013) supports this view by stating that these self-regulating constructs are closely related with ideal L2 self, since it is learners' beliefs about their capabilities to reach a goal, effort they put into the L2 learning and their self-confidence which determines whether a learner will reach his/her ideal L2 self or not. Bandura (2007) also found that high level of self-efficacy positively influences ideal L2 self created by the learners' imagination, and this imagination increases their motivation. Papi (2010), in the Iranian context indicated that high level of ideal L2 self and L2 learning experience decrease students English anxiety, thus make themselves feel more confident, while ought to L2 self made them more anxious. As Demir-Ayaz (2016), emphasized motivational self-guides and academic self-concept are similar constructs since both of them are about perceptions of learners concerning their competences and potentials (Marsh, 1993; Marsh & Martin, 2011). Thus, how individuals see themselves as language learners today help them in shaping their future goals in acquiring the L2 (Dörnyei, 2009).

Correlation analysis revealed that Kazakhstani pre-service teachers ought to L2 self did not positively correlate with participant ICC and academic self-concept. These results contradict the findings of the previous studies conducted in different parts of the world in which researchers' established strong correlation between ought to L2 self and L2 achievement (Carver, Lawrence, & Scheier, 1999; Demir-Ayaz 2016; Engin, 2009; Kennedy, 2002; Yang & Kim, 2011). However, these findings of previous studies are congruent with the results of Turkish participants. Similar to the

findings revealed from Turkish participants Demir-Ayaz (2016) found out the predictive ability of ought to L2 self on learners L2 achievement. It was explained by the fact that in the Turkish context students feel that they have to learn English because it is expected from them in order not to be ashamed or not to feel guilty in the end. Engin (2009) who investigated Turkish context also reached similar results which showed that Turkish students are highly motivated for both instrumental and integrative reasons which in turn increase their L2 achievements. In Asian Context Yang and Kim (2011) and Kennedy (2002) also revealed that Chinese students possessed very high ought to L2 self levels which predicts their L2 achievement. Thus, it can be concluded that education context plays a crucial role in the creation of future self-guides for students' in achieving the language objectives.

The predictability of academic self-concept and L2 motivation self- system in Kazakhstani and Turkish pre-service teachers' levels of ICC. The results of multiple regression analysis revealed that academic self-concept and L2 motivational self-system significantly contributed to the prediction of Kazakhstani pre-service English teachers' level of ICC. However, academic self-concept was found to be a strongest predictor of Kazakhstani pre-service English teachers' level of ICC. Academic confidence and academic effort were found to make a stronger contribution to the prediction of ICC. The results also indicated that subscale of L2 motivational self-system

Similarly, the results of Turkish participants revealed that both academic self-concept and L2 motivational self-system had predictive ability on their levels of ICC. Moreover, all the factors including academic confidence, academic effort as well as ideal L2 self, ought to L2 self and attitude toward learning English were found to be strong predictors of ICC.

The findings of Kazakhstani participant confirmed the finding of Apple and Aliponga (2018) who investigated the relationship between intercultural communication competence, speaking confidence, and possible L2 selves of Japanese university students participated in a short study abroad program in Thailand. They revealed a strong correlation between ICC and ideal L2, and a lack of correlation between ICC and ought to L2 self. They conclude that students who believe that speaking English is a social obligation do not experience successful L2 interaction as those who can perceive themselves as speakers of the language for intercultural communicative purposes. So that the students with high levels of ideal L2 self and academic self-confidence are more likely to actively seek opportunities to speak with members of L2 communities and consequently, experience fewer psychological problems in the process of adaptation to another community. In the same vein Kanat-Mutluoğlu (2016) examined the relationship between ideal L2 self, academic self-concept, ICC and willingness to communicate in Turkish context. Her findings revealed that ideal L2 self as well as academic self-concept are strongly correlated with ICC, and that only ideal L2 self was found to be the best predictor of willingness to communicate. Öz (2015) also examined the predictive power of ideal L2 self on university EFL students level of ICC in a Turkish context. His findings are also in line in line with the findings of the present study regarding Turkish participants, in

which he explored a strong predicting power of ideal L2 self on ICC. Similarly, in another study Öz (2016) investigated the predictive power of ideal L2 self on university students' willingness to communicate and revealed that ideal L2 self was a strong predictor of participants' willingness to communicate. Thus, the results of present and previous studies assumed that learners who develop high levels of ideal L2 self reach higher levels of ICC, which in turn leads to a high level of motivation to learn an L2. The findings of this study also support the theoretical model that students who can imagine themselves as proficient L2 speakers are more likely to communicate in English than someone studying English as a means of achieving particular goals such as for passing an exam or for potential employment.

Alongside, the components of academic self-concept were also explored to be the best predictors of Kazakhstani and Turkish pre-service teachers ICC. Many studies exist in the field of foreign language education supporting the predictive power of academic self-concept on L2 achievement (Huang, 2011; Marsh, Hau & Kong, 2002; Marsh & Martin, 2011). Researchers suggested that developing a positive self-concept help learners to reach higher future L2 self levels and accordingly lead to more language learning achievement. Dörnyei (2009) supported this idea by stating that academic self-concept of L2 learning significantly contributes to shape the perception of learners' future goal states, which, in turn, leads to motivated action in order to achieve it.

Conclusion

A brief summary of the results according to the research questions can be concluded as follows:

1) The first research question aimed to determine Kazakhstani and Turkish pre-service teachers' levels of ICC, academic self-concept and L2 motivational self-system. Kazakhstani pre-service teachers reported the highest mean values for ideal L2 self, ICC knowledge, attitude to learning English and ICC attitude subscales, whereas the mean scores belonged to ought to L2 self, ICC skills, academic effort and academic confidence.

Turkish pre-service teachers also demonstrated high levels of ICC, academic self-concept and L2 motivational self-system. The highest mean scores participants scored on ICC knowledge, ideal L2 self, ICC attitude, total ICC and attitude to learning English. The lowest scores related to ought to L2 self, academic effort, ICC awareness and total academic self-concept.

2) The second research question concerned the differences between Kazakhstani and Turkish pre-service teachers' level of ICC, academic self-concept and L2 motivational self-system according to the settings they live, gender, years of study and attended universities. With the first sub question of the second research question, it was sought to find answer whether Kazakhstani and Turkish participants differ from each other in terms of ICC, ASC and L2 MSS. It was found that Turkish participants mean of scores on ICC (skills, attitude, awareness and knowledge) academic self-concept (confidence and effort) and L2 motivational self-system (ideal

L2 self, ought to L2 self and attitude to learning English) were higher than Kazakhstani participants'. Statistically significant differences were found in ICC skill, attitude and knowledge factors as well as in total ICC scores, in academic confidence and total academic self-concept scores, in ought to L2 self and total L2 motivational self-system scores.

With the second sub question of the third research question, it was sought to find answer whether gender affect Kazakhstani and Turkish participants ICC, ASC and L2 MSS. The results related to Kazakhstani data revealed that there was no statistically significant difference between males and females in Kazakhstan in terms of their level of ICC and its components, L2 motivational self-system and its components. However, the gender difference was found regarding participants' academic self-concept, where male participants showed higher level of academic confidence than females. The findings related to Turkish participants indicated similar results, in which Turkish male and female pre-service teacher differ from each other in terms of their academic self-concept (academic confidence and academic effort) with female participants outperformed male participants, whereas no significant difference was found between males and females regarding their ICC and L2 motivational self-system and its components. When male and female pre-service teachers of Kazakhstan and Turkey were compared separately, it was found that both male and female pre-service teachers in Turkey had higher levels of ICC than males and females in Kazakhstan.

In the third sub question of the third research question, it was aimed to examine whether years of study of participants affect their ICC, ASC and L2 MSS. The results revealed that there was not found statistically significant differences among 2nd year, 3rd year and 4th year students in Kazakhstan. Similar results were revealed in the Turkish context, where 2nd year, 3rd year and 4th year students demonstrated nearly the same results. The comparison of participants of two settings indicated that Turkish 2nd year, 3rd year and 4th year students significantly higher level of ICC than their counterparts in Kazakhstan. Further, statistically significant differences were found regarding 2nd year, 3rd year and 4th year students ought to L2 self levels, and attitudes to learning English. No significant difference was found between Kazakhstani and Turkish 2nd year, 3rd year and 4th year students' academic self-concept.

The fourth sub question of the third research question aimed at comparing Kazakhstani and Turkish participants ICC, ASC and L2 motivational self-systems according to their attended universities. The results revealed that the pre-service teachers from two participated universities in Kazakhstan (Akhmet Yassawi and Auezov State Universities) differ from each other in terms of their level of ICC, academic self-concept and L2 motivational self-system. We can see here that Ahmet Yassawi University participants outperformed Auezov State University participants with statistically high results. The participants of Turkish universities (Gazi and Sakarya Universities) significantly differed from each other only according to their level of academic self-concept (confidence and effort) and attitudes to learning English, in which Gazi University pre-service teachers outperformed Sakarya

University pre-service teachers. When comparing the universities of two settings, the results revealed that statistically significant differences exist among the mean of scores of Kazakhstani and Turkish universities level of ICC, academic self-concept and L2 motivational self-system. In relation to the ICC scores, Gazi pre-service teachers outperformed their peers from other universities.

3) The third research question discussed the relationship between participants ICC, ASC and L2 MSS. The results indicated that there was a strong and positive correlation between Kazakhstani pre-service English teachers' ICC, academic self-concept and L2 motivational self-system. It was also revealed that all factors related to these three constructs (skills, attitude, awareness, knowledge, academic confidence, academic effort, ideal L2 self, attitude toward learning English) were closely related with each other except for ought to L2 self. One interesting finding from this research was that Kazakhstani pre-service teachers ought to self L2 behavior did not correlate with any of the components of ICC and academic self-concept, whereas in Turkish context there was found positive correlation between participants ought to L2 self-behaviors and all other factor related to ICC and academic self-concept.

4) The aim of the fourth research question was to determine the best predictors of pre-service teachers ICC among the factors of ASC and L2 motivational self-system. The results suggested that academic confidence and ideal L2 self of Kazakhstani pre-service teachers had the medium level of predictive ability on their ICC. It was also found that ought to L2 self of participants did not predict in any way participants level of ICC and that academic effort and attitude to learning English had a predictive power on participants ICC in a low level.

The best predictors of Turkish pre-service teachers' ICC were found to be ideal L2 self followed by academic confidence. Attitude to learning English, ought to L2 self appeared to predict ICC at a low level, whereas academic effort had no predictive power on participants ICC.

Suggestions

The results of the present study indicated that there was a significant effect of the academic self-concept and L2 motivational self-system on pre-service teachers ICC. Moreover, the study assessed the perceived level of Kazakhstani and Turkish ELT pre-service teachers' levels of ICC, academic self-concept and L2 motivational self-system. According to the results some recommendations for practice can be made and the possible recommendations are presented below:

1) ICC specific education is a needed in order to develop pre-service teachers' knowledge about different cultures, to foster their positive attitudes toward other cultures, toward people from different communities, skills to interact and communicate since these are the main criterions of Intercultural person. This can be done through teaching language learners the necessary knowledge, providing opportunities to participate in intercultural programs in and outside the classroom and

campus and encouraging to practice their existing knowledge and skills which also directly affect their future self-guides as well as their self-concept which may help them to be more motivated, more confident and to put more effort to further development of their ICC.

2) When measured on ICC level Kazakhstani pre-service teachers have been shown lower ICC than their counterparts from Turkey. So for teacher educators in Kazakhstan it is suggested to work on promoting their students ICC not only in the classroom but also to find out alternative ways to incorporate practices and activities that can build ICC out of classroom too. Different teacher education projects, panels and conferences may be conducted in cooperation with Turkey, which will be useful for both settings pre-service teachers in terms of meeting new people and enhancing their level of ICC.

3) It must be given more opportunities to learn about different cultures during the courses, when the students become more familiar with the culture, their interest towards it will increase accordingly. Learners get more motivated when they believe that what they are going to learn is something useful.

Therefore, learners should be aware of the usefulness of the knowledge they acquire and interested in what they are learning.

4) Since the findings suggest that academic self-concept predicts pre-service teachers' levels of ICC, it is important for teacher educators to know the academic self-concept levels of the pre-service teachers so as to find ways to increase them. As Oxford asserts (1996) the more teachers know about factors that may influence language learners' achievement, the more readily the teacher can come to grips with the nature of individual differences in the classroom. Therefore, teacher educators should design courses to include experiences to raise pre-service teachers' awareness of the self-concept construct and the implications of this construct for their professional growth. Bandura (1982) suggested that self-concept can be enhanced through field experiences, so that it is important for teacher educators to give their pre-service teachers opportunities to experience the success in the academic field. When the students perform successfully they will become more motivated which in turn influence their development of ICC.

5) In the classroom environment, teacher educators may enhance pre-service teachers' academic self-concept by implementing group activities, in which they will learn how to work in cooperation, create the environments where students could feel free in expressing their thoughts and opinion and learn to hold discussions.

6) It is also recommended for teacher educators to help pre-service teachers understand their own way of L2 learning based on their own motivational self-system and how they envision themselves, because future self-guides in terms of ideal and ought to selves influence their ICC. If pre-service teachers will learn to self-analyze they could monitor and self-regulate their intercultural development process more consciously and in a more reflective way (Öz, 2015).

Directions for Further Research

1) One of the main directions for further research is the investigation of other variables that might affect language learners' development of ICC. These studies may be concentrated on factors that promote or impede the development of ICC in and out of class. They may range from students' demographics, such as level of proficiency, oversea experience or student majors to other constructs like language anxiety, level of learning autonomy and etc.

2) The sample of the present study was limited to tertiary level university students from ELT departments. Therefore, further validation studies with different samples can be conducted at different higher education institution.

3) Taking into account the dynamic nature of academic self-concept and L2 motivational self-system, conducting experimental or longitudinal research by using ICC scale with pretest/posttest may offer interesting insights about progression or changes on students' level of ICC, academic self-concept and L2 motivation and about the influence of these effective factors on ICC

4) Finally, the data for the present study were drawn from the Kazakhstani pre-service teachers belonged to two universities from one state in Kazakhstan. Therefore, since Kazakhstan is one of the biggest countries regarding its territory, the results revealed from this study cannot be generalized to pre-service teachers across Kazakhstan. The same assumption may be made in terms of Turkish pre-service teachers participated in the study. Turkey is also a culturally diverse country and the data were collected from two universities of cities located close to each other. So that, there is a need for studies with large samples from a range of universities to get more convincing results.

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APPENDIX-A: ICC Scale

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Slightly agree</i>	<i>Agree</i>	<i>Strongly agree</i>
1	I am able to express my thoughts and ideas clearly when interacting with people from different cultures.					
2	I am able to use appropriate body language when interacting with people from different cultures.					
3	I am able to interact and communicate effectively with people from different cultures.					
4	I am able to communicate appropriately by taking into consideration norms and beliefs of people from different cultures.					
5	I am able to help my friends to solve cross cultural misunderstandings when they arose in any situations.					
6	I am able to initiate a conversation when I meet people from different cultures.					
7	I am able to keep going a conversation during the interaction with people from different cultures.					
8	I am able to communicate appropriately in the markets, shops and other public places with people from different cultures.					
9	I can cooperate easily with people from different cultures on shared activities and ventures.					
10	I can follow all grammar rules when interacting with people from other cultures.					
11	I am able to manage breakdowns in communication with people from different cultures.					
12	I can deal with problems by my own in foreign counties.					
13	I am able to make an intercultural friendship.					
14	I am able to solve problems stemming from cultural differences					
15	I am able to identify differences and similarities across my own and other cultures.					

16	I am able to deal with culturally distinct persons.					
17	I am able to initiate and terminate conversation appropriately with people from other cultures.					
18	I am able to maintain the communication with people from other cultures.					
19	I am able to express myself clearly when the situation requires it.					
20	I am confident when interacting with people from different cultures.					
21	I can use appropriate verbal behavior (e.g. accent, tone) when communicating with people from other cultures.					
22	I am willing to communicate with people from other cultures (who have different perceptions and orientations from mine).					
23	I am interested in meeting people from different cultures and countries.					
24	Interacting with people from different cultures makes me happy.					
25	I get a lot of pleasure from taking part in different intercultural activities such as music festivals, fairies, concerts etc.					
26	I like visiting fairies of different cultures.					
27	I would like to join in different intercultural courses and programs abroad.					
28	I am willing to learn about other cultures' traditions and norms.					
29	I like visiting music festivals and concerts of different cultures.					
30	I am eager to visit theatrical plays of different cultures.					
31	I am willing to take part in different intercultural educational and scientific projects.					
32	I am eager to make friends from different cultures and countries.					
33	I always try to come into contact with people from other cultures when it is appropriate.					
34	I would like to have a lot of friends from different cultures.					
35	I feel nervous when interacting with people from other cultures.					
36	I find it difficult to tell the direction to foreigners.					

37	I often get confused when it is my turn to express myself in front of people from other cultures.					
38	I find it difficult to get into contact with people from different cultures.					
39	I find it difficult to express my thoughts when interacting with people from other cultures.					
40	I feel anxious when communicating with people from different cultures.					
41	I do not feel confident enough to make friends from other cultures.					
42	I feel myself uncomfortable while interacting with people from other cultures.					
43	I am able to use appropriate body language when interacting with people from different cultures.					
44	My language competence is not enough for interacting with people from other cultures.					
45	I find it difficult to make friends from other cultures.					
46	I am not interested in learning about different cultures.					
47	I am able to read, understand and interpret books, magazines, articles etc., of different cultures.					
48	I am interested in different topics such as films, music, art etc. of different cultures.					
49	I get pleasure from listening to the music of different cultures.					
50	I like watching films of different cultures.					
51	I am able to understand the advertising boards and road signs when visiting foreign countries.					
52	I know about the importance of other cultures values and beliefs in communicating with people from different cultures.					

APPENDIX-B: Academic Self-Concept Scale

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Slightly agree</i>	<i>Agree</i>	<i>Strongly agree</i>
1	I can follow the lectures easily.					
2	I am able to help my course mates in their school work.					
3	If I work hard, I think I can get better grades.					
4	Most of my course mates are smarter than I am.					
5	My lecturers feel I am poor in my studies.					
6	I am good in most of my courses.					
7	I often forget what I have learned.					
8	I always do poorly in course works and tests.					
9	I am able to do better than my friends in most courses.					
10	I am not willing to put in more effort in my course work.					
11	I day-dream a lot in lectures.					
12	I often do my course work without thinking. (in a hurry, without careful planning or thought)					
13	I pay attention to the lecturers during lectures.					
14	I study hard for my tests.					
15	I am usually interested in my course work.					
16	I will do my best to pass all the courses this semester.					
17	I often feel like quitting the degree course.					
18	I am always waiting for the lecture to end and go home.					
19	I do not give up easily when I am faced with a difficult question in my course work.					

APPENDIX-C: L2 Motivational Self-System Scale

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Slightly agree</i>	<i>Agree</i>	<i>Strongly agree</i>
1	I can imagine myself living abroad and having a discussion in English.					
2	I can imagine myself living abroad and using English effectively for communicating with the locals.					
3	I can imagine a situation where I am speaking English with foreigners.					
4	I can imagine myself speaking English with international friends or colleagues.					
5	I imagine myself as someone who is able to speak English fluently.					
6	I can imagine myself speaking English as if I were a native speaker of English.					
7	Whenever I think of my future career, I imagine myself using English.					
8	The things I want to do in the future require me to use English.					
9	I can imagine myself working somewhere where all my colleagues are speaking in English.					
10	I can imagine myself writing scientific articles in English perfectly.					
11	I study English because close friends of mine think it is important.					
12	I have to study English, because, if I do not study it, I think my parents will be disappointed with me.					
13	Learning English is necessary because people surrounding me expect me to do so.					
14	My parents believe that I must study English to be an educated person.					
15	I consider learning English important because the people I respect think that I should do it.					
16	Studying English is important to me in order to gain the approval of my peers/teachers/family/boss.					

17	It will have a negative impact on my life if I don't learn English.					
18	Studying English is important to me because other people will respect me more if I have a knowledge of English.					
19	Studying English is important to me because other people will respect me more if I have a knowledge of English.					
20	If I fail to learn English, I'll be letting other people down.					
21	I like the atmosphere of my classes.					
22	I find learning English really interesting.					
23	I always look forward my classes.					
24	I really enjoy learning English					
25	I think time passes faster while studying English.					



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