



**DEVELOPING CRITICAL INTERCULTURAL COMPETENCE IN
SECOND LANGUAGE TEACHER EDUCATION**

Zeynep Yaprak

**Ph.D. DISSERTATION
ENGLISH LANGUAGE TEACHING PROGRAMME**

**GAZI UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES**

MAY, 2018

TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU

Bu tezin tüm hakları saklıdır. Kaynak göstermek koşuluyla tezin teslim tarihinden itibaren 12 (oniki) ay sonra tezden fotokopi çekilebilir.

YAZARIN

Adı: Zeynep

Soyadı: Yaprak

Bölümü: İngiliz Dili Eğitimi A.B.D.

İmza:

Teslim Tarihi:

TEZİN

Türkçe Adı: İkinci Dil Öğretmen Eğitiminde Eleştirel Kültürlerarası Yeterliliğin Geliştirilmesi

İngilizce Adı: Developing Critical Intercultural Competence in Second Language Teacher Education

ETİK İLKELERE UYGUNLUK BEYANI

Tez yazma sürecinde bilimsel ve etik ilkelere uyduğumu, yararlandığım tüm kaynakları kaynak gösterme ilkelerine uygun olarak kaynakçada belirttiğimi ve bu bölümler dışındaki tüm ifadelerin şahsıma ait olduğunu beyan ederim.

Yazar Adı Soyadı: Zeynep Yaprak

İmza:

JÜRİ ONAY SAYFASI

Zeynep Yaprak tarafından hazırlanan “Developing Critical Intercultural Competence in Second Language Teacher Education” ” adlı tez çalışması aşağıdaki jüri tarafından oy birliği / oy çokluğu ile Gazi Üniversitesi İngiliz Dili Eğitimi Anabilim Dalı’nda Yüksek Lisans / Doktora tezi olarak kabul edilmiştir.

Danışman: Doç.Dr. Kemal Sinan ÖZMEN

İngiliz Dili Eğitimi Anabilim Dalı, Gazi Üniversitesi

Başkan: Prof. Dr.Paşa Tevfik CEPHE

İngiliz Dili Eğitimi Anabilim Dalı, Gazi Üniversitesi

Üye: Doç.Dr. Cem BALÇIKANLI

İngiliz Dili Eğitimi Anabilim Dalı, Gazi Üniversitesi

Üye:Doç.Dr. Hale IŞIK GÜLER

İngiliz Dili Eğitimi Anabilim Dalı, Orta Doğu Teknik Üniversitesi

Üye: Dr. Öğretim Üyesi Neslihan ÖZKAN

İngiliz Dili Eğitimi Anabilim Dalı, Ufuk Üniversitesi

Tez Savunma Tarihi: 26/06/2018

Bu tezin İngiliz Dili Eğitimi Anabilim Dalı’nda Yüksek Lisans/ Doktora tezi olması için şartları yerine getirdiğini onaylıyorum.

Prof. Dr. Selma YEL

Eğitim Bilimleri Enstitüsü Müdürü

ACKNOWLEDGEMENTS

I would like to express my special thanks of gratitude to my supervisor Assoc. Prof. Dr. Kemal Sinan ÖZMEN, for his intensive supervision, expert support, and encouragement throughout this research study.

I would also like to sincerely thank my examining committee members Assoc. Prof. Dr. Cem BALÇIKANLI and Assoc. Prof. Dr. Dr. Hale GÜLER-IŞIK for their constant motivation and assistance for my research from the onset. Additionally, I owe a debt of gratitude to the Foundation for Critical Thinking, non-profit organization striving for the mastery of fair-minded critical thinking, for their teaching and learning resources, and Online Critical Thinking Basic Concepts Test which gave me the opportunity of assessing my students' understanding related to critical thinking elements, standards, and intellectual virtues. I would also take this opportunity to thank Dr. Lies SERCU, Dr. Alvino FANTİNİ, and Dr. Peter FACIONE for their invaluable contributions to the phenomena of critical thinking and intercultural competence.

I am especially grateful to my colleagues and students for taking part in my research and for their cooperation, effort, and giving their time throughout my research. Finally, in particular I have a considerable support from my family and would like to thank them for their patience, support, and love.

DEVELOPING CRITICAL INTERCULTURAL COMPETENCE IN SECOND LANGUAGE TEACHER EDUCATION

(Ph.D. Dissertation)

Zeynep YAPRAK

GAZI UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

May 2018

ABSTRACT

The notion of intercultural competence, its explicitly and critically integration into education have received a considerable interest in recent years. The purpose of this study is to explore the impact of critical thinking skills both cognitive and dispositional dimension on the promotion of intercultural competence in language classrooms. In this sense, the key emphasis was put on the development of intercultural knowledge, awareness, and sensitivity within the framework of intellectual standards and traits with the intention of developing learners to be individuals, teachers, and citizens who are intellectually empowered. The focus of this research study is threefold: the exploration of language teaching objectives and beliefs of the educators with respect to critical thinking, culture teaching, and intercultural competence; the analysis of the participant educators' actual teaching behaviors in accordance with their early stated objectives and beliefs related to research focus; and the investigation of the impact of the developed C-IC (Critical Intercultural Competence) course on the development of critical intercultural competencies of the language teacher candidates. Mixed method research design which involves both quantitative and qualitative data collection techniques and analysis was chosen as research design. In order to minimize the possible weaknesses of any used method and increase the validity and reliability of the findings, the data was triangulated with multiple data collection tools such as surveys, questionnaires, observation sheets, interview protocols, success tests, and reflection tools like web-folios. Participants in this study were 12 educators and 34 undergraduate students majoring at English Language Teaching at a state university, in Turkey. Experimental research design was implemented for the last phase of the study; that is, 17 student teachers were randomly allocated to the control group and the rest 17 students were assigned to the treatment group. The statistical analysis of data was

carried out by using SPSS and in accordance with the sample size and other conditions both parametric and non-parametric tests were used. Additionally, in order to see the magnitude of the impact of the training, the statistical differences between experimental and the control groups were confirmed with appropriate effect size calculations. For the qualitative data content analysis was performed and the raw data was coded in accordance with the emerged themes. Despite the study limitations due to the sample size and other research conditions, based on the research findings and interpretation, the study revealed that teacher beliefs may show quite low congruence with the real classroom practices and any intended shift in their teaching methodology towards more critical approach and intercultural sensitivity needs to be done through increasing their awareness in their beliefs and teaching. Furthermore, according to statistical analysis and student teachers' own reflections, with essential modifications in curriculum and teaching, critical thinking skills played a complementary and crucial role in fostering intercultural knowledge, awareness, and sensitivity of the learners.

Keywords: Critical thinking, intercultural competence, intercultural sensitivity, culture teaching, teacher education, teacher competencies

Page Number: 228

Supervisor: Doç. Dr. Kemal Sinan ÖZMEN

İKİNCİ DİL ÖĞRETMEN EĞİTİMİNDE ELEŞTİREL KÜLTÜRLERARASI YETERLİLİĞİN GELİŞTİRİLMESİ

(Doktora Tezi)

Zeynep YAPRAK

GAZİ ÜNİVERSİTESİ

EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Mayıs 2018

ÖZ

Kültürlerarası yetkinlik kavramı ve kendisinin doğrudan ve eleştirel olarak eğitime entegre edilmesi son yıllarda dikkate değer bir ilgi görmüştür. Bu çalışmanın amacı, dil derslerinde kültürlerarası yetkinliğin geliştirilmesinde eleştirel düşünme becerilerinin hem bilişsel hem de ruhsal boyutlarının etkisini araştırmaktır. Bu anlamda, öğrenenlerin entelektüel olarak güçlendirilmiş bireyler, öğretmenler ve vatandaşlar olarak geliştirebilmeleri için bu çalışmada kilit önem öncelikle entelektüel standartlar ve nitelikler çerçevesinde kültürlerarası bilgi, bilinçlilik ve duyarlılığın geliştirilmesine verilmiştir. Bu araştırmanın odağı üç boyutludur: öğretmen eğitmenlerinin eleştirel düşünme, kültür eğitimi ve kültürlerarası yetkinliğe yönelik dil öğretim hedefleri ve inançlarının araştırılması; yine aynı katılımcı eğitmenlerin sınıf içi gerçek öğretim davranışlarının daha önce belirtmiş oldukları araştırma odaklı hedef ve inançlarına uygunluk analizinin yapılması; ve yabancı dil öğretmen adaylarının eleştirel olarak kültürler arası yetkinliklerinin geliştirilmesine yönelik geliştirilen E-KY (Eleştirel Kültürlerarası Yetkinlik) dersinin öğretmen adayları üzerindeki etkilerinin araştırılması. Araştırma deseni olarak, hem nicel hem de nitel veri toplama tekniklerini ve analizini içeren karma araştırma yöntemi seçilmiştir. Kullanılan yöntemlerin muhtemel zayıf noktalarını en aza indirmek ve bulguların geçerliliğini ve güvenilirliğini arttırmak için veriler anketler, gözlem formları, görüşme protokolleri, başarı testleri ve web dosyaları gibi yansıtma araçlarını içeren çoklu veri toplama araçlarıyla üçgenleme tekniği ile güçlendirilmiştir. Bu çalışmada yer alan katılımcılar, Türkiye'de bir devlet üniversitesinde İngilizce Öğretmenliği bölümünde çalışan 12 öğretmen eğitmeni ile aynı bölümde okuyan 34 lisans öğrencisidir. Deneyisel araştırma tasarımı çalışmanın son aşaması için uygulanmıştır; öğretmen adayları kontrol grubuna 17; deney grubuna 17 kişi

olmak üzere rastgele atanmıştır. Verilerin istatistiksel analizi SPSS kullanılarak gerçekleştirilmiş ve örneklem büyüklüğüne ve diğer koşullara uygun olarak hem parametrik hem de parametrik olmayan testler yapılmıştır. Buna ek olarak, uygulanan eğitimin etki büyüklüğünü görebilmek için, deney grubu ile kontrol grubu arasındaki istatistiksel farklılıklar, en uygun efekt boyutu hesaplamaları ile yeniden ortaya konulmuştur. Nitel veri için içerik analizi yapılmış ve ham veriler ortaya çıkan temalar doğrultusunda kodlanmıştır. Örneklem büyüklüğü ve diğer araştırma koşullarına bağlı araştırma sınırlamalarına rağmen, elde edilen bulgular ve yorumlar bu çalışmada öğretmen inançları ile öğretmenlerin gerçek sınıf uygulamaları arasında bağdaşmanın çok zayıf olabileceğini ve öğretme metodolojisinde daha eleştirel yaklaşıma ve kültürlerarası duyarlılığa yönelik arzu edilen herhangi bir değişimin öğretmenlerin inanç ve öğretim davranışlarındaki farkındalıklarının artırılmasıyla mümkün olabileceğini ortaya koymuştur. Ayrıca, istatistiksel analiz ve öğretmen adaylarının yansımalarına göre müfredat ve öğretimde yapılan gerekli değişikliklerle birlikte, eleştirel düşünme becerilerinin öğrencilerin kültürlerarası bilgi, bilinç ve duyarlılığının geliştirilmesinde tamamlayıcı ve önemli bir rol oynamıştır.

Anahtar Kelimeler: Eleştirel düşünme, kültürlerarası yeterlilik, kültürlerarası duyarlılık, kültür öğretimi, öğretmen eğitimi, öğretmen yeterlilikleri

Sayfa Adedi: 228

Danışman: Doç. Dr. Kemal Sinan ÖZMEN

TABLE OF CONTENTS

TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU	i
ETİK İLKELERE UYGUNLUK BEYANI.....	ii
JÜRİ ONAY SAYFASI	iii
ACKNOWLEDGEMENTS.....	iv
ABSTRACT.....	v
ÖZ.....	vii
TABLE OF CONTENTS.....	ix
LIST OF FIGURES.....	xii
LIST OF TABLES	xiii
LIST OF ABBREVIATIONS.....	xvii
1.INTRODUCTION.....	1
1.1Overview	1
1.2 Aims of the Study	2
1.3 Problem Statement.....	3
1.4 The Significance of the Research.....	4
1.5 Assumptions.....	7
1.6 Definition of Some Key Concepts	8
1.7 Challenges	10
2. LITERATURE REVIEW	12
2.1 Introduction.....	12

2.2 Content and Culture Immersion in Second Language Education	12
2.3 The Principles of Content- Based Approach to Second Language Education	15
2.4 The Role of Intercultural Competence in Second Language Teacher Education (SLTE)	19
2.5 Critical Thinking Development in Second Language Education	25
2.5.1 The Cognitive Skill Dimension of Critical Thinking	32
2.5.2 The Dispositional Dimension of Critical Thinking.....	40
2.6 Intercultural Competence Development from Critical Thinking Perspective	45
3.METHODOLOGY	48
3.1 Introduction.....	48
3.2 Study Design	48
3.3 Context and Participants.....	53
3.4 Tools and Methods of Data Collection	56
3.4.1 Conducting Interview with Educators	56
3.4.2 Survey on Intercultural Competences for Foreign Language Teachers	60
3.4.3 Conducting Classroom Observation.....	63
3.4.4 Experimental Design	64
3.4.4.1 <i>Training Procedure</i>	65
3.4.4.2 <i>Teaching Session and Follow-up Activities</i>	66
3.4.4.3 <i>Syllabus and Course Design</i>	67
3.4.4.4 <i>Critical Thinking Basic Concepts Online Test</i>	69
3.4.4.5 <i>Intercultural Knowledge and Awareness</i>	71
3.4.4.6 <i>Intercultural Sensitivity</i>	76
3.4.4.7 <i>The Reflections of Student Teachers on Critical Intercultural Competence Development</i>	80

3.5 Data Analysis.....	87
3.5.1 Quantitative Data Analysis.....	87
3.5.1.1 Statistical Analysis of Quantitative Data	88
3.5.1.2 Validity and Reliability Concerns Related to Quantitative Data	89
3.5.2 Qualitative Data Analysis	90
3.5.2.1 Triangulation in Qualitative Research	90
3.5.2.2 Content Analysis and Coding Procedure	92
4. FINDINGS.....	93
4.1 Introduction.....	93
4.2 Teacher Educators' English Language Teaching Objectives	94
4.3 Teacher Educators' Beliefs about Critical Thinking, Culture Teaching, and Intercultural Competence	99
4.4 Classroom Observation Findings	113
4.5 Intercultural Competence Development (C-KAS) (Intercultural Knowledge, Awareness, Sensitivity) Findings	119
4.5.1 Intercultural Knowledge.....	124
4.5.2 Intercultural Awareness	128
4.5.3 Intercultural Sensitivity	130
4.6 The Reflection Findings for the Student Teachers on Critical Intercultural Competence Development	132
5. DISCUSSION	141
5.1 Introduction.....	141
5.2 English Language Teaching Objectives adopted by the Teacher Educators	142
5.3 Teacher Educators' Beliefs about Critical Thinking, Culture Teaching, and Intercultural Competence	143
5.4 Instructional Behaviors of Teacher Educators related to Critical Thinking Skills Integration.....	150

5.5 Critical Intercultural Competence Model and Its Training (C-KAS)	154
6. CONCLUSION	160
6.1 Critical Thinking and Intercultural Competence Beliefs and Objectives in SLTE	160
6.2 Intercultural Competence Development in Second Language Education within Critical thinking Skills.....	172
6.3 Limitations and Suggestions for Future Research.....	175
REFERENCES	177
APPENDICES	201

LIST OF TABLES

Table 2.1.	<i>Continuum from Content-driven to Language-driven CBI</i>	15
Table 2.2.	<i>A Summary of Different Aspects of Intercultural Competence</i>	22
Table 2.3.	<i>A Short Taxonomy of Critical Thinking Skills</i>	34
Table 2.4.	<i>Questions related to Path for Good Thinking</i>	36
Table 2.5.	<i>Bloom's Taxonomy of Thinking Skills</i>	37
Table 2.6.	<i>Cognitive Process Dimension</i>	38
Table 2.7.	<i>Affective Dispositions of Critical Thinking</i>	44
Table 3.1.	<i>Research Questions and Research Design Procedure</i>	51
Table 3.2.	<i>Historical Changes of Foreign Languages in Turkey</i>	53
Table 3.3.	<i>The Recruitment of Participants</i>	54
Table 3.4.	<i>The Interview Protocol with Teacher Educators</i>	59
Table 3.5.	<i>Questions Related to Interculturalisation in Foreign Language Teaching</i>	61
Table 3.6.	<i>Learning Objectives for Intercultural Competence Course</i>	68
Table 3.7.	<i>Main Differences between Critical and Uncritical Thinking</i>	69
Table 3.8.	<i>Cross-Cultural Knowledge and Awareness Test</i>	74
Table 3.9.	<i>Quiz: How "interculturally competent" are you?</i>	75
Table 3.10.	<i>IC Assessments</i>	76
Table 3.11.	<i>Intercultural Sensitivity Ethnocentric Stages and Sample Questions Included in the Intercultural Sensitivity Index (ISI)</i>	77
Table 3.12.	<i>Intercultural Sensitivity Ethno-relative Stages and Sample Questions Included in the Intercultural Sensitivity Index (ISI)</i>	78
Table 3.13.	<i>CT-Cognitive Skills</i>	83
Table 3.14.	<i>Critical Intercultural Competence Reflection Paper Format(Part I)</i>	84
Table 3.15.	<i>Critical Intercultural Competence Reflection Paper Format(Part II)</i>	85
Table 4.1.	<i>Objectives of Foreign Language Education and Friedman Test Analysis</i>	94
Table 4.2.	<i>Objectives of Foreign Language Education Categorized into Three Aspects</i>	95
Table 4.3.	<i>Objectives of Culture Teaching and Friedman Test Analysis</i>	96

Table 4.4. <i>Summary of Educators' FLT and Culture Teaching Objectives and Teaching Time Distribution</i>	97
Table 4.5. <i>Critical Thinking Skills: Cognitive and Dispositional Thinking Skills</i>	100
Table 4.6. <i>Challenges in Integration of CT into Educational System</i>	102
Table 4.7. <i>Culture Teaching Dimensions</i>	103
Table 4.8. <i>Intercultural Activities and the Exploitation of Materials</i>	107
Table 4.9. <i>List of Culture Teaching Activities</i>	109
Table 4.10. <i>Educators' Willingness Degree of Interculturalisation (Part A)</i>	110
Table 4.11. <i>Educators' Willingness Degree of Interculturalisation (Part B)</i>	111
Table 4.12. <i>Spearman Analysis of Educators' IC Willingness and Integration of Cultural Activities</i>	112
Table 4.13. <i>Teacher Educators' Instructional Questions in CT and Students' Responses/ Interpretation</i>	113
Table 4.14. <i>Teacher Educators' Instructional Questions in CT and Students' Responses/ Analysis & Inference</i>	116
Table 4.15. <i>Teacher Educators' Instructional Questions in CT and Students' Responses/Self-regulation</i>	118
Table 4.16. <i>Teacher Educators' Instructional Questions in CT and Students' Responses/Mixed</i>	118
Table 4.17. <i>Independent Samples t-Test for the Homogeneity and Normal Distribution between the Groups for CT Pre-Test</i>	119
Table 4.18. <i>CT Pre-Post Test Scores Analysis in Control and Experimental Groups</i>	120
Table 4.19. <i>Independent Samples t-Test Analysis of CT Post Test Scores between Groups</i>	121
Table 4.20. <i>Student Teachers' Number of Correct Answers for the CT Pre & Post-Test Questions in 5 Sections</i>	121
Table 4.21. <i>Post and Pre Scores of Each Group in Main Three Parts of CT Test</i>	122
Table 4.22. <i>Independent Samples t-test Analysis of Part 1 of CT Test</i>	123
Table 4.23. <i>The Independent Samples t-Test for the Homogeneity and Normal Distribution between the Groups for IC Pre-Test</i>	124
Table 4.24. <i>Cross-Cultural Content Knowledge Test 1 Pre & Post Scores in Groups</i>	125
Table 4.25. <i>Wilcoxon Signed Ranks Test Analysis of Cross-Cultural Content Knowledge Test 1 within Groups</i>	126

Table 4.26.Independent Samples t-Test Analysis of Cross-Cultural Content Knowledge Test 1 Post-Test between Groups	126
Table 4.27.Wilcoxon Signed Ranks Test Analysis of Intercultural Knowledge Test 2 within Groups.....	127
Table 4.28.Independent Samples t- Test Analysis of Intercultural Knowledge Test 2 between Groups.....	128
Table 4.29.Wilcoxon Signed Ranks Test Analysis of Cross-Cultural Awareness within Groups.....	128
Table 4.30.Independent Samples t- Test Analysis of Cross-Cultural Awareness between Groups.....	129
Table 4.31.Wilcoxon Signed Ranks Test Analysis of Intercultural Sensitivity Test within Groups.....	130
Table 4.32.Independent Samples t- Test Analysis of Intercultural Sensitivity between Groups.....	131
Table 4.33.Student Teachers' Reflections about Critical Intercultural Cognitive Development.....	132
Table 4.34.Key Codes Emerged from the Student Teachers' Reflections on Personal Intercultural Competence Development.....	135
Table 4.35.Student Teachers' Reflections about Critical Intercultural Disposition Development.....	137

LIST OF FIGURES

<i>Figure 2.1.</i> Cognitive skills of CT.....	40
<i>Figure 2.2.</i> Onion diagram of general principles of IC.....	46
<i>Figure 3.1.</i> Research design.....	49
<i>Figure 3.2.</i> Research design typology.....	52
<i>Figure 3.3.</i> Mixed methods sampling stages.....	55
<i>Figure 3.4.</i> Typology for sampling.....	56
<i>Figure 3.5.</i> Main sections of intercultural competence survey adapted in this study.....	62
<i>Figure 3.6.</i> C-KAS (critical knowledge, awareness, sensitivity) intercultural competence model.....	72
<i>Figure 3.7.</i> Reasons for carrying out reflections.....	81
<i>Figure 3.8.</i> A sample open coding analysis of interview data.....	92
<i>Figure 4.1.</i> Objectives of Foreign Language Education Categorized into Three Aspects...	95
<i>Figure 4.2.</i> Wordle of teacher educators' responses to the definition of critical thinking..	99
<i>Figure 4.3.</i> Educators' Responses to the Possible Challenges May Hinder the Integration of CT into Education.....	101
<i>Figure 4.4.</i> Teacher Educators' Stated Reasons for Cultural Differences.....	103
<i>Figure 4.5.</i> Teachers' Beliefs Related to Culture Teaching	104
<i>Figure 4.6.</i> Teachers' Perceptions of Time Distribution.....	105
<i>Figure 4.7.</i> Wordle of intercultural competence.....	105
<i>Figure 4.8.</i> Distribution of Intercultural Competences among Respondents.....	106
<i>Figure 4.9.</i> Teachers' Familiarity with the Culture.....	108
<i>Figure 4.10.</i> Difference between Teachers' Willingness Degree of Interculturalisation and Actual Culture Teaching Activities.....	112

LIST OF ABBREVIATIONS

CT	Critical Thinking
IC	Intercultural Competence
SLTE	Second Language Teacher Education
FLT	Foreign Language Teaching
C-KAS	Critical Knowledge Awareness Sensitivity
C-IC	Critical Intercultural Competence
CEFR	The Common European Framework of Reference for Languages
CBI	Content Based Instruction
CLIL	Content and Language Integrated Learning
BICS	Basic Interpersonal Communicative Skills
CALP	Cognitive Academic Language Proficiency
ICT	Information and Communication Technology

CHAPTER 1

INTRODUCTION

1.1 Overview

With the introduction of communication and information technologies in our lives, the debate about how to enhance intercultural competence has become the biggest argument in politics, economy, education, and in all aspects of daily life. As it has impacted all fields and the key factors that it plays in globalization, the creation of an aura of interculturalisation by reference to critical thinking skills is the main driving force behind the movement started with this doctoral dissertation and research study. Developing intercultural competence and interaction between different cultures through having intercultural awareness, knowledge, and sensitivity that entails the appreciation of cultural differences has own principles, standards, and values. However, the controversy of its definition, scope, and its implementation in education put extra pressure on scholars and educators to develop innovative practical options and repertoire of strategies both for themselves and students in order to teach intercultural competence in comply with its theoretical foundations in relation with critical thinking. With the purpose of ensuring the effect of critical thinking cognitive skills and dispositions on the development of intercultural competence in second language teaching and teacher training, this study within control and experimental group design seeks the outcomes of a designed pragmatic model based on the critical elements, standards of thought, and intellectual virtues. Thus, the first chapter of this dissertation, introduction part puts the emphasis on the gap of developing intercultural competence within more reflective, critical and reasoned judgment through providing the aims, significance of the study, and the possible research challenges need to be overcome. The second chapter gives details related to theoretical framework and related literature that help this study to analyze, compare, and contrast its research foci

with other research studies in order to support own research point and shape own research structure. Through its empirical grounding, the third chapter aims to provide sufficient information related to the adapted research methodology, the used methods, data collection tools, sampling procedure, and tries to answer the questions and considerations related to reliability and validity issues. The next findings and discussion chapters include the findings obtained from teacher educators and candidates through a variety of statistical analysis and their interpretation within related literature and this study perspective; namely, critical thinking based second language teaching and teacher training. Lastly, the conclusion chapter summarizes the impact of our training on our research departure point, its contributions to the literature, and the limitations of our study that need to be taken into consideration by other scholars before making any inferences or generalizations related to this study.

1.2 Aims of the Study

Critical thinking and intercultural competencies are fundamental phenomena need to be highlighted in all levels of education, especially in higher education which provides students with many opportunities to be equipped with to develop own mechanisms in processing large amount of information to be professionally successful and to build and effective global citizenship. With this main departure point; thus, the aim of this study is to provide insights about how critical thinking cognitive skills and dispositions can be infused in intercultural education which basically shares many common points with critical pedagogy. Critical thinking skills advocate thinking which without fail is unbiased, fair, and serves for humanity; similarly, intercultural competence intends to cultivate skills and traits in order to overcome intercultural distortions, narrow-mindedness, and unfairness like ethno-centrism. With this approach, in this study the promotion of intercultural competence is dealt with under the scrutiny of critical thinking skills, criteria, and virtues so as to increase the consciousness, integrity, and consistency. With this significant respect, intercultural competence in this study is referred as critical intercultural competence (C-IC). For building critical intercultural competence in second language education with regard to critical intercultural knowledge, awareness, and sensitivity dimensions, this study tries to achieve the following goals:

1. To clearly specify the concepts of critical thinking itself, its skills, dispositions, and intercultural competencies and provide details related to their scopes.
2. To promote the employment of critical thinking cognitive skills and dispositions in critically and intercultural training the teacher candidates of second language education.
3. To provide suggestions for syllabus design, teaching methodology, material choice, and task design with the intention of integrating critical thinking and intercultural competence.
4. To provide process assessment for critical intercultural competence development and develop critical intercultural competence taxonomy for the reflection of teacher candidates.

Teacher training in globalization era needs to give prominence to the infusion of critical thinking skills in all disciplines. Especially in intercultural competence as it plays a key role for world peace and being citizen of humanity, we believe that the development of intellectual maturity strengthens intercultural competencies in terms of acquiring comprehensive, credible, and biases free knowledge, having state of being critically conscious and aware of own cultural values and other cultures, and finally developing critical and intercultural virtues in order to cope with intolerance, hatred, discrimination, and ill-treatment against emerging cultural differences. With its practical suggestions based on these points, this study provides in-depth image of intercultural competence with respect to critical thinking skills and dispositions.

1.3 Problem Statement

The advancements in technology make the incorporation of informational technologies in foreign language education and using computer as assistance compulsory. However, sole integration of technology and internet into education is not a guarantee for life-long education. Taking the need for critical individual or learner in an inter-culturally threaded world into account, empowering learner to be an inter-culturally competent critical thinker, and designing a curriculum in this respect are therefore essential. In spite of a number of studies related to critical pedagogy and intercultural competence (Bradshaw, Bishop, Gens, Miller, and Rogers, 2002; Murray, 2006; Vidoni & Maddux, 2002), the criteria for framing a well-structured curriculum and syllabus especially for EFL context are still vague

(Hemming, 2000). According to Lipman (1988, p. 39) critical thinking is “skillful, responsible thinking that facilitates good judgment” through considering criteria, self-correction, and being sensitive to context. Additionally, Kuhn (1999) critical thinking involves both conceptual and practical points. Simply put, a clear conceptualization of critical thinking therefore needs to be accompanied with practice. In order to address the needs of living in an inter-culturally connected world, the goal of educational institutions should not be to load learners with critically analyzed information with which they will have problems in processing and internalizing such information. Rather, those institutions are to provide learners with the opportunity of learning about both their own and other cultures and develop critical thinking and with a spirit to gain critical awareness for both of them. However, as learner autonomy depends on teacher’s own autonomy (Little, 1995) first teachers need to train themselves to be a competent critical thinker and open to different cultures without prejudice and discrimination. Hence, the primary purpose of the study is to investigate the concept of critical thinking and intercultural competence in order to see how they can be effectively integrated into foreign language education despite limited learning opportunities and intercultural communication possibilities of EFL contexts. The reviews obtained through this investigation will be used to as evaluation criteria for the purpose of checking EFL contexts in terms beliefs of lectures and students teachers and general classroom activities. As this research aims to assist student teachers of languages to gain a deep insight into critical intercultural competence, the final part of the study will be about the design of online course based on intercultural items which will be tried to be acquired through critical teaching and learning process. At the end of this module, student teachers will be expected to submit a comprehensive digital portfolio threaded with critical analysis of own and other cultures.

1.4 The Significance of the Research

Harmonious coexistence in the world can be realized through equipping teacher candidates with intercultural competencies in all levels. Designing intercultural language classrooms and embracing the cultural diversity with critical pedagogy are relatively understudied phenomena. Students’ being trained to be critical thinkers and interculturally component individuals who can scaffold own learning and take own development beyond from mere collection of information to effectively and fairly use of own reasoning and who can effectively and openly engage with both own and other cultures makes the process of the

awakening of the intellect and intercultural understanding. The need for investing more in cultural diversity and intercultural interaction between different cultures puts the focus on the promotion of intercultural competence in all disciplines. The primary aim and departure point of this research is to integrate intercultural dimension into second and foreign language teaching in order to train the language teacher candidates as “intercultural speakers or mediators” who recognize the importance of “respect for human dignity and equality of human rights” (Byram, Gribkova, Starkey, 2002). Developing an appropriate and effective approach to engage with diversity and different identities bearing different ethnic, racial, religious, and other cultural overtones with positive attitude requires the effective blending both the related theory and practice (Byram et al., 2002; Scheid, 2000). Without a careful plan, comprehensive research, and deep analysis this blending process would have been chaotic; in order to minimize the fallacies and any emerging problems the intercultural paradigm adapted in this study is based on a number of important models suggested by well-known scholars (Byram et al., 2002; Deardoff, 2006a; Scheid, 2000). According to Byram et al. (2002), the components of intercultural competence include knowledge, skills, intercultural attitudes, and critical cultural awareness. Similarly, introf1 also define own models’ dimensions as awareness, attitudes, skills, and knowledge. Intercultural competence adapted in this study emphasizes mainly three of these components are knowledge, awareness, and sensitivity within the stimulation of critical thinking in every step, which increases the significance of this study among other studies. Intercultural competence sense, based on these above mentioned models, in this study instead of its linguistic competence, we put emphasis mostly on the development of knowledge, awareness, and sensitivity aspects of intercultural competence within critical thinking skills, which brings out our own intercultural competence model C-KAS (Critical/Knowledge-Awareness-Sensitivity). The knowledge aspect of our model refers to the general knowledge about social structure, political-economic factors, interactional behaviors, basic norms and taboos of both own culture and target cultures (Fantini & Tirmizi, 2006). The awareness dimension includes the recognition and consciousness of similarities and differences between own culture and other cultures and developing ability of evaluation of this diversity based on some critical criteria (Byram et al., 2002; Fantini and Tirmizi, 2006). Lastly, sensitivity is to have personal attitudes to be ready and willing to deal with cultural diversity, stereotypes, personal or cultural biases, and having appreciation and paying attention to learn new cultures, employ different roles, and engage

with different cultures and people of these cultures (Byram et al., 2002; Fantini and Tirmizi, 2006). According to Byram et al. (2002), the development process of intercultural competence would be “never complete and perfect” but to achieve success in it entails consistent awareness of adjustment, acceptance, and understanding of other people. In our study in order to gain intercultural competence a deeper level and prepare our teacher candidates to global citizenship that values diverse cultures and world views as a significant focus of our research we try to induce critical thinking in our intercultural competence promotion in second language teaching. With this respect, the pioneering scholars that mainly guide this study for critical theory are the scholars of Delphi Report (1990); Dr. Peter A. Facione and other experts and the founders of the Foundation for Critical Thinking Dr. Richard Paul and Dr. Linda Elder (2015). Delphi report sets a number of questions that try to determine the skills and dispositions included in critical thinking and the practical considerations to teach critical thinking. Primarily they define critical thinking as reasoning which is shaped as cognitive dimensions like interpretation, analysis, evaluation, and inference through being based on purposes and self-regulation (Facione, 1990). The other important outcome of the Delphi Report is the consensus that a critical thinker needs to be equipped with a number of dispositions like being inquisitive, open-minded, being sincere to face own biases, stereotypes, and being willing to base the information seeking process on some intellectual criteria; in other words, critical thinker can only be a whole person with critical cognition and spirit (Facione, 1990). The other scholars that work for the excellence in thought are Dr. Richard Paul and Dr. Linda Elder. According to Paul and Elder (2008), thinking can be unfair, vague, and narrow-minded. They believe that with systematic education, self-direction, discipline, monitor, and correction in the development of critical thinking a person can be trained and can jump from the first level of unreflective thinker to master thinker, who is consistently reflective and natured with good characteristics of thought (Paul & Elder, 2008). In parallel with the cognitive skills suggested by Facione (1990), for the founders of Foundation for Critical Thinking (Paul & Elder, 2008), the elements of reasoning are purposes, questions, inferences, points of view, information, inference, concept, implication, and assumption. In the process of critical thinking, these elements need to be standardized on a number of standards like clarity, precision, accuracy, significance, relevance, completeness, logicalness, fairness, breadth, and depth (Paul & Elder, 2008). Like in Delphi Report (1990), in an affective sense, it is necessary for an individual to be emotionally

programmed to be critical spirit with intellectual virtues like intellectual autonomy, courage, humility, fair-mindedness, empathy, integrity, and perseverance (Paul & Elder, 2008).

Through developing a systematic model adopting critical analysis of intercultural competence this study ultimately aims to describe a practical and critical approach to foreign language learning intended to gain “synthetic” intercultural competence. It is synthetic because while drawing its framework around intercultural competence, it does not turn blind eye to the limited opportunities of EFL contexts in terms of conducting real intercultural interaction between the other cultures. However, the study is not completely pessimistic about developing a foreign language education model which will provide learning opportunities to foster intercultural competence in EFL classes. Additionally, in order to improve the quality of this education model, it uses the dimensions of critical pedagogy which will serve as a filter. Based on critical thinking components derived from related literature cultural entities such as politics, economics, customs and traditions will be enhanced through an online course design. Moreover, what makes this study particularly significant is that the use of e-learning in improving intercultural competence will facilitate the process of being inter-culturally competent who can understand and criticize own cultural specifics and who is aware of the behaviors, feelings, and the values of other people from culturally diverse backgrounds. All in all, with the integration of requisite critical thinking skills, this study we try to empower student teachers with the distinctive and critical perspectives or values of people of other cultures with consistent understanding, acceptance, and reflection.

1.5 Assumptions

The increased availability of engaging with other cultures and opportunities of interacting with the people of different cultures make the need for intercultural education, teacher training, and policy development inevitable. The delicacy of intercultural competence development entails the integration of intellectual curiosity, principles, and standards as it aims to develop democratic citizens with high degree of intercultural awareness and sensitivity, which means more than conceptual or knowledge development. In order to develop pupils who can use own critical thinking abilities, be consistently inclined to use these faculties, and can break own stereotypes and prejudices, all parties policy makers,

scholars, school management, teachers, parents, and all related social activists need to cooperate and take action. On the side of academy and research, we believe that employing appropriate reasoning, critically questioning the information, assessing the process of information gathering, having connections between the collected data and phenomena, and adapting a reflective approach to intercultural development are the key ways to have considerable and critical lifelong results. Thus, within this research framework we assume that;

- Training students to think critically will help students develop critical analysis of subject matter and adopted material.
- The quality of students' cognitive and linguistic engagement will be improved and thereby, they will have more meaningful and longer output in English language.
- Students will learn to develop a critical world view in cultural and intercultural issues.

1.6 Definition of Some Key Concepts

Intercultural competence, as “global mind-set” (Bird & Osland, 2004) comprising a wide range of dimensions, skills or sub-competencies is a source of controversy. According to Thomas' definition, intercultural competence is “to shape the process of intercultural interaction in a way that avoids or contextualizes misunderstandings, while creating opportunities for cooperative problem solving in a way that is acceptable and productive for all involved” (Thomas, 2003, p.141). The definition highly emphasized in this study in broad sense is in Fantini's (2006, p.12) words is “a complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself”. According to Common European Framework of Reference for Languages (2001), these linguistic and culture based abilities can be adjusted with the cultural and intercultural knowledge, which also in turn promote the development of intercultural awareness and skills. Drawing a comprehensive conceptualization of intercultural competence necessitate a set of dimensions like cognitive, affective, and behavioral components. The major intercultural elements dealt in this study are critical intercultural knowledge, awareness, and sensitivity. Based on Deardoff's (2006b) pyramid model of intercultural competence, intercultural knowledge involves profound knowledge of culture which encompasses not only own culture but also artifacts, behaviors, lifestyles,

and world views of other cultures and people. The next component awareness includes the understanding of the values of own and target cultures and criticality in this awareness needs the evaluation of this understanding or awareness based on some explicit critical and fair criteria or standards (Byram et al., 2001). From Hanvey's (1987) view, intercultural awareness consists of three levels like awareness of not only apparent but also deep and noteworthy cultural traits that significantly different from one's culture, and lastly it includes the development of awareness from the point of view of the member of that culture. Intercultural sensitivity is "ability to develop a positive emotion towards understanding and appreciating cultural differences" (Chen & Starosta, 1997). According to Bennett (1984), intercultural sensitivity refers to developmental process which leads to positive affective, cognitive, and behavioral change from ethnocentric stages to ethno-relative stages; which includes the appreciation and acceptance of cultural differences through developing positive intercultural image (Hammer et al., 2003, p. 422). Intercultural sensitivity with its broadest sense comprises a number of dimensions like fair-mindedness, empathy, self-esteem, respect, curiosity etc.

As suggested by Hummel and Huitt (1995), "What you measure is what you get". The appropriate assessment integration into your instruction not only adds systematicity and discipline to your training but also gives idea about the effectiveness of your teaching and let you have a quality check of to what extent students make good use of your training. The acquisition and development of complex skills or competence and to achieve consistency in these skills and competencies, like intercultural competence, involves a long and demanding process which needs to be scrutinized with appropriate assessments. Basing CT and its sub-skills on "a clear and accurate conceptualization" (Facione, 1990) is one of the essential points before deciding the way it can be exploited in instructional process, integrated into classroom practices, and assessment procedure. In literature, there are many definitions that have established CT theory:

- "disciplined thinking which exemplifies the perfections of thinking appropriate to a particular mode or domain of thinking" (Paul, 1990, p. 33)
- "reasonable, reflective thinking that is focused on deciding what to believe or do" (Ennis, 1987, p.10)
- "...a conscious and deliberate process which is used to interpret or evaluate information and experiences with a set of reflective attitudes and abilities that guide thoughtful beliefs and actions" (Mertes, 1991, p.24)

In this research study, we think that the definitions proposed by Facione (1990) and Scriven and Paul (1992) are the most suitable and practical for our research design and teacher training program.

- “...purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations” (Facione, 1990)
- “...actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action” (Scriven & Paul, 1992)

Besides addressing to the CT’s cognitive domain which involves brain based faculties like remembering, grouping, interpreting, analyzing, using evidences, these scholars also emphasize the dispositional domain of CT which refers to the tendency, attitudes, and inner values of the individual which becomes their nature in time. These inherent qualities (Facione, 1990; Paul & Elder, 2008) include being consistently curious, having trust in reason, willing to be unprejudiced and break own stereotypes, being impartial in evaluating oneself or others, making logical decisions in criteria selection for seeking for information or evaluation of information, and being meticulous in reaching reasonable judgments based on evidences.

1.7 Challenges

Considering internalization attempts in all areas, promotion of intercultural competence in educational fields also deserves a greater interest, consideration, and effort. However, because of lack of agreement about its scope, its life-long, dynamic nature, and being not only global endeavor but also individual endeavor, we are aware of the fact that enhancing student teachers’ intercultural competence in second and foreign language education especially through critical thinking skills bears a great number of challenges to be turned into opportunities. Concerning its primary aim, this study bases its research paradigm on the main goal of empowering teacher candidates of English Language with critical thinking skills based intercultural competences prior to any teaching or studying experiences at home or abroad. Some of the challenges in this research design that involve a great deal of careful consideration are as follow:

- Complex and controversial nature of critical thinking and intercultural competence

- Negative preconceptions and misunderstandings related to critical thinking
- Staffs' and students' background education which is not conducive to foster the development of critical intercultural competence
- Time pressure and lack of optimum conditions due to education system requirements
- Limited resources in integrating critical thinking skills and dispositions into language teaching and practice part
- Misconceptions related to time distribution between language and culture teaching
- In terms of ethics and human rights teaching, some critical considerations like late start
- Lack of opportunity to be exposed to target language and different cultures outside of the class
- Lack of knowledge, practice, and consistency in staff and program evaluation regarding to critical intercultural competence

In order to minimize the negative effects of these challenges and turn them into opportunities we have a deep analysis on critical thinking and intercultural competence literature which outlines the key concepts, dimensions, and principles included in these two main research foci. For the time constraints and other negative issues caused either by curriculum or teaching environment, we have tried to have a detailed research framework that embody our course objectives, student needs, teaching materials, activities, and assessment procedures. Not to leave any missing parts related to critical thinking skills and our intercultural competence model, we work on a complete synthesis and rubrics that incorporate detailed principles and elements and we try to add these principles in reflection process of students' each group work, search, and written assignment. The full potential of software, virtual classroom, websites, and other authentic audio-visual materials are exploited both during class teaching and outside the classroom so that students can easily access, analyze, evaluate information and create their own information bank based on critical intercultural competence principles. With authentic tasks and active learning principles, students' awareness, knowledge, and sensitivity are tried to be built. With consistent assessment and reflection protocols, students' active participation, autonomy, and consciousness in taking responsibility are tried to be carried to the next level.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This research study aimed to explore the impact of critical thinking skills on the development of intercultural competence model including the dimensions of knowledge, awareness, and sensitivity. In this chapter, the focus is on the literature review of sub-aspects related to intellectual intercultural competence promotion in second language education and teacher training. With reference to related literature, principles, and models, teacher educators' language teaching objectives, beliefs related to culture teaching, critical thinking, and its effects on intercultural competence teaching and development were reviewed and this research study's own synthesis regarding research aspect was put forward.

2.2 Content and Culture Immersion in Second Language Education

Content Based Instruction and Content and Language Integrated Learning, along with task-based approach, are categorized under the strong version of Communicative Approach. From Howatt's (1984) point of view, these two approaches put special emphasis on the active use of language and its driving force in the process of learning language. In other words, we need to use language to learn it. In this respect, content-based foreign language instruction aims learners to play with "real pieces" encoded in life by expecting actual use of language. This, in turn, provides opportunities of being autonomous and taking the responsibility of learning beyond classroom borders (Stryker & Leaver, 1993). In this respect, a bank of "concepts, topics, and meanings" which are raw materials for a meaningful communication, interplay between content and language is the ultimate goal aimed by the introduction of Communicative Language Teaching (Dalton-Puffer, 2007).

When communicative language teaching paradigm for CBI is taken into consideration the following principles come forward (Brown, 1994):

1. Teaching grammar exclusively and focusing only on the development of linguistic competence is rejected. Instead, communicative competence with its all components including knowledge of syntax, morphology, phonology, knowledge of discourse and pragmatics is focus in foreign language teaching.
2. Language forms are used to enable learners to realize “pragmatic, authentic, functional” use of language for carrying out tasks or other purposes.
3. Fluency and accuracy are “complementary” and indispensable aspects for having meaningful interaction and language use in general.
4. With appropriate class activities and techniques, learners’ receptive and productive language skills are boosted.

Integration of content and language is not a new trend; rather it has always been at the center of interest especially in ESL immersion programs in the USA and Canada (Davies, 2003). Some of the other methodologies that formalize their principles around content-based and CLIL are as shown below:

- Content-Based Instruction (CBI)
- Content-Based Learning (CBL)
- English for Specific Purposes (ESP)
- Cognitive Academic Language Learning Activities (CALLA)
- Language Across the Curriculum (LAC)
- Task-Based Learning (TBL)

Immersion programs like in Canada, North America, and United States are a typical example of education in which other disciplines in curriculum are taught in foreign language. By this way, it attempts to develop necessary foreign language skills and motivate students to adapt to new culture. With a slight difference, Content-based Instruction and Content and Language Integrated Learning (CLIL) is a “dual-focused educational approach” which aims to use an additional language for the instruction of both content and language (Coyle et al., 2010, p.1). Being financially state supported in European countries CLIL was coined by David Marsh and Anne Maljers in 1994. High population rate due to immigrants and as a natural result of globalization trends has become a driving force for European societies to accommodate these immigrants in their

education system with a more effective second or foreign language education policy (Dalton-Puffer, 2007).

According to European Commission it is an opportunity for learners to actively use new language during learning process and it also “opens doors on languages for a broader range of learners, nurturing self-confidence” through teaching non-linguistic subjects in a new language. According to Snow (1991), CBI is a multi-faceted method which allows different learning contexts and techniques. As opposed to other bottom-up approaches which mostly encourage linguistic competence and takes language itself as a subject, CBI offers “a truly holistic and global approach” to language education (Stryker & Leaver, 1993). While CBI mostly applied in North America, CLIL has gained popularity in Europe. In terms of philosophy of language teaching in CBI and CLIL, lexis is used to integrate content and language. Through the instruction of content-specific vocabulary, lexis plays the central role in the principle of active use of foreign language to learn both language and content. Additionally, grammar is taught not in accordance with the hierarchy of grammatical difficulty but in accordance with its function in conveying the content. Basing the curriculum on topics is an easy and effective way to integrate all skills and “provide coherence and continuity across skill areas” (Richards & Rodgers, 2014, pp.210-1). The core principle of CBI which is to use language communicatively to learn it requires communicative language testing. Oral proficiency interviews involving authentic “spontaneous interactions” to measure learners’ ability of communication are an option to assess their communicative competence. CBI and CLIL courses can be categorized under two categories as content-driven or language-driven (Clegg, 2003; Met, 1999). As one end of continuum, “content-driven” approach is oriented for attaining of content related objectives, at the other end of continuum “language-driven” approach is more language-oriented which favors a course design around meaningful language practice while learning a new content.

Table 2.1

Continuum from Content-driven to Language-driven CBI

Content-driven CBI	Language-driven CBI
Content is taught in L2	Content is used to learn L2
Content learning is priority	Language learning is priority
Language learning is secondary	Language learning is incidental
Content objectives determined by course goals or curriculum	Language objectives determined by L2 course goals or curriculum
Teachers must select language objectives	Students evaluated on content to be integrated
Students evaluated on content mastery	Students evaluated on language skills /proficiency

Advocating teaching methodologies because of its integrative philosophy rather than being one specific methodology, CBI can be implemented through a number of courses such as sheltered content courses, adjunct courses, or theme-bases courses. With its “integrative nature” which covers the possible facets of CLIL and content based pedagogy in general, Coyle’s 4Cs model provides a theoretical foundation for content and language integration (Coyle, 2006).

Content: Content matter as well as learners’ way of learning, own way of developing knowledge and skills.

Cognition: Learning process and the functions of thinking or cognition in general in this process, relationship between thinking and individual linguistic needs.

Communication: Content learning through use of target language

Culture: Developing awareness in own culture and other cultures, intercultural competence and communication skills.

2.3 The Principles of Content- Based Approach to Second Language Education

(Larsen-Freeman & Anderson, 2011)

- The major goal of CBI is to provide instruction of both content and language.
- To recite previous learning and build new knowledge, learners’ schemata are activated.
- Through scaffolding by giving linguistic support, teachers assist learners to fill their linguistic gaps and build complete and meaningful sentences.
- Learners realize the function of language use and know that it is only a means of reaching mastery of other subjects also.
- Integration of all skills as well as teaching of vocabulary and grammar in authentic contexts has a significant role in CBI. Holistic language teaching is adopted.

Learners are encouraged to apply top-down strategies. By means of these top-down strategies, they learn to move from overall text to linguistic pieces. After getting the gist of the oral or written language, they work on structures, words, or pronunciation.

- Use of authentic materials, tasks, and graphic organizers facilitate the learners' exposition to "meaningful, cognitively demanding" language and content.
- The language support that students need while working with an authentic material or subject is given by teachers through use of different examples.
- Learners' critical thinking skills are also strengthened through increasing awareness in critical cognitive and dispositional skills.

Teachers are expected to design classroom activities and adopt appropriate and authentic materials to teach language and content. They need to help learners to deal with challenging and demanding activities through providing them with language support and content knowledge. They also need to pay a significant effort in making the teaching process clear exploiting "visuals, reiteration, repeating, and by giving a lot of examples" (Larsen-Freeman & Anderson, 2011, p.139). In order to address the cognitive variables in the classroom, lecture methods as "expository approaches" and role plays, games, or simulations as "experiential approaches" are also activities that are expected to be adopted by teachers (Mohan, 1986). Additionally, letting more place for "exploratory talk and writing", teachers can foster students' thinking skills fed by the materials (Mohan, 1986). On the other hand, accommodating affective variables such as anxiety, attitude, motivation, self-confidence, etc. through getting students' participation in choosing topics and activities is also under their responsibility (Stryker & Leaver, 1993). For language teachers, the instruction of a new content and adopting activities and materials accordingly can be challenging as this process entails specialization. Therefore, they may feel the need of working with a content teacher. In that case, it is necessary for them to build a close relationship and collaborate with those teachers, which thereby may help them gain insight in designing tasks and choosing materials based on a so-called subject or theme. Furthermore, with a clear and comprehensive methodology, teachers need to sustain a good balance between "teacher-centered" instruction and "cooperative student-centered" learning. Making ensure that all students have chance of accessing all other group works is another important points that teachers need to consider. Generally stated, in order to be adapted to new situations and new teaching and learning modes, teachers need to be

motivated to have “willingness to change”. In terms of choosing or designing materials and activities, it is essential for them to bear the belief “in the efficacy of CLIL” (Hillyard, 2011).

Learners are supposed to engage in language activities and the learning process of content. While taking part in activities, they also need to monitor their “interactive communicative ability” and check “interactional moves” to “create their own active construction of responses to these patterns” (Hall, 1995, p. 218). To be successful in this process, not only they need to be aware of their learning and communication strategies, but also they need to be open to develop new strategies when the old ones do not work at all. Students need collaborate with teacher and other fellow students to comprehend that specific subject matter in target language. The triple-focused approach advocated by CLIL learning contexts makes the combination of “foreign language learning, content subject learning, and intercultural learning” possible (Sudhoff, 2010). In this sense, teaching a language through a specific content can be challenging and cognitive demanding. One of the reasons behind this difficulty is lack of learners’ “direct experience” and dealing with abstract topics, which makes the hypothesizing about scientific processes difficult or impossible (Brewster, 2009). In this respect, in CLIL lessons, learners are not only expected to improve their Basic Interpersonal Communicative Skills (BICS); but also their Cognitive Academic Language Proficiency (CALP). These are two commonly used terms coined by Jim Cummins (1984) and have gained highly prestigious place especially in bilingualism. In accordance with Cummins’ words, BICS refers to “the manifestation of language proficiency in everyday communicative contexts” including all four language skills, on the other hand, CALP is the “manipulation of language in de-contextualized academic situations” (Cummins, 1992). The application of BICS occurs in situations in which context and actions make the communication familiar and understandable to the speakers like greeting someone (Cook, 2007). Concerning CALP, acquisition of academic language proficiency requires more abstract and cognitively demanding learning process. Content based curriculums, teaching methodologies, designed activities, and chosen materials are good ways in order to make sure that learners are proficient enough in these two broad language proficiency. While being able to comprehend and dealing with daily informal contexts, they also need to be effective in dealing with complex academic contexts.

Beside basic communicative skills and academic cognitive competency, CLIL pedagogies may serve as an effective platform for promoting special thinking skills. Expressively, education or specifically language education is not a process of conveying information or accumulation of knowledge; rather it is also guiding learners to think critically and creatively (Brewster, 2009). That is, while learning new knowledge, learners also need to comprehend, analyze, or evaluate this new knowledge through using their thinking skills. In this sense, regarding to thinking skills and its hierarchy, Benjamin Bloom proposed one of the most impressive foundational taxonomy for higher-order thinking skills (HOTS) which need to be integrated into teaching and learning process of any subject matter. Based on this taxonomy (Anderson & Krathwohl, 2001), some of the learning skills may entail more cognitive processing than the others. For instance, while the level of remember stays at knowledge base, for evaluation, on the other hand, learners not only need to understand the context but also need to judge the topic and support their stands with previous and new knowledge. According to Coyle (2006), effective language learning requires the development of higher-order thinking skills as CLIL learners need language to develop their thinking skills.

With the integration of cultural points and being a source for task-based activities, the textbooks can be one option students may benefit from. Additionally, content based texts and passages highlighting key terms, expressions, ideas, or scientific processes may help students grasp the topic or content. Illustrating these texts with labels, pictures, or graphic may maximize students' understanding and getting more input from the used materials (Coyle, 2006). For presenting more "rich visual support coupled with interactivity", exploiting ICT applications also enable learners to collaborate with other students (Coyle, 2006). Some ICT applications are:

- PowerPoint presentations
- Social Networks
- Web-quests
- Virtual Worlds
- Online Encyclopedias
- Websites/Video-sharing websites

Overall, the functions of ICT applications are a good option to provide information related to content, maximize learner active participation, and use to them as a database for

collection data related to specific topics or personal interests (Coyle, 2006).

2.4 The Role of Intercultural Competence in Second Language Teacher Education (SLTE)

Living in a globally integrated society puts forward the need or pressure to raise intercultural awareness. Internalization (Knight, 1997; Stier, 2002; Yang, 2002) resulted from inevitable cross-cultural communication between different cultures as stated by the American Council on Education (ACE) in terms of pedagogical outcomes entails inter-culturally motivated, knowledgeable, and competent individuals. For this mission foreign language teachers have the big responsibility to motivate learners to be interested in different cultures and pay effort to learn more about these cultures (Sercu, 2010) to be ready to build collaboration with people from other cultures. Highly increased interconnectedness also has changed the goals of language teaching; in other words, being proficient in target language becomes not “only aim” of foreign and second language teaching (Moeller & Nugent, 2014). In addition to language proficiency, being culturally intellectual is important point in effectively and appropriately acting in intercultural contexts. Within its dynamic nature which is loaded with fast-changing beliefs, traditions, and social behaviors to thrive in own culture and new culture entails language teaching and classroom instruction to comply with these changes and worldwide engagement. According to Fantini (2006) the concept “intercultural competence” can be clarified as “a complex of abilities needed to perform *effectively* and *appropriately* when interacting with others who are linguistically and culturally different from oneself”. From communicative perspective, intercultural communicative competence as an intercultural approach to foreign language education not only entails the competence of understanding of target ‘language’ and the ‘behaviors’ employed by the target people but also requires its explanation to the ‘home’ society (Corbett, 2003). In addition to this statement, Corbett (2003) suggests that language learners need to be trained as “diplomat” who can represent his own culture and develop relationships with other cultures. Developing intercultural competency in foreign and second language education encompasses a number of sub-points or competencies like having certain skills, knowledge, attitudes, or awareness. For an interculturally competent student or individual, improving these aspects in target culture will not be enough for being equipped with these competencies; they also need to gain insight in these points in their own culture. In other words, being culturally competent in

own culture plays key role in being interculturally competent individual and effectively engage in other cultures (Byram, 1997). According to Byram's Model of Intercultural Communicative Competence (1997), the needed sub-competencies are knowledge, attitudes, and skills. In order to discover own and other cultures, it is necessary for learner to acquire certain knowledge related to cultural elements like politics, economy, history, geography and other traditions and customs. In addition to this knowledge, while interacting and engaging with target culture due to ethnocentrism and misinterpretations cultural shock can be inevitable; in order to minimize or prevent these false impressions according to Byram (1997) individual need to have the skills of interpreting and relating, comparing and contrasting, and developing new perspectives. Intercultural attitudes including being curious, open-minded, willing to be in part of new situations, and appreciating others' beliefs or values are part of intercultural model of Byram (1997). Considering a model that includes the aspects of intercultural competence and your pedagogical aims will be determined and your outcomes will be evaluated accordingly, Byram's (1997) five dimensions regarding intercultural communicative competence model can be shown as an example. For Byram's point of view, the model that you recommend needs to be useful and practical both for teaching and assessment process.

Attitudes towards differences emerged as a result of different cultural beliefs or orientations may be negative and positive. However, in order to achieve "successful intercultural interaction", positive attitude needs to be combined by "curiosity", "openness", and being ready to "suspend and judgment" so you can develop respect for cultural diversity (Byram, 1997). For the other factor knowledge, Byram suggests that it should be taken into consideration from two points. In one point, knowledge refers to the information or the total of what is known about the cultures of interlocutors which are brought to interaction. On the other point knowledge which is essential and basis for healthy interaction is the awareness of the "concepts and processes in interaction". As a part of socialization and being exposed to formal education, based on their experiences or learning from others' experiences, people can easily build knowledge about history, norms, values, shared social heritage or attitudes of self and other cultures. Knowledge of processes related to interaction covers the processes of developing social identity and how they perceive the other interlocutor from own or third parties' perspective. Skills in Byram's (1997) intercultural communicative competence model are divided into two categories. In one category, skill is preferred to define the process of interpreting or

relating a “document” with other documents through activating schemata or knowledge of one’s own or another environment. Second category skills of discovery and/or interaction are natural result of one’s effort to increase own familiarity or awareness of ‘beliefs, meaning, and behaviors’ whether by using documents or by sharing a role in an interaction. Bennet’s developmental model of intercultural sensitivity (1993), on the other hand, involves the developmental stages from ethnocentric to ethnorelativism. The first part of the continuum starts with cognitive development then with affective end finally behavioral development the model summarizes an individual intercultural sensitivity from denial stage which is being indifferent to cultural differences to integration stage of appreciating differences and being part of new culture. As another highly cited model Deardoff’s Intercultural competence process model (2006a) involves the basic elements of attitudes, knowledge and comprehension, internal and external outcome. Appreciating other cultures, being openness, tolerating ambiguity, developing cultural awareness and knowledge, adaptability, flexibility, and effectively and appropriately performing behavior and communication are consisted of this process orientation cycle (Deardoff, 2006a). Chen and Starosta (1996), name the intercultural components of their triangular model for communicative competence as intercultural awareness, intercultural sensitivity, and intercultural adroitness. According to their model, intercultural awareness is related to the cognition aspect which entails having adequate knowledge. Intercultural sensitivity directly refers to the affective component which is about possessing positive attitudes like respect, openness, and empathy. Finally, intercultural adroitness is the activation of all these cognitive and affective components with appropriate behaviors and skills.

Albeit too vague and broad, the concept intercultural competence forces scholars and educators to search for the right path and develop new methodologies. Stier (2003) states that in this process which aims to gain students intercultural competency, educators have the central role. With clear content and adapting new methods to enable learners to acquire intercultural competencies, educators can ensure that their class serves as “pedagogical melting pot” of “varying view, opinions, and ideologies” (Stier, 2002). With respect to one’s “overall intercultural competence”, As shown below, Stier (2003) states that intercultural competencies can be dealt in two major categories as “cultural-content competencies” and “processual competences”.

Table 2.2

A Summary of Different Aspects of Intercultural Competence

Content-competencies	Processual Competencies
Knowledge, information about the culture and its people	Intrapersonal competencies cognitive competencies
	<ul style="list-style-type: none"> • Perspective alteration • Role taking • Self-reflection • Culture detection • Problem solving
	Emotional competencies
	<ul style="list-style-type: none"> • Emotional coping • Avoiding judgments • Avoiding automatic responses
	Interpersonal competencies
	<ul style="list-style-type: none"> • Interpersonal sensitivity • Communication competence • Situational sensitivity

Whereas content competencies-knowing can be conceptualized as knowing the characteristics of own and host culture (see Byram, 1997), processual ones include intrapersonal, interpersonal, cognitive and emotional competencies. Besides history, language, and other social norms, content competencies also comprise “taboos”, “world views”, and “gender roles” of both cultures (Stier, 2003). With regard to the cognitive side of “dynamic character” of overall intercultural competence, being inter-culturally competent encompasses the mental functions such as changing your perception if needed, role taking, questioning of yourself, being open and ready to discover cultural diversity and using problem solving skills. In terms of emotional capabilities, you need to learn to “cope with a variety of feelings” can be caused by “unknown cultural setting”. “Avoiding judgments” and “autonomic responses”, on the other hand, can help the individual eliminate possible negative attitudes and feelings which may hinder further socialization and; thereby, developing competence in that culture. Effectively use of linguistic and non-linguistic signals, being sensitive to the cultural variations which may have effect on conversation (turn allocation, registers related to the gender or formality), being able to decode the messages coded in context form the interpersonal competencies or otherwise stated interaction abilities (Stier, 2003).

Based on the project conducted by one of the oldest intercultural educational organization The Federation of The Experiment in International Living (FEIL), the questions like “What exactly is intercultural competence?” and “How do we best measure and monitor it?” were tried to be answered by non-profit national entities (Fantini, 2006). With respect to the outcomes obtained, four dimensions; namely, *awareness*, *attitudes*, *skills*, *knowledge* were agreed on as the components of intercultural competency. According to Fantini (2009), the advent and widely use of new technologies and globalization make contribution to the “direct and indirect contact” of more people which inevitably has led to new communication challenges that need to be considered under the title of “intercultural competence”. In response to this effect, enhanced awareness promotes the existence and development of other components. According to Hammer and Bennett (2001) triggering “cultural self- awareness” makes learning more about cultural differences possible.

As internalization’s effects, the roles of teachers, especially foreign and second language teachers’, have shifted from the information transmitter to facilitator who facilitates the acquisition of culture within meaningful and authentic language teaching through thinking skills like analysis, discovery, evaluation etc. and, in this sense, intercultural competence development needs to be seen as one of the learning objectives (Byram et al., 2002; Deardoff, 2009). With the systematic integration of exploratory and reflective learning, learners may be provided with the opportunities of being aware of their own biased early-acquired ideas related to other cultures and people so that they could rethink, evaluate, and change these ideas with the positive ones (Moeller & Nugent, 2014). Showing respect to otherness and “equality of human rights” should be taken into account in intercultural education (Byram et al., 2002). This way of teaching and learning environment not only enables the acquisition of new knowledge about both own culture and other cultures but also let learners change their culture related negative thoughts with enriching experience (Moeller & Nugent, 2014). Otherwise, being part of new cultural context and being exposed to “new beliefs, values, and behaviors” without positive attitude transformation may cause cultural shock and hinder the process of intercultural development (Byram et al., 2002). As highlighted by Salazar and Agüero (2016), the development of intercultural competence in each individual cannot be thought as to occur spontaneously or develop within the same pace since it is a dynamic and long process which for some people can regress or be blocked. One of the other obstacles in this intercultural competence development, a “thrilling challenge”, is teachers’ beliefs (UNESCO, 2013). How teachers

are going to design their teaching, which teaching methodology they are going to follow and whether they adopt new goals in accordance with new developments or trends all depend on teachers' views or perceptions (Pajares, 1992). Regarding the components of intercultural competence, firstly it is necessary for language teachers to be conscious of their beliefs and then they need to be willing to be knowledgeable about new cultures, be familiar with cultural differences and similarities, and develop positive attitudes towards these differences and any emerged ambiguities in order to train their own students accordingly. Regarding to teachers' beliefs and attitudes transformation, teachers need to be professionally supported with alternative teaching methodologies related to intercultural pedagogy through seminars, in-service trainings, being part of international projects, professional meetings, or exchange programs so that the reluctance degree of not integrating intercultural components into their teaching to some extent may be minimized (Byram et al., 2002; Sercu, 2006). According to Moloney and Harbon cited in Moeller and Nugent (2014), in order to successfully deal with the wide range of cultural knowledge in language learning context, learners need to be guided to "think and act appropriately". This is the one of the main principle and feature of intercultural teaching which aims to take learners at the centre with active and supportive learning atmosphere. For the UNESCO's definition (2001), culture is a broad term that refers to "spiritual, material, intellectual and emotional" aspects of a society; therefore, in language classrooms it needs to be taken into account from a wide perspective. Through this way, language teachers can fulfill the expectations of new world and can be effective in tracking the new developments in language education (Byram et al., 2002). Intercultural competence training is not limited with target cultures as being intercultural intellectual primarily necessitates being culture expert in own culture as a starting point; therefore, foreign language teachers should have deep cultural knowledge about own culture. With this deep knowledge about own and other culture, teachers should choose their content and materials and arrange their classroom tasks in reference to intercultural competency. Using dialogues, role-plays, and designing different cultural scenarios are some of the alternative communicative and intercultural activities that can be employed by teachers for intercultural foreign language education (Moeller & Nugent, 2014). As an ingredient for "mutual understanding" and "peaceful coexistence", the acquisition of intercultural competences through teachers' explicit, active, and multi-perspective teaching, learners and teacher candidates can learn to know differences, learn to resolve conflicts caused by misunderstandings and prejudices,

and learn to live with these differences in a peaceful way (UNESCO,2013). Collaboration with the other subject teachers like geography, social sciences, history etc. and systematically applying the some teaching methodology in those courses will facilitate whole intercultural learning and provide learners with a number of opportunities of applying the acquired knowledge, awareness, and skills in other subjects also (Byram et al., 2002).

2.5 Critical Thinking Development in Second Language Education

With the technological advances and a great number of educational theories swirl around educators' mind in order to empower a 21st century learner who in an intellectual manner and skillfully motivated enough to attain, analyze, and use the information, critical pedagogy has become the core concept in the field of education. In defining CT, cognitive perspective puts emphasis on thinking process generated by cognitive skills like “conceptualizing, applying, analyzing, synthesizing, and evaluating” (Scriven & Paul, 1987), the more affective perspective, on the other hand, makes a great contribution to the literature through putting forward the importance of cultivating affective dispositions like having “a probing inquisitiveness, a keenness of mind, a zealous dedication to reason” (Facione, 1990). According to Elder (2007), Scriven and Paul (1987), critical thinking embraces self-guidance and self-discipline which entail a high quality of meta-cognitive awareness. The use of their meta-cognition not only allows learners to be aware of their own learning styles or strategies but also lets them take responsibility to develop critical reasoning and thinking skills for long-term and meaningful learning. In this respect, rather than memorizing concepts, skills or accumulating information as piles of block needs to be “as a form of knowing-how- of gaining an ability to control the movements of our mental processes in certain ways” (Mulnix, 2012). A general understanding that we can infer from the conception of critical thing is that a good critical thinker is expected to build their schemata and activate it with new learning through being active and critic during the learning process.

Being a typical thinking of content or initiated by any course material, non-critical thinking does not at all go beyond a recall stage which is simply to remember needed information. According to Sternberg et al. (2007) listing the stages of Piaget's cognitive development but not being able to apply this recalled knowledge in a new context like “designing an

age-appropriate to” clearly puts the difference between non-critical and critical thinking. Reasoning as a one aspect of critical thinking differs from “mere thinking”. In mere thinking we are exposed to some thoughts coming one after another; however, in reasoning we try to have links between thoughts and justify our beliefs (Lavery & Hughes, 2008). Thus, in terms of recognizing and evaluating our reasoning, critical thinking provides us with a number of values as drawing true conclusions, improving our knowledge, making good decisions, persuading other people, providing truths to them, and finally having a happy life (Cogan, 1998). According to Lau (2011), as a consequence of living in an age of globalization, simply we cannot turn blind eye to the problems that affect the whole world like natural diseases, economical crisis, and epidemics all of which require effective decision-making and act from all of us. Not to be disappointed due to our decisions, critical thinking shaped by our reasoning and critically acquired knowledge needs to be our guide. According to Robert Hanvey (1976), being more global receptive and having a global perspective would be connected with the following aspects:

- Perspectives Consciousness: Being aware of own point of view of world.
- State of the Planet Awareness: The recognition of what happens in the world and how it affects decision-making process.
- Cross-cultural Awareness: Developing sensitivity to different ideas and behaviors.
- Knowledge of Global Dynamics: Understanding of “key traits and mechanisms of the world”.
- Awareness of Human Choices: The recognition of both personal and national problems of choice and aware of their consequences.

For Paul and Elder (2012), most people who cannot make a good use of their thinking are the “worst enemy” of them and can be “victims of their own thinking”. Additionally, critical thinking starts when we start to critically think about our thinking which is “biased, distorted, partial, and uninformed”. This will be realized when we believe in the necessity of “intellectual” effort which will help us to reformulate our thinking (Paul & Elder, 2012). In spite of being difficult to be defined because of its “rather slippery” and “non-overt” nature, CT still commonly applied and talked topic as it is needed and exists as socially practiced behavior. CT is “cultural thinking” and through being clearly and explicitly stated it can be recognized in a culture where it already happens naturally.

CT can be defined in a number of ways as follows:

- According to Paul (1990, p. 32), critical thinking is “the art of thinking about your thinking”.
- The evaluation of reading piece with an analytical thinking (Hickey, 1990);
- Besides analyzing facts, producing and organizing ideas, it is the ability of justifying opinions, drawing conclusions, evaluating arguments, and finding solutions to the problems (Chance, 1986)
- Base your decision about your beliefs or actions on a sound “reflective thinking” (Ennis, 1992);
- “The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action” (Scriven & Paul, 1992)

We may need to apply CT in different stages of our life and we may mostly depend on it or simply we may not need it all. The dependence on CT shows changes in accordance with the necessities of that part of our life. Therefore, while in some parts of life CT may have more significant place. Life is full of life questions like “How does anything I am studying or working on impact my relationships?, What difference will any of this make to how I connect with myself, with others, and with the world?”(Williams, 2015), all these questions require higher order thinking skills you can apply to get the best answer to your questions. As an educator, we need to emphasize the significant role of thinking reasonably while dealing with our life problems. Otherwise, having depth thinking skills will not mean anything to our students. With this questioning and reflective way of dealing with problems and questions of life, critical thinking commands a wide range of points like assessing of information to see how accurate, authentic, valid, and reliable and worth to be intaken (Beyer, 1985). According to Lau (2011) and Ennis (1992), a critical thinker:

1. Is open-minded and conscious of other possible options,
2. Tries to be well-informed and equipped,
3. Gets the reasoning behind the ideas,
4. Clearly and briefly formulates ideas,
5. Asks appropriate questions for more clarification,
6. States and evaluates arguments, has reasonable hypotheses; well-planned experiments accordingly,
7. Detects conclusions, reasons, and assumptions,

8. Identifies the pros and cons of a decision,
9. Supports or contradicts a hypothesis with evidence, is able to evaluate an argument based on the stated reasons, assumptions, and evidence,
10. Recognizes any fallacies in reasoning,
11. Provides clear definitions for the terms in accordance with their contexts,
12. Is able to group the sources in accordance with degree of their being believable and reliability,
13. Detects problems and works on them in a systematic way,
14. Builds relations between ideas and indicates their importance,
15. Gives justifications about own beliefs and values, can justify position which is shaped around a sound judgment,
16. Monitors own thinking skills,
17. Finally, has a good combination of all afore-mentioned items for own beliefs or actions.

As stated by Paul and Elder (2012). in order to achieve higher quality in your thinking, you need to “pay a price” which is to work hard to be intellectually fit in your thinking as analogues to what skillful basketball player and athletes do to accomplish their aims; in other words, “no intellectual pain, no intellectual gain”. These two assumptions stated by Halpern (2006) may provide an answer to the question whether instruction in critical thinking can be actualized or not: (1) thinking skills regarding to critical thinking have “identifiable and definable” nature which makes the teaching process less ambiguous and more practical, and (2) if they can be recognized and easily applicable by learners, they will help learners get better at critical thinking. To be competent in using one’s thinking skills entails “effort and time”. Integration of critical and higher order thinking skills into educational programs await the sacrifice of “effort and time” firstly from teachers not students. When we start to believe in the point that using higher order thinking skills is not special gift only for some students but the others also can if supported, then the most difficult step could be taken on the way of promoting criticality in education.

According to Brown (1997) the development of CT and children’s gaining competency in it can be realized with a curriculum designed around “meaningful, rich, domain-specific” subject matters. By this learning platform, learners can have a reason to think critically and thereby, we can ensure the use and progress of CT. For Stanley (1991), being citizen in a

democratic society and strong enough to deal with tough social problems emphasizes the necessity of critical thinking. Besides social studies, other study areas and curricula also should have the duty of promoting critical thinking and encourage students to use these skills. Some important points related to critical thinking needs to be taken into account:

- To be successful in 21st century, what you need is critical thinking
- What kind of behaviors are expected as consequences of CT and which tasks and subtasks can be designed to promote CT should be made clear. Also, in order to put the theory behind CT into practice more “operational definitions” need to be suggested.
- Along with tasks, analyses, goals, and evaluation methods related to CT need to be determined.
- Each phase of CT process should be supported with “best” way of teaching.

The obstacles found in schools that hinder the development of critical thinking are (Onosko, 1991):

- Teaching as knowledge transmission
- Broad, superficial coverage of content
- Teachers’ low expectations of students
- Large numbers of students in a class
- Lack of teacher planning time
- A culture of teacher isolation

One of the effective ways to make a good use of critical thinking is to mix it with a specific content rather than teach it separately. As educators, we would like to make students think critically, we need to give them a content under a specific topic they can base their thinking on it. With awareness, knowledge, and adequate attention students can activate their critical thinking; otherwise it can be waste of time and energy. Content immersion into critical thinking also entails thinking and studying hard on choosing the topics. Dealing with a great number of topics and general skills that may be needed by the given topics may have negative impact on the development of critical thinking skills. Instead, with a certain number of topics, the risk of students’ diverging their attention away from their critical thinking skills may be minimized (Parker, 1991; Cornbleth, 1985). According to the politics example, one should have enough knowledge of how the governments function, what the forms of political organization are, what the relations between the

offices and other branches are. However, having only knowledge will not be enough while dealing with own life questions and deciding which one is the best to create a prosperous society. At this point, in order to cope with vast amount of information, we need to learn to develop a critical eye.

One of the best ways of promoting both direct teaching of critical thinking and basing it on a specific content is to use the Internet for sources and activities. Besides the cognitive skills that guide people to search for knowledge to know the world better, meta-cognitive skills are the ones allow people to be more aware of their own learning. For the transfer of critical thinking skills in novel situations, in addition to explicit teaching of skills, students also need to be made aware of the dispositional side of critical thinking that is they need to be willing to show effort to be open to new ideas, believe in their reasoning in seeking new alternatives, and be ready to develop meta-cognitive control on their learning. By this way, they can develop new approaches and learn from their mistakes, which depends on accurate interpretation of own ability in a related content. Simply put, if the person does not have a conscious monitoring own their knowledge and thinks highly about their ability in that area, he or she can misinterpret own capacity and cannot see own mistakes (Halpern, 2006). In this sense, to make critical thinking one of our “natural habit”, we have to be ready to gain meta-cognitive awareness, make a systematic plan, and train (Lau, 2011). With “commitment and daily practice”, you can change your thinking for better (Paul & Elder, 2012).

As a “process of inquiry”, critical thinking skills eliminate learning and thinking process from outdated information and loosely linked skills that are not easy to be integrated with other skills. Being a part of digital age, using the Internet as a “valuable source” while searching for our answers and trying to put everything right, “a discriminating appetite” to check the accuracy of the data and organize readily available information in accordance with relevance aspect is needed. Developing an effective and appropriate language to express your thoughts is another important point in critical thinking. Not being able to properly articulate what you are thinking, you cannot benefit from your critical thinking capacity and thereby you can be easily misunderstood and attain your goals you are planning to achieve through your critical thinking skills. Thus, acquisition of critical thinking skills cannot be thought without acquisition effective communication skills. The development of communication skills firstly entails a special respect to the complexity of language itself. As one word can yield infinite meanings in different contexts, to know the

meaning of one word is not enough. You also need to know how to choose the right word in accordance with your context (Lavery & Hughes, 2008). By this way, the training of a democratic citizen who is “informed, autonomous thinker, while being resistant to manipulation, able to recognize logical inconsistencies in an argument, and communicate one’s own position clearly” can be actualized.

Being a vital part of education, there have been a wide range of studies on instructional alternatives to develop critical thinking (Atkinson, 1997; Halpern 1999; 2003; Meyers, 1986; Paul & Elder, 2000), effective ways for assessment of critical thinking (Ennis 1993; Halpern, 1993; Plath et al., 1999), and for teacher education (Paul et al., 1997; Szabo & Schwartz, 2011; Williams, 2005). In terms of instructional aspect, according to Halpern (1999), critical thinking is “purposeful, reasoned, and goal-directed” that is used by critical thinkers with conscious and natural intention in order to reach the sought-after goal. Without depending on the subject matter or language used for instruction, critical thinking skills can be taught and students can be guided and trained to be good critical thinkers who can use these skills in an appropriate way (Halpern, 1999). Having a big pie of responsibility of fostering critical thinking skills in their language teaching, teachers need to prepare their students with essential skills of questioning, assessing ideas, materials, and reaching own responses which are required for personal, educational life, or any future workplace (Lipman, 2003). Regarding critical thinking instruction, three main instructional approaches are suggested as general, infusion, and immersion approach of critical thinking instruction. While in general approach, critical thinking skills are taught without blended with the subject matter, in infusion model these skills are integrated into the subject matter (Angeli & Valanides, 2009). In the last model immersion approach, critical thinking skills are given implicitly and students are not trained with explicit instruction rather they are supposed to apply thinking skills while engaging with the subject (Angeli & Valanides, 2009). Based on the students’ reports and other scholars (Collins et al., 1989; Halpern, 1997), infusion model is the most appropriate way for the critical thinking skills instruction as these skills need to be given within the subject or context to be more meaningful and eligible for being put into practice and they need to be made explicit so that students could consciously focus on skills and could develop meta-cognition to check and correct themselves.

In view of ESL/EFL context, students need to be prepared for the new world with critical thinking skills integrated language education (Hawkins & Norton, 2009; Pennycook, 2001; Rezaei et al., 2011). For the mastery of critical language education, through explicit teaching, consciousness raising discussion and questioning, students can be made to be aware of and reflect on their thinking process (Mayfield, 2001). According to Hawkins and Norton (2009), this critical language education process, designing and applying one classroom teaching model will not be sufficient and effective for all contexts; therefore, with essential education and society related changes the optimal conditions and opportunities of each context should be inquired for its learners. A number of activities can be suggested for the introduction of critical thinking skills into language learning as dialogue journals, reading logs, and literacy portfolios which enhance students' critical thinking during language education with authentic activities and materials and which in turn maximize students' motivation (Gaskaree, 2010). In discussion, media analysis, and problem solving tasks, with attention-grabbing, argumentative, and subject matter related topics, learners are expected to carry out their search and base their viewpoints on reliable, multi-perspective information and material within the guidance of critical questions (Rezaei et al., 2011). In addition to critical thinking skills, while infusing critical skills into their teaching it is also vital for teachers to promote attitudes that are related to critical thinking (Rezaei et al., 2011). According to Pessoa and Freitas (2012), this attitude part connects education to "social justice" which aims to increase target group's awareness in discrimination, oppression, inequality in order to maximize justice in education and society in general. Regarding assessment procedures, as stated by Shirkani and Fahim (2011), the use of "ongoing assessment" with both linguistic and task oriented activities including critical processes that motivate learners to think, use their reasoning, to collaborate with other fellow students, language teachers can enhance critical thinking skills in their classrooms. All considered, it is necessary to say that with an appropriate choice of effective instructional options, assessment techniques, and teacher training designing a teaching model refers to that context is important in critical education.

2.5.1 The Cognitive Skill Dimension of Critical Thinking

In general sense, if the available premises are true, an argument can be accepted as true. However, a person equipped with high critical thinking skills and has developed a logical

strength knows that only premises' being true is not enough to judge the argument as true. The premises can be misleading and unavailable parts can easily change the situation and show that the argument is not at all strong (Lavery & Hughes, 2008). Based on Sternberg (1996)'s categorizing of thinking skills, "successful intelligence" can be achieved through a "tripartite model" including three thinking skill set. The first set of skills is analytical thinking skills of "analyzing, judging, and assessing". The second set skills, creative thinking skills cover the skills of "creating, inventing, and hypothesizing". The third thinking skill set is related to "practical thinking skills" (Halpern, 2006).

Table 2.3

A Short Taxonomy of Critical Thinking Skills

Groupings	Skills
Critical Thinking Framework: A General Set of Questions to Guide Thinking	What is the goal? Which thinking skill(s) will help you reach your goal? How you reached your goal?
Memory: The Acquisition, Retention, and the Retrieval of Knowledge	How to make abstract information meaningful How you can use over-learning, cognitive interviewing techniques, and memory triggers to recall and organize information
The Relationship between Thought and Language	How to understand and use questioning and listening strategies How to recognize and defend against the use of inappropriate, emotional language
Reasoning: Drawing Deductively Valid Conclusions	How to discriminate between deductive and inductive reasoning. How to understand the differences between truth and validity
Analyzing Arguments	How to diagram the structure of an argument How to examine the credibility of an information source How to judge your own arguments
Thinking as Hypothesis Testing	How to understand the limits of correlational reasoning. How to isolate and control variables in order to make strong causal claims
Likelihood and Uncertainty: Understanding Probabilities	How to use probability judgments to improve decision-making How to compute expected values in situations with known probabilities
Decision Making	How to reframe decisions and consider alternatives How to prepare a decision-making worksheet
The Development of Problem-Solving Skills	How to plan and monitor a strategy for finding a solution. How to use graphs, diagrams, hierarchical trees, matrices, and models as solution aids How to select appropriate problem-solving strategies
Creative Thinking	How to visualize the problem How to brainstorm productively and create alternatives How to gather additional information

For the beginning, the concepts and principles related to our thinking will be “invisible” as the other abstract points we have in your life. However, with our conscious effort and intellectual development, they will be embodied and more explicit in our behaviors and decisions that we make in accordance with our critical thinking (Paul & Elder, 2012). As a human being we can have higher opinion about ourselves and our abilities which may

cause us to have wrong decisions related to our career, life or any future plans. With critical thinking we can be more realistic and be more brave and willing to see our biases and other negative sides. With the constructive nature of criticality, it can be easier to change for the better. As stated by Lau (2011), to have a good critical thinking, we need to ensure three conditions: (1) learning the theory of critical thinking, (2) being willing to take action, and lastly (3) having the right attitudes. In terms of the first condition, we need to play the game in accordance with its rules. According to APA consensus, the ingredients for critical thinking is to judge with evidence, concepts, criteria and contexts. That is, we need to learn the related concepts, principles, and the logic behind it in general. Having knowledge about something will be supported with practice. In order to put the theory into practice, being open and willing to show the expected effort is the second condition. In order to show a high performance and have a positive change in ourselves, finally, it is indispensable to develop positive attitudes. Five core parts that put a full picture of we try to mean with theoretical dimension (Lau, 2011):

- Meaning analysis: To get meaning behind the ideas through making use of definitions and extra explanations.
- Logic: Related to the logic behind arguments and logical explanations about consequences and problematic issues.
- Scientific methods: To test causal relationships, and to test theory through use of experimental research designs.
- Decision and values: Decision making process, critical approach to morality and personal values.
- Fallacies and biases: Mistakes caused by personal judgments and one's reasoning.

Not only for our career but also to make our life more meaningful with necessary self critiques and transformations, we need to be honest and careful about our thinking. The following questions are fourfold path for “good thinking” (Lau, 2011).

Table 2.4

Questions related to Path for Good Thinking

Question	Issues to think about
What does it mean?	Are the keywords and the main concepts clear? Can the ideas be made more precise? How is it related to other things? Any examples to illustrate what is meant?
How many supporting reasons and objections?	List the reasons for and against the claim Count and evaluate these reasons Think about both sides of an issue Any counter-examples to the claim?
Why is this important or relevant?	What are the major consequences? How does it affect people? Is it useful? Is it surprising? How I learned something new and interesting?
Which are the other possibilities to consider?	What other information might be relevant? Any similar cases to think about?

Based on the taxonomy developed by Bloom with a group of educators (1956), the cognitive domain involves successively the levels of Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation.

Table 2.5

Bloom's Taxonomy of Thinking Skills

LEVEL	DEFINITION	SAMPLE VERBS	SAMPLE BEHAVIORS
KNOWLEDGE	Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.	Write-List Label-Name State-Define	The student will define the 6 levels of Bloom's taxonomy of the cognitive domain.
COMPREHENSION	Student translates, comprehends, or interprets information based on prior learning.	Explain Summarize Paraphrase Describe Illustrate	The student will explain the purpose of Bloom's taxonomy of the cognitive domain.
APPLICATION	Student selects, transfers and uses data and principles to complete a problem or task with a minimum of direction.	Use-Compute Solve Demonstrate Apply Construct	The student will write an instructional objective for each level of Bloom's taxonomy.
ANALYSIS	Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question.	Analyze Categorize Compare Contrast Separate	The student will compare and contrast the cognitive and affective domains.
SYNTHESIS	Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.	Create Design Hypothesize Invent Develop	The student will design a classification scheme for writing educational objectives that combines the cognitive, affective, and psychomotor domains.
EVALUATION	Student appraises, assesses, or critiques on a basis of specific standards and criteria.	Judge Recommend Critique Justify	The student will judge the effectiveness of writing objectives using Bloom's taxonomy.

Then with the change of the names into verbs to sound as more cognitive processes and the change of two levels (Synthesis was changed with Evaluation which got the name of Create), Bloom's taxonomy was revised by Anderson and Krathwohl (2001). Additionally, the level of knowledge was divided into three dimensions as factual, conceptual, procedural, and meta-cognition.

Table 2.6

Cognitive Process Dimension Suggested by Anderson & Krathwohl (2001)

KNOWLEDGE DIMENSION		Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	Terminology Elements & Components	Label map List names	Interpret paragraph Summarize book	Use math algorithm	Categorize words	Critique article	Create short story
Conceptual Knowledge	Categories Principles Theories	Define levels of cognitive taxonomy	Describe taxonomy in own words	Write objectives using taxonomy	Differentiate levels of cognitive taxonomy	Critique written objectives	Create new classification system
Procedural Knowledge	Specific Skills & Techniques Criteria for Use	List steps in problem solving	Paraphrase problem solving process in own words	Use problem solving process for assigned task	Compare convergent and divergent techniques	Critique appropriateness of techniques used in case analysis	Develop original approach to problem solving
Meta-Cognitive Knowledge	General Knowledge Self Knowledge	List elements of personal learning style	Describe implications of learning style	Develop study skills appropriate to learning style	Compare elements of dimensions in learning style	Critique appropriateness of particular learning style theory to own learning	Create an original learning style theory

A taxonomy for learning, teaching, and assessing: a revision of Bloom's taxonomy of educational objectives" Anderson, L.W. & Krathwohl, D.R. (Eds.), 2001, New York: Addison Wesley Longman.

For Bloom (Krathwohl, 2002), the original taxonomy can be used as:

- a “common language” between educators while determining the general objectives of learning regardless of the content or grade
- as a departure point for basing a course on “broad educational goals” designed in accordance with the standards of nation.
- a means for maintaining the compatibility between the educational objectives, activities, and evaluation.
- general view of a wide range of alternatives for education

The categories found in Bloom's original taxonomy were organized in a “cumulative hierarchical framework”; that is, for the mastery of more complex skill, firstly you need to master the ones in lower levels. On the other hand, the revised taxonomy is not as rigid as the previous one and is more tolerant of possible overlaps of the categories. Additionally, the revised taxonomy can also be addressed for the goal setting, designing activities, and

for the assessments (Kratwohl, 2002). Kuhn (1991) sees this kind of critical thinking as involving the abilities to: a) differentiate opinions (or, as she calls them, ‘theories’) from evidence, b) support opinions with non-spurious evidence, c) propose opinions alternative to one’s own and to know what evidence would support these, d) provide evidence that simultaneously supports one’s own opinions while rebutting the alternatives, and e) take an epistemological stance which involves weighing the pros and cons of what is known. In the words of Ennis (2011), “Critical thinking is reasonable and reflective thinking focused on deciding what to believe or do”.

In general, the abilities related to *basic clarification* include the identification and formulation of questions and answers, analysis of arguments through focusing on conclusions, reasons, and the structure of argument. The *bases for a decision* involve the judgment of credibility of a source and observation. In terms of *inference*, drawing conclusions based on evidence and reason covers deduction and its judgment. The next advanced clarification skills include the definitions and judgment of these definitions, and stating the unstated assumptions. For *supposition and integration* dimension Ennis suggests the skills involve the skills of drawing conclusions based on reasons, assumptions, and positions. They also cover the integration of dispositions and other skills in order to reach a decision. The other abilities which facilitate, but not, fundamental for the development of critical thinking are *auxiliary abilities*. These abilities refer to applying problem solving steps, monitoring own thinking, developing sensitivity to the feelings, and knowledge of the other people.

In accordance with American Philosophical Association Delphi Research Report, which defines CT as “purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference” (Facione, 2010, p.22), CT can be conceptualized into two dimensions as cognitive skills and affective dispositions. For the experts the following skills are the core cognitive skills that a good critical thinker ideally needs to possess.

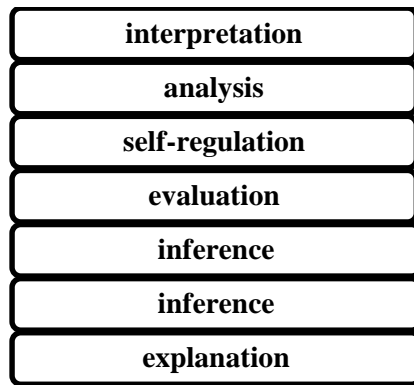


Figure 2.1. Core cognitive skills of CT (Facione, 2010)

Facione, P. A. (2010). "Critical thinking: what it is and why it counts (Rev. ed.)." Facione, P. A., 2010, <http://www.insightassessment.com/9articles%20WW.html>

1. Interpretation: As a cognitive skill, interpretation firstly entails the phase of comprehension then the expression stage. It is the result of the acts like making experiences, events, or beliefs clear, classify and clarify the data or findings that one obtained through living or searching.
2. Analysis: To conduct a detailed study on the structures of a whole in order to shed light on the relationships between the concepts, information, opinions, or principles.
3. Evaluation: It is the act of assessing the quality of "descriptions of a person's perception, experience, situation, judgment, belief, or opinion".
4. Inference: To draw conclusions or identify the elements from the whole bank of data, information or beliefs. The act of building relationships or deriving information based on prior knowledge, data, or evidence.
5. Explanation: To give details or justification of something by basing considerations on "evidential, conceptual, methodological, criteriological and contextual" statements and reasoning.
6. Self-regulation: The act of regulating or monitoring self in terms of cognitive activities like self judgments, behaviors, or actions without any external control.

2.5.2 The Dispositional Dimension of Critical Thinking

Alongside the cognitive maturity and cognitive thinking skills, the development of affective dispositions is important to have "critical spirit" (Facione, 2010). As a part of holistic learning, besides cognitive engagement the cultivation of dispositions also enables

the fulfillment of affective involvement of learner. According to Halpern (1999) employing “the right skill” when it is needed cannot be enough to conceptualize critical thinking, rather you also need to develop an attitude or disposition to “recognize when a skill is needed”. Critical thinking entails creativity in order to provide reasons to support or contradict an idea or produce alternative explanations. For creativity, critical thinking is to check and improve the newly formed ideas. Besides effective thinking, personality traits and affective dimensions related to psychological factors also play an important place in critical thinking. Cognitive and psychological biases cannot be thought separately from individual reasoning (Lau, 2011). As indicated by Paul and Elder (2012), critical thinking is the “disciplined art” of making sure that you do your best to get better in your thinking. In all other respects with poor thinking, “wasting time and energy, frustration and pain” will be inevitable consequences. Mastery of your thinking depends on how much you are willing to learn about your thinking and be critic of your thinking (Paul & Elder, 2012). As a critical thinker with no ethical principles you may have the tendencies as:

- You do not empathically reason within points of view with which they disagree
- They are genuine in accepting
- You think within a narrow perspective
- You select intellectual skills to satisfy your own interests
- You use your skills for manipulation

The dispositional profile of the ideal critical thinker is described by the Delphi experts (Facione, 1990) as follows:

The ideal critical thinker is habitually inquisitive; has interest in learning things,

- Well-informed; has a wide range of information,
- Willing to deal with personal biases; own prejudices developed against any person or culture,
- Before making judgments having thought for future,
- Orders complex matters,
- Shows intense concentration in searching for relevant information, focuses in inquiry,
- Behaves reasonable in criteria selection,
- Persistent in seeking results

In order to get good results in your training of critical thinking, you also need to be psychologically ready for it. Otherwise stated, possessing positive attitudes will let you be a good critical thinker. One of the ingredients of the recipe for positive attitudes is independence of thought. It is being free in your thinking and being less conservative in your thinking through going beyond the standards. The next one is open-mindedness which means to behave objectively and instead of clinging to your opinions all the time to change the judgments if there is evidence against them (Lau, 2011).

Ideal critical thinkers are disposed to:

1. Pay attention to base their beliefs on truth and get their decisions right through working on alternative hypotheses, explanations, and sources
 - Give more attention to others' points of view rather than theirs
 - Determine their positions in accordance with the available information
 - Make good use of their CT abilities
2. Be honest and clear while stating their positions or understanding others'
 - Be about what is said or written in order to get the intended meaning
 - Have focus on the question and conclusion
 - Inquire about reasons to offer
 - Consider the total situation
 - Be aware of own beliefs and reflect on them
3. Care about every person
 - Mind other critical thinkers
 - Try not to influence or confuse other people with their own CT
 - Pay attention to how other people feel and be sensitive to their level of understanding
 - Care about the welfare of others

As a “tendency to do something”, a disposition refers to “hidden qualities” which cannot be made visible through scrutiny. According to Perkins, Jay and Tishman (1993), a disposition involves three parts as *inclination*, *sensitivity*, and *ability*. Sometimes a person may have related disposition but may not know when to exercise it. At this point, teaching it explicitly may be “an effective strategy”. With instruction, then that person starts to be disposed to apply that disposition.

For Siegel (1988), the sub-dispositions for CT ability are:

- having a critical spirit,
- objectivity,
- intellectual honesty,
- impartiality,
- a willingness to conform judgments and actions to principle,
- a commitment to seek and evaluate reasons

Facione, Sanchez and Facione (1994) offer seven disposition factors:

- openmindedness,
- inquisitiveness,
- systematicity,
- analyticity,
- truth-seeking,
- critical thinking self-confidence,
- maturity

Perkins, Jay and Tishman (1993, p.6) suggests seven dispositions as:

1. To be broad and adventurous
2. Toward sustained intellectual activity
3. To clarify and seek understanding
4. To be planned and strategic
5. To be intellectually careful
6. To seek and evaluate reasons
7. To be meta-cognitive

Even though it helps us to develop a critical eye on everything, critical thinking should not be viewed as always criticizing everything and people. Rather, it aims to help us and other people to recognize our mistakes and improve ourselves not to make the same mistakes. By this way, critical thinking can be “constructive rather than confrontational” (Lau, 2011). Considering the importance of our thinking in every aspect of life, as a human-being we can see that most of us are ignorant and do not take our thinking serious at all (Paul & Elder, 2012). Making good decisions depends on “cool-headedness and impartiality”. That is, your decisions need to be taken in accordance with your reasoning and your emotions because being guided by emotions can cause someone to behave hasty and be regret at the end. Finally an “analytical and reflective attitude” entails being honest

to oneself to know well your strengths and weaknesses and not to be fooled by yourself because of having high opinions about yourself (Lau, 2011).

Table 2.7

Affective Dispositions of Critical Thinking by Facione (2010)

Approaches To Life And Living In General:	Approaches To Specific Issues, Questions Or Problems:
Inquisitiveness remain generally well-informed alertness to opportunities to use CT trust in the processes of reasoned inquiry self-confidence in one's reasoning open-mindedness flexibility in considering alternatives and opinions understanding of the opinions of other people fair-mindedness in appraising reasoning honesty in facing one's own biases, prejudices etc., prudence in suspending, making or altering judgments willingness to reconsider and revise views where honest	clarity in stating the question or concern orderliness in working with complexity diligence in seeking relevant information reasonableness in selecting and applying criteria care in focusing attention on the concern at hand persistence though difficulties are encountered precision to the degree permitted by the subject and the circumstance

Facione, P. A. (2010). "Critical thinking: what it is and why it counts (Rev. ed.)." Facione, P. A., 2010, <http://www.insightassessment.com/9articles%20WW.html>

Educational programs without supporting dispositions along with the related critical thinking skills will be incomplete. As it will not mind the "worth and dignity" of other people, it can be even dangerous. That is, without taking ethics and moral issues into consideration, the development of CT can be detrimental and it may be used in any situation without any limit. For the connection between thinking and emotion, Slywester (1995, p.72) states that integration of emotion into education helps as "it drives attention, which drives learning and memory." In this respect, as the dispositions cannot be observable easily, the assessment of them needs to be based on learners' own accounts through open-ended or performance-based assessment, which can be more exploratory.

2.6 Intercultural Competence Development from Critical Thinking Perspective

Founded education on critique and bringing a reflective aspect to intercultural sharing or differences are inevitable in being prepared for a rapidly changing smaller world. Training learners to adapt successfully this dynamic and interconnected world needs to be primary of education, especially for foreign language education. Promoting intercultural competency and developing learner autonomy requires mainly teacher training and an appropriate curriculum and course design. However, sprinkling intercultural components in educational system will not address the absolute need for developing a suitable learner profile. The designed curriculum and related activities or materials provided should not practice “political correctness” (Nieto, 2010). Rather, they need to bring critical insight and learners need to learn or acquire the skill of developing critique on what they hear, see, read, or write. Additionally, in order to gain a typical curriculum criticality, it needs to promote “teaching with courage” thereby learning with courage (Nieto, 2010). Expressively, learners should be encouraged to learn, agree, disagree, criticize and needs to be willing to develop new ideas. At this particular point in internalization, globalization, and multicultural education trends, we still cannot see culture education as “a second cousin, twice removed” (Lange and Paige, 2003, p. xi). In second or foreign language curriculum, it needs to get its well-deserved place, the core role. Furthermore, viewing knowledge in a broader sense, according to Darder (1991, p. 92) knowledge is “socially constructed” and “culturally mediated”. Developing cultural awareness cannot be thought without the development of sociolinguistic awareness. While encoding language in order to convey the message its relationship to cultural meanings also needs to be taken into consideration (Byram, 1989). Moreover, while developing a culture education model in order to reach an effective curriculum the following general principles of intercultural education need to be given a special stress in accordance with three components of (cognitive, affective, and communicative) cultural competence.

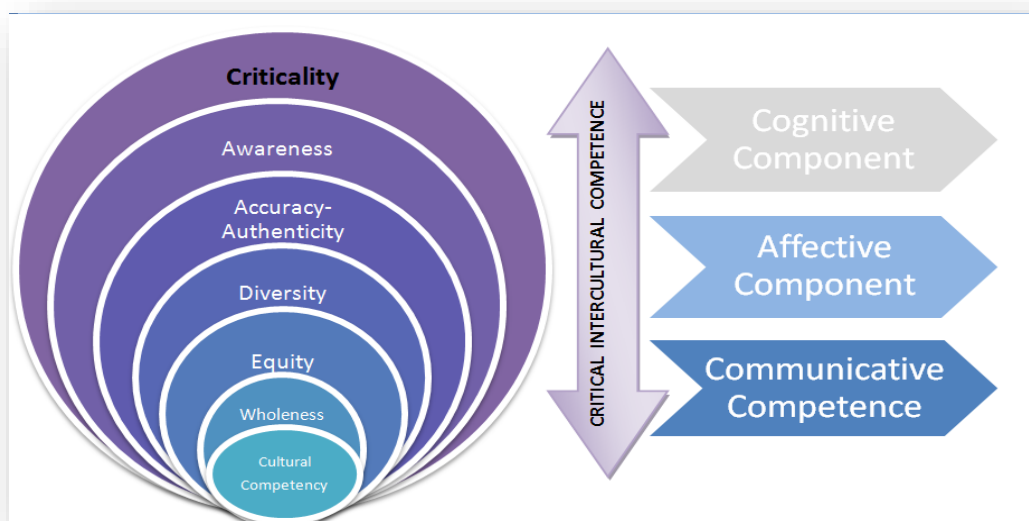


Figure 2.2. Onion diagram of general principles of IC

Criticality can be defined as an act of “reflective thought” which encompasses “careful consideration” of belief or knowledge with a state of “perplexity, hesitation, doubt”. Additionally, it also needs to be supported by search or investigation so that you can reach more facts to prove the supposed facts or make null the stated or implied belief (Dewey 1910). Raising intercultural awareness is the next dimension in which learners are encouraged to raise their awareness about the similarities and differences between their own and other cultures. In Merriam-Webster online dictionary, accuracy is clarified as “freedom from mistake or error; the quality or state of being accurate”. From intercultural teaching perspective, accuracy is related to basing your intercultural knowledge on cultural accuracy; namely, on correct and reliable knowledge. Authenticity refers to the target language produced by native speakers. Byram (1989, p.141) identifies this language as a “linguistic formulae” that you will need to “greet” or “take leave” in accordance with target culture. Simply put, using “appropriate linguistic formulae” like applying a proper degree of formality in your conversation or writing is another important aspect needs to be determined in accordance with the target cultural knowledge. After ensuring accuracy and authenticity, your curriculum needs to respect and integrate diversity in its syllabus, activity design, and material choice. While learners are provided with the opportunity of being exposed to their own culture, the integration of other cultures should be taken seriously as well. Intercultural equity is another principle which signifies the point that the designed curriculum needs to give equal importance to all integrated cultures. While

putting emphasis on the native culture, it should not treat the other cultures as a minority. Wholeness principle, on the other hand, is concerned with the integration of all cultural elements ranging from politics to cuisine. All these dimensions enable the intercultural competence and in other words help us reach the flower bud (the inner core) of the onion.

CHAPTER 3

METHODOLOGY

3.1 Introduction

Through linking the notion of criticality to the phenomenon of intercultural competence, this chapter deals with the research design, the choice and design of research tools, data collection procedure, recruitment of participants, and the analysis of the collected data. While the first part is devoted to examine teacher educators' beliefs and classroom practices related to critical thinking and intercultural competence. The second part aims to explore the potential effects of the designed course for the development of intercultural competence with the implementation of theoretical and practical perspectives.

3.2 Study Design

This part gives the details related to the research design adopted by the present study in order to address the research questions. As it aims to identify all dimensions that may contribute the research interest; namely, critical cultural awareness and development in ELT departments of EFL contexts, researcher prefers to use mixed method research design which will provide "multiple ways of seeing and hearing" (Greene, 2007,p.20). The use of tools is mainly concerned with designing a good mixing of quantitative and qualitative research methods that they can be exploded to see both viewpoints and to reach "breadth and depth of understanding and corroboration" (Johnson et al., 2007,p .123). Under the phenomena of educational research paradigms, positivist approach aims to "investigate, confirm and predict law-like patterns of behavior" (Taylor & Medina, 2013). In his work, Introduction to Positive Philosophy, Auguste Comte (1988) positive philosophy is "the manifestation" resulted by experiences of laws and general rules that are obtained through our "intellectual functions". Shaped by absolute laws, positivism favors "controllability", "the construction of laws", and "rules of behavior"; on the other hand interpretive research

paradigms endeavor to “interpret world” through actions and its actors. The meaning behind the behaviors can be clarified with the actors’ sharing of their intentions and experiences (Cohen et al., 2007). As a qualitative researcher, who needs to be “interpretive, holistic, naturalistic” in different times (Stake, 2010, p.30), the author will adopt a pragmatist approach in this study. That is to say, instead of condensing study into one philosophical belief like being pure positivist or interpretive, in accordance with the purpose of the study and research questions different research paradigm will be adopted and different research methods are used. As opposed to being “located in a particular paradigm” and viewing the world “in a particular way” (Burrell & Morgan, 1979, p. 24), through different research methods the study is ensured to bring different perspectives to the study.

“The complexity of human phenomena” (Sandelowski, 2000) forced us to maintain a degree of flexibility and advocate the view of “designing throughout the project” (Robson, 2002, p.80) to be ready to take action for the findings that may require further research or adaptation of new research methods and tools. Based on the “theoretical insights by means of critical view of literature” (Silverman, 2005, p.302), the research is designed around three main parts. While two parts use contextual research approach which enables the collection of data from the natural setting, the third part involves the design of a course based on the needs of target agents and related disciplines, the application, and the evaluation of the course.

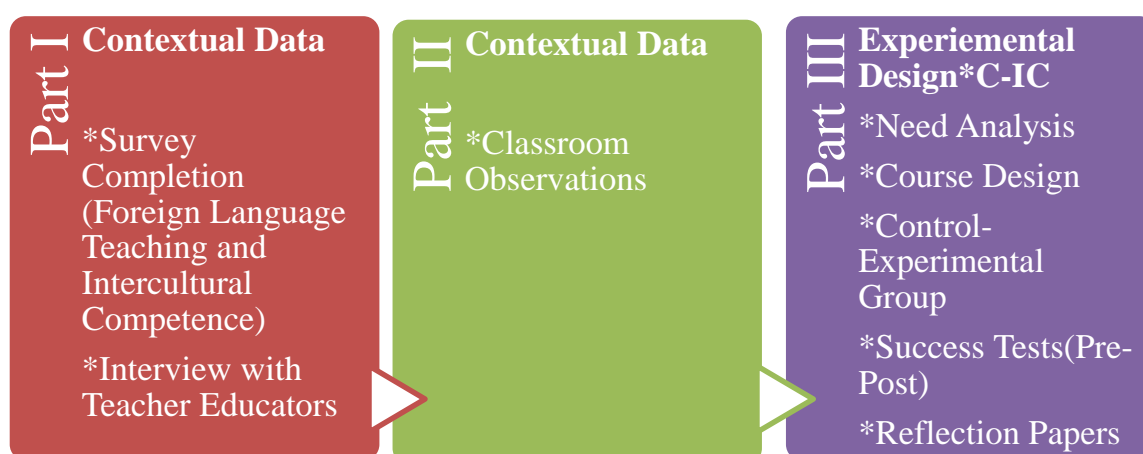


Figure 3.1. Research design

The purpose of this study is to find out the role of critical intercultural competence. Then to get a comprehensive reflection about the teacher educators’ personal and professional

behaviors related to the research interest, lecturers working in the department are asked to participate in interview. In addition to the teachers' reflections, own accounts related to their classroom actions, surveys and observations are conducted to gain insights about the classroom activities. The purpose of conducting classroom observations in the second part of the study is to deal with the disadvantages of interview like interviewee may not feel safe or may not want lose face and instead of stating their own ideas or giving details about their actual teaching behaviors, they may express what is accepted as "ideal". In order to get more reliable data, observation schedules are arranged by taking into account the most appropriate time for the lecturers' teaching schedule.

Finally, the third part of the study considers the design and application of an online course, critical intercultural competence course. An effective course design demands comprehensive need analysis of lecturers, learners, and department, critical identification of course objectives, systematic construction of syllabus and administrative procedures. These have to be done in accordance with what literature suggests related to the critical pedagogy and cultural learning and how you can actualize them in your EFL learning context. A blended course design, which combines both face-to-face instruction and online classes, is adopted. For the online classes, assignments, and online data collection, online learning platform Edmodo is utilized. Learners' initial awareness and competency in research interest is compared with their final development level. In order to identify any possible difference may occur between pre and post data collection, experimental research design is adopted and these quantitative and qualitative data is tabulated to provide a clear portrait of learning setting both in control and experimental group.

In this research design, while the independent variable is the use of critical thinking cognitive and dispositional skills, the dependent variable that is wanted to be changed in a positive way is teacher candidates' intercultural competence levels in three aspects; namely, intercultural knowledge, awareness, and sensitivity. In order to address to the all research questions and gain a deep insight related to these research foci, a mixed-method study design is adopted (Creswell, 2007). Generally speaking, mixed method research design refers to the design which includes the collection, analysis, and interpretation of quantitative and qualitative data related to research focus (Leech & Onwuegbuzie, 2009). With the adoption of mixed method research, as pointed out by Haase and Myers (1988) and Denzin (1970) this study primarily aims to understand the world. While the

quantitative facet of this research deals with the deductive, objective and numerical measurements of the data, the qualitative facet concerns with more inductive, subjective and contextual data (Lingard et al, 2008). In this respect, for the research design, researchers need to pay attention to the type of knowledge they are looking for, through this way they can be able to choose methods which are more appropriate for their research questions (Brannen, 2005; Creswell 2003; Mason 2002). Specifically, with the quantitative data statistical the acquisition of the information regarding teacher educators' beliefs, practices and the participants' performance related to critical thinking and intercultural competence is aimed. With the qualitative data, on the other hand, more subjective, interpretive and reflective data related to the participants' learning experiences in critical thinking and intercultural competence is the main focus.

Table 3.1

Research Questions and Research Design Procedure

Research Question	Research Method	Tools-Materials	Information
1. What are the English language teaching objectives of teacher educators working at a state university within the perspective of CT and IC?	Mixed Method	*Survey Questionnaire *Interview Protocols	*Contextual Information *Teacher Educators' Objectives
2a. What beliefs do the teacher educators hold about critical thinking? 2b. What do educators think about culture teaching? 2c. What do educators believe about intercultural competence?	Mixed Method	*Survey Questionnaire *Interview Protocols	*Teacher Educators' Beliefs Related to Research Focus
3a. What kind of instructional behaviors are employed by teacher educators to integrate critical thinking skills into their courses? 3b. What are the student teachers' responses to these instructional behaviors?	Mixed Method	*Observation Sheet *Material Analysis	*Classroom Practices of Teacher Educators *Teacher Questions
4a. What is the impact of the suggested C-IC course on the students' level on intercultural knowledge? 4b. What is the impact of the suggested C-IC course on the students' level on intercultural awareness? 4c. What is the impact of the suggested C-IC course on the students' level on intercultural sensitivity?	Mixed Method	*Pre-test& Post-test *Reflection Papers *Individual Tasks	*Student Teachers' Performance on Research Focus *Student Teachers' Reflections about Training

As stated by (Leech& Onwuegbuzie, 2009), a mixed method research, qualitative and quantitative facets can be mixed in one or more of the following aspects such as the objective of research, data, analysis, and inference types. Since this research design adopts the integration of quantitative and qualitative research methods more than one of these components, this research study also can be categorized as fully mixed design. In terms of time orientation, the phases of quantitative and qualitative study can be carried out concurrently (at the same time) or sequentially (one after the other). As the quantitative and qualitative methods are applied at the same point throughout the research, this study employs fully concurrent mixed method research study. Concerning the emphasis given on the each type of research method, equal emphasis is given both the quantitative and qualitative data collection; therefore, as a research typology fully mixed concurrent equal status design is the adopted research design.

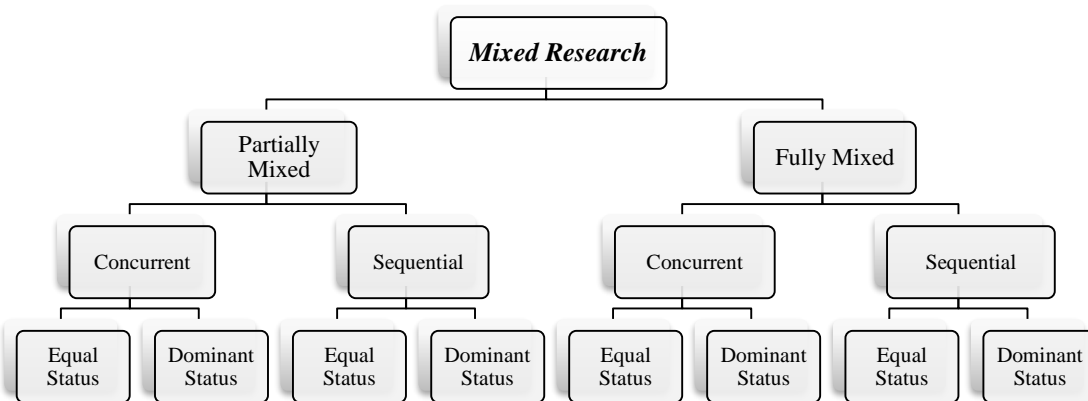


Figure 3.2. Research design typology (Leech&Onwuegbuzie, 2009)

A typology of mixed methods research designs”, Leech, N.L. and Onwuegbuzie, A.J. ,2009. *Quality & Quantity*, 43, 265-275.

Triangulation is another aspect behind the thread of quantitative and qualitative research methods or in other words by using mixed method research design. The four ways of triangulation cited in (Brannen, 2005) are elaboration or expansion, initiation, complementarity, and contradiction. With the use of elaboration or expansion, we aim to add more “understanding” and gain more detailed insights related to research foci critical thinking and intercultural competence. Complementarity and contradictions are the other two aspects of triangulation considered in this study. While with complementarity dimension the effect of one method is maximized with different tools, with the dimension of contradictions the conflicts resulted in research findings are tried to be retested with the

other methods. For an example, the findings related to the perceptions or reflections of the participants are tried to be cross-verified with multiple methods in order to increase their accuracy, reliability, and objectivity. Consequently, through the triangulation of different methods, the concerns related to research validity and possible fallacies related to methods are tried to be minimized; and thereby, each research method is tried to be strengthened with one another (Webb et al., 1966). According to Singleton et al. (1993), the exploitation of multiple approaches helps researcher to have more focus on finding answers to his research questions and facilitates the process of seeking for information. Based on these afore mentioned aspects, with this mixed method research design, we have tried to make good sense of method use, data collection, and data analysis.

3.3 Context and Participants

Foreign language education department of one state university in Turkey is chosen for the context of this research study. In this research the term context is preferably used not only to refer the environment that the research is conducted but also to refer its participants and these participants' interaction with its environment. According to Ryle (1971), Holloway (1997), and Denzin (1989), having comprehensive information related to individuals and context can be achieved with thick description. A research context backed up with thick description gives more than “mere fact and surface appearances”; it also gives rich details related to events, actions, feelings, and social relationships between participants (Denzin, 1989, p.83). With the data collection related to detailed description of the behaviors, beliefs, and emotions of the educators and student teachers the description of the context is tried to be thickened. English language teaching has EFL status in Turkey, which inevitably puts it in disadvantage position compared with the status of English in ESL context. Like other EFL contexts, having fewer L2 contacts, learners' opportunities to use English are very limited (Azkarai & García Mayo, 2015). Even though it is not as dominant as it is in ESL context, with the global growth English has gained significant role in every parts of Turkish context. In its historical development in Turkey, foreign language education has gone through a number processes. Before English language teaching has reached this current status, the choice for foreign languages also has seen some changes. The following table illustrates these changes (Demircan, 1988):

Table 3.2

Historical Changes of Foreign Languages in Turkey

Order	Pre 1773	1773-1923	1923-1950	1950-1980	After 1980s
-------	----------	-----------	-----------	-----------	-------------

1	Arabic	Arabic	French	English	English
2	Persian	Persian	English	French	German
3	Turkish	French	German	German	French
4		English	Arabic	Arabic	Arabic
5		German		Persian	Persian

During Ottoman Empire regarding foreign language education, the main focus was on Arabic and Persian languages. However, with the taken steps for Turkey's accession to the European Union and other efforts to be part of western, Arabic and Persian started to lose their prestige and English has become the most popular and highly studied foreign language (Eskicumali & Türedi, 2010). Additionally, for international relations and interaction, English has started to be used as a medium.

With new political attempts, newly adopted methodologies, designed curriculum, and course books; English language teaching has gained more communicative and modern look. The participants of this study are teacher educators and student teachers. In the first and second stage of the research, the primary aim of working with educators is to collect deep information about the context, their beliefs, and to learn more about their classroom activities related to research foci. The data collected in these parts are used not only to go deep into context but also to determine the needs and the general structure of the adopted course for the training stage.

Table 3.3

The Recruitment of Participants

Research Stage	Total
1 st PART	
Research on Context	
• Student Teachers completing Surveys	12
• Lecturers participating Interviews	7
2 nd PART	
Classroom Observation	
• Observed Lecturers	4
3 rd PART	
Online Course Development (EDMODO)	
• Student Teachers in Control Group	17
• Student Teachers in Experimental Group	17

As this study adopts mixed research methods and has the synthesis of both quantitative and qualitative approaches, it also applies mixed approaches for the recruitment of the sampling, which can be defined as “a portion, piece, or segment that is representative of a whole” (The American Heritage College Dictionary, 1993). Again according to Onwuegbuzie and Collins (2007), the steps in the mixed methods sampling, which are also applied in research design, are as below:

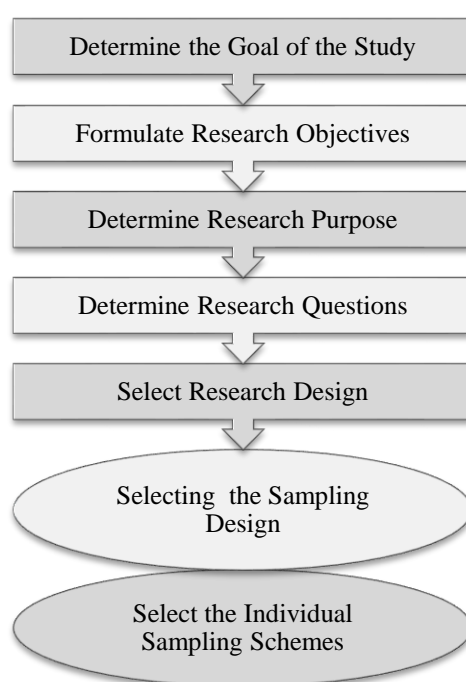
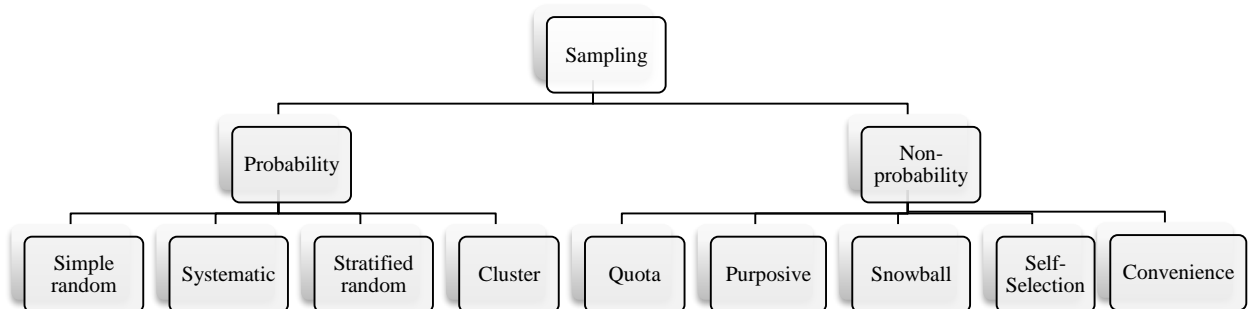


Figure 3.3. Mixed methods sampling stages (Onwuegbuzie & Collins, 2007).
 A typology of mixed methods sample designs in social science research.” Onwuegbuzie, A.J., and Collins, K.M. T., 2007, The Qualitative Report, <http://nsuworks.nova.edu/tqr/vol12/iss2/9>

Concerning the purposes behind the samplings in different types of research methods, whereas in quantitative studies having the “representative sample” that can be generalized to the whole population is the main aim, in qualitative studies having rich data related to complex issues and explaining these issues in detail is the main point (Thorne, 2000). In this study, the triangulation of the research, in-depth explanation about the context, other stakeholders, and multilevel collection of the data is tried to be achieved with the use of mixed method sampling. The primary objective of this research is to give a clear picture of the research site and illuminate the effects of independent variable of critical thinking skills on the dependent variable of intercultural competence. The first and the second phase of

the study involve the recruitment of teacher educators as sample. Student teachers are the samples for the last part of the research.



*Figure 3.4.*Typology for sampling (Saunders et al., 2009)

Research methods for business students”, Saunders, M. N. K., Lewis, P. and Thornhill, A. ,2009, Pearson: Harlow

The selection of these samples is firstly based on non-random probability techniques like convenience and purposeful samplings. In this way, more accessible and volunteer subjects with fewer dropouts, familiar setting for the application of the adopted course, and for more “information-rich case” with “good informants” that are reflective; are tried to be achieved with these convenience and purposeful sampling techniques (Creswell, 1994; Denzen, 1978; Morse, 1991; Patton, 1990; 2002). Then, the categorization of these samples as control and experimental group is carried out with probability sampling which is simple random sampling. While the employment of non-probability sampling criteria let the selection of more convenient and appropriate samples “to obtain insights into a phenomenon, individuals, or events”, the use of probability sampling helps the researcher maximize the objectivity of the training given in the experimental stage (Onwuegbuzie & Collins, 2007).

3.4 Tools and Methods of Data Collection

3.4.1 Conducting Interview with Teacher Educators

Among all qualitative data collection methods conducting interview is one of the most common methods (Creswell, 2007; DiCicco-Bloom & Crabtree, 2006). The use of interview protocol enables the researcher to collect information about the life, world of the participants, and their point of views and related experiences based on the research foci or phenomena (Baumbusch, 2010; Eike, 2017; Gill et al., 2010; Kvale, 1983; Silverman,

1993; Turner, 2010). Triangulated with other data collection strategies, it facilitates the process of gathering more genuine, in-depth, and reliable data provided by the interviewees. Based on these aspects, the reason behind the use of interview in this study is also to encourage our participants to share their own descriptions and experiences related to critical thinking and intercultural competence. In addition to their own conceptualizations, we also try to get idea about possible instructional choices that can be exploited in this research to foster criticality in the development of intercultural competence. With respect to their question formats and general structures, in a basic sense interviews can be grouped under three types as structured, semi-structured, and unstructured interview. More structured interviews include more standardized preset questions aimed to explore research focus which is shaped around fixed borders (DiCicco-Bloom & Crabtree, 2006). In less structured interviews, on the other hand, the main purpose is to access more rich descriptions, gather in-depth elaborations, and gain more insights about the personal experiences with more flexible and unstructured format (DiCicco-Bloom & Crabtree, 2006; Qu & Dumay, 2011). Within these points, as critical thinking and intercultural competence are complex and interrelated phenomena which entail to delve deeply into participants' detailed accounts and their honest share of information related to these research foci, with semi-structured interview interviewees' were tried to be encouraged to be more reflective and open to share their own ideas, beliefs, and experiences. Through its less rigid structure format of open-ended and emerged questions, semi-structured interview protocol did not only allow us to emphasize on determined topics or hypotheses, but also let the production of new hypothesis and meaning making (DiCicco-Bloom & Crabtree, 2006). With its loose but still to some extent controlled "interview guide", while at the same time having a formal interview, we also had the opportunity of diverging from pre-determined questions in order to cover more hidden topics or broad points emerged during the interview (Cohen & Crabtree, 2006; DiCicco-Bloom & Crabtree, 2006; Gill et al., 2008; Qu & Dumay, 2011; Ryan et al., 2009).

According to one metaphor, researcher searches for meaning like a miner who "unearths buried metal" (Qu & Dumay, 2011). In this mining, to be more productive in digging ground to elicit more personal data, research based experiences, or reflections, according to Creswell (2003; 2007) carrying out interview involves three stages as the preparation stage, structuring research questions, and application of the interview. For the stages of

preparation and question structure, in order to have a carefully planned interview and to sustain content validity in devising interview questions, related literature was reviewed, main and sub-skills of both critical thinking and intercultural competence were organized. With the design of questions, interviewees were identified and interview schedules were arranged in accordance with the most appropriate time for the respondents.

The effectiveness of the interview guide depends on the organization of the interview questions and these questions can be grouped as below (Kvale 1996, p.133-5; Qu and Dumay, 2011):

- **Introducing questions:** This kind of questions are “opening questions” which are not related to research focus but they are more about personal or professional background information of interviewee, which aims to introduce the topics and create an atmosphere for establishing rapport with the participant.
- **Follow-up and probing questions:** With verbal or non-verbal signals, these questions extend the conversation and help to get more complete answers and research related stories.
- **Specifying and direct questions:** They are directed to get more specific and clear responses without being diverged from specific points. They allow the researcher to get more precise answers.
- **Structuring questions:** These questions functions as structuring the interviewee’s utterances through completing their statements or starting a new point. They also let to cut the irrelevant responses which distract the flow of the interview.
- **Interpreting questions:** The main intend behind the use of these questions is to get more "clarification or interpretation” of what has been already said. As they do not primarily aim to explore any new topics but to get more comprehensible output, they are different from the follow-up and probing questions.

In order to get higher productivity through use of these question types, the questions need to be worded as “open-ended” and a kind of wording that may trigger or direct to any biases or stereotypes need to be avoided. While doing this, interviewee’s culture also needs to be taken into consideration (McNamara 2009 cited in Turner, 2010). Some of the basic and specific questions exist in this study interview guide:

Table 3.4

The Interview Protocol with Teacher Educators

Interview Protocol for Teacher Educators on Critical Thinking in Intercultural Competence Development

Critical Thinking

1. How could you define critical thinking?
2. Could you explain the role of critical thinking in education and foreign language education?
3. What kind of competencies do you think need to be gained by teacher trainees for the integration of critical thinking into foreign language education?
4. Can you tell about the challenges or difficulties in integrating foreign language education and how these challenges could be overcome?
5. What are the learner roles and do you follow any teaching technique in fostering critical thinking?

Intercultural Competence

1. What do you think about intercultural competence?
 2. Have you been to any places which are culturally different from yours? What kind of experiences did you have there?
 3. What do you think about cultural differences?
 4. Can you explain what kind of personal and interpersonal competencies are required for the development of intercultural competence?
 5. If you have any, could you give more detailed information related to instructional choices that you apply in order to improve intercultural competence in your courses?
 6. What do you think about the role of critical thinking in intercultural competence?
-

In terms of ethical issues related to conducting this interview, all related documents and detailed information about how the interview would be carried out with data collection tools were presented to ethics committee and with the confirmation from the committee interview data was collected. During data gathering, some other ethical considerations were also taken into account (DiCicco-Bloom & Crabtree, 2006; Qu & Dumay, 2011). Not to have any disadvantages related to any negative psychological factors, all interviewees' consents were taken and respondents were informed about the research intent and their possible contributions to the foreign language teaching. According to Punch (1986), participants of any studies have the privilege of being informed about study that they are recruited for. In order to protect interviewees' privacy and not to expose them to any

personal or professional harm due to the information they provided, the anonymity of the participants and the confidentiality of the given information were tried to be sustained.

3.4.2 Survey on Intercultural Competences for Foreign Language Teachers

In terms of its common use, survey can be described as a method of collecting quantitative data from a sample of larger communities in order to have quantitative descriptors (Groves et al., 2004). With its most frequently used and primary aspect; namely, quantitative type, surveys provide the researcher with “statistical representativeness” through the numerical analysis (Milroy & Gordon, 2003). It is a systematic method of gathering “a small amount of data” from “a pre-determined population” of “a wider population” (Borg & Gall, 1989). The qualitative type, on the other hand, does not focus on “the frequencies, means, or other parameters” rather it explores the “diversity” of the research phenomenon within the sample and discovers “who, what, and where of events or experiences” (Sandelowski, 2000). Surveys report “descriptive, inferential, and explanatory information” through “describing, comparing, contrasting, classifying, analyzing, and interpreting the entities and the events” (Cohen et al., 2007). With respect to its function of providing descriptive analysis “on a small scale basis” (Cohen et al., 2007), Sercu’s Intercultural Competence survey (2005) is the first tool applied in this study. The illustration of teacher educators’ perceptions, beliefs, and self-evaluations related to foreign language education, culture teaching, and intercultural competence are gathered with the application of this qualitative survey. Even if we express some of the analysis in numbers in order to make these data more comprehensible for the readers, the survey is used a kind of qualitative survey as the main aim is not to give statistical information or numerical representation for the larger population but to describe and in detail analyze the beliefs, behaviors, attitudes, and practices of educators regarding their willingness to interculturalise their teaching (Borg & Gall, 1989). The survey Foreign Language Teachers and Intercultural Competence (Sercu et al., 2005) used in this study is based on an international project carried out by eight researchers. Divided into eleven main sections, the survey primarily aims to explore language teachers’ opinions concerning culture teaching and intercultural competence. This primary aim entails the investigation of teachers’ “current professional self-concepts”, “current actual teaching practice”, and “degree of willingness” needed to foster intercultural teacher profile and interculturalise their teaching (Sercu et al., 2005). Survey does not only take into account teachers’ perceptions or attitudes towards intercultural

teaching but also their actual teaching in order to provide a detailed description of teachers' current profiles regarding being foreign language teacher and intercultural teacher and also determine the steps need to be taken to design foreign language teaching methodology which is more conducive to intercultural competence development. According to Sercu et al. (2005) professionalism in foreign language teaching with respect to interculturalisation requires adequate knowledge and familiarity with the foreign culture. With this respect, their measurement of interculturalisation in foreign language teaching is based on three main components as knowledge, skills, and attitudes. They take knowledge as having culture general and specific knowledge of both own culture and the target culture from history to sociolinguistic differences. As second components, skills, are defined as the abilities needed to “discover, comprehend, acquire new knowledge, behaviors, or learn new strategies. Finally, attitudes are the dispositions or other traits crucial for valuing or engaging self into new culture. The given components list the constructs that are measured, which gives an idea about the content validity of the tool for our measurement of intercultural competence. Based on these elements, the answers for the following questions are sought through this survey (as cited in Sercu et al., 2005):

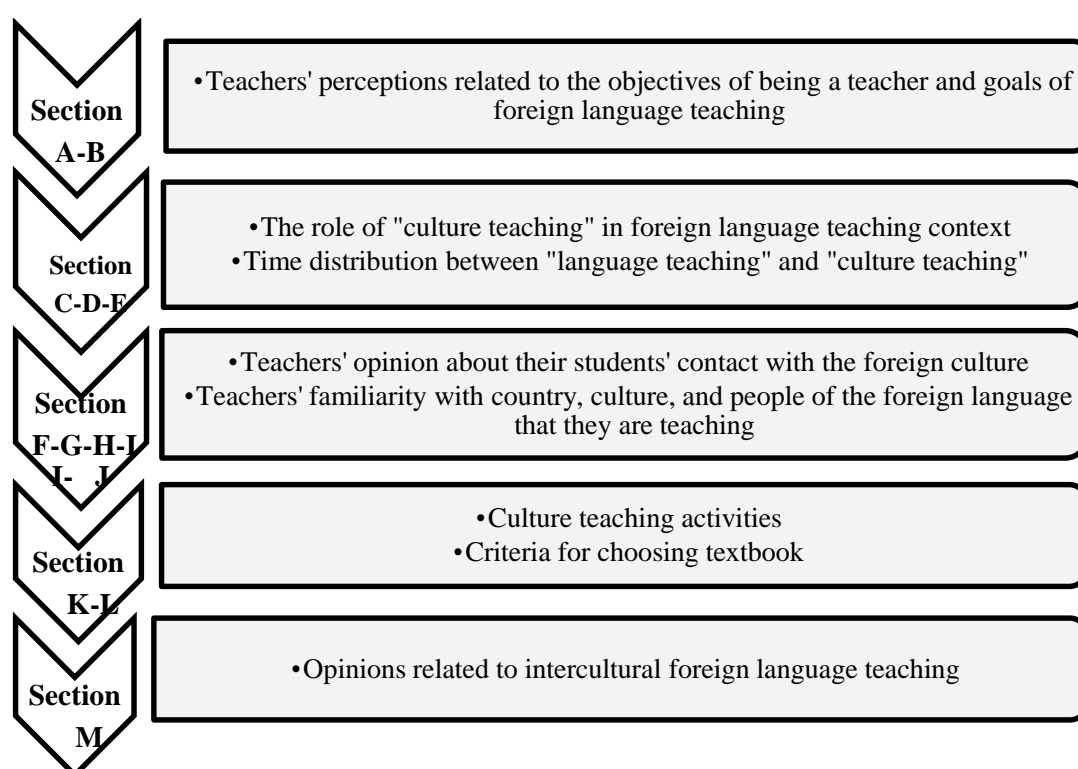
Table 3.5

Questions Related to Interculturalisation in Foreign Language Teaching

➤ How do teachers perceive of the objectives of foreign language education?
➤ How familiar do teachers consider themselves with the foreign cultures of which they teach the foreign language?
➤ How do teachers perceive their pupils' knowledge and attitudes regarding the foreign cultures associated with the foreign languages they teach?
➤ How do teachers describe their culture teaching practices?
➤ How do teachers perceive the cultural dimension of teaching materials?
➤ How do teachers perceive the effect of school trips and exchange projects on pupils' intercultural competence?
➤ What attitude do teachers have vis-a-vis different aspects of intercultural competence teaching in foreign language education?
➤ To what extent are teachers willing to interculturalise foreign language education and what factors appear to affect their willingness?

The first and second sections are associated with the personal and professional data of the survey taker like gender, educational and cultural background, their teaching hours in a week, and the type institution that they work. In the third section, participants are expected to provide more information about being a teacher. They are questioned about their foreign language objectives, their beliefs about culture teaching, their teaching time distribution

between language and culture teaching. The fourth and fifth sections of the questionnaire are about the foreign language teachers and pupils and their association and familiarity with the related foreign countries, their cultures, and peoples. The sixth and seventh sections explore the teachers' culture teaching practices, activities, and choice of teaching materials for applying these activities in their classrooms. The latter three sections are related to any other possible school trips, international exchange projects that teachers may involve. Finally, teachers are asked about opinions related to different facets of the intercultural foreign language teaching.



*Figure 3.5.*Main sections of intercultural competence survey adapted in this study (Sercu et al., 2005)

Foreign language teachers and intercultural competence: an international investigation”, Sercu, L., Bandura, E., Castro, P., Davcheva, L., Laskaridou, C., Lundgren, U., Mendez Garcia, M., & Ryan, P., 2005, Clevedon: Multilingual Matters.

The primary purpose of this study is to measure teacher educators' perceptions, beliefs, knowledge, teaching behaviors related to research focus of critical intercultural competence and develop a sample course based on this research topic. For the first part of study, a selective and convenient sampling was applied to have an information-rich study sample from a larger population. The application of this survey before a semi-structured interview with the same sample not only provided a guide for the interview but also with

its closed-ended question format made the collection of a great amount of information in short time possible. After the adaption of the survey within the line of the study and the selection of the subjects, the participants were informed about the survey and about how the findings would be used. Additionally, in order to maintain confidentiality and their volunteer participation, the subjects were also given essential information about other ethical issues.

3.4.3 Conducting Classroom Observation

Conducting classroom observation works for many purposes through shedding light on the hidden points of the teaching and learning process. Some of these purposes (Zaare, 2013) included are to adopting a natural research method to see real teaching and learning environment, to collect “more detailed and precise evidence”, to inspire teachers to change, to provide good examples for effective teaching, and to work as a verification for whether any intended and desired changes take place or not. Even though carrying out classroom observation could be challenging, may bear a number of limitations that may blur the data collection, and may not function well at all due to the reluctance of the observed one, observations are still effective tools to improve teaching practice and encourage teachers to take responsibility in getting their teaching better (Wallace, 1991). Within the main goal of improving teaching methodology and enhancing teaching behaviors, classroom observations are also essential tools as being “the bridge between the worlds of theory and practice” (Reed& Bergemann, 2001,p. 6). While within the suggestions and published information taken from related literature and research it plays a driving force in developing classroom teaching, it also helps to check the practicality of theory in real context with real people. According to Malderez (2003), in terms of gaining insights related to educational settings while “observing” is one way, “asking people” is the second way. In this study design, classroom observation was used as a complementary tool to support our understanding related to the educators’ cognitions, beliefs, and practices concerning the development of critical intercultural competence. In the first part participant educators completed a survey related to their foreign language and culture teaching objectives, then they were interviewed to get more information about their beliefs and teaching behaviors promoting critical thinking and intercultural competence in their teaching, and finally in the observation part they were observed to get a picture of their real teaching.

A number of steps were followed in order to conduct a systematic and effective classroom observation. In the preparation or pre-observation part, the participants to be observed and the observation time for each participant were determined in accordance with their schedule. Again in this part, without violating the research objectives, the participants were briefly informed about the general objectives in order to minimize their anxiety level and the negative effects of the novel situation of being observed. In total, the researcher observed two classes of four teacher educators and used observation checklist to record and note the details of the observed classes which included the courses of Oral Communication Skills, Advanced Reading, Teaching Language Skills, and Approaches to ELT. During the visit for the observation, through the use of observation sheet (Appendix II) the determined classes were observed by the researcher as a non-participant observer recording the class and taking notes without interrupting the natural flow of the class. At the post-observation part, participants' questions related to the observation were answered and their reflections were taken related to the points that necessitated their recall. After the collection of observation data, the data and recorded classroom interaction were coded and analyzed in accordance with the dimensions of critical thinking skills and intercultural competence.

3.4.4 Experimental Design

The main aim of the experimental research design is to check the impact of the variables through recruiting the participants into two different groups. In this experimental design, while the choice of the study context was shaped within convenience considerations and research priorities like accessing to any participants that would provide rich and research focus oriented data, the chosen participants were randomly assigned to experimental and control groups. According to participants' student IDs which end with odd numbers were assigned to treatment group and the ones that end with even numbers were put into non-treatment group. Critical thinking skills are the independent variables of our study that we integrated into our training phase to measure its impact on the development of the dependent variable of intercultural competence development. While the experimental group was exposed to 10 week of teaching intervention by the researcher, the control group was not put into any critical thinking treatment process. The change in the development of intercultural competence was measured through pre-post tests and reflection of the teacher candidates. The statistical analysis of quantitative data was carried out with non-parametric

tests; on the other hand, content analysis and direct quotations were used in qualitative data analysis. In order to increase the generalization of the findings and sustain the conditions for the use of parametric test, 30 participants were the expected sample size for experimental group and the control group. However, due the habitual absence and some of the participants' wishes to withdraw from the study, the sample size was kept to 17 to each group.

3.4.4.1. Training Procedure

The opportunities to engage with different cultures and interact with the people of different cultures entail the development of new era competencies like intercultural competence. The key way to develop intercultural competence based on the intellectual principles, standards, and virtues increases the need and interest in critical thinking. Thus, with the purpose of developing master thinkers and consistent reasoning in intercultural competence, each component of intercultural knowledge, awareness, and sensitivity were focused on within critical thinking skills principles, which aims to eliminate negative preconceptions, distorted beliefs, personal, cultural stereotypes, and ethnocentrism. Based on this main purpose, the training phase was shaped around a 10 week critical intercultural intervention period. After the intensive critical thinking teaching, the intervention group was trained with intercultural competence. The chosen and applied critical thinking principles and the intercultural competence dimensions emphasized with universal human rights can be adapted to any subject matter teaching and with minor changes they can be taught to students enrolling in all grade levels. The non-treatment group, on the other hand, was not put into any explicit critical teaching intervention even though they were exposed to culture teaching and allowed to choose any intercultural aspects to search and study for their academic assignment and presentation. In spite of the fact that other possible variables were controlled not to affect the experiment that would change the results and to guarantee the reliability issues, the generalization of the findings need to be carefully taken into consideration due to the number of the recruited participants. As a teaching platform for each group Edmodo which is a good way for students' access to any videos, links, reading passages, teaching files. In addition to access to any teaching materials, through the use of Edmodo students can send their written assignments, complete any given surveys, make comments to the shared materials or notes and negotiate with other pupils. As the Edmodo makes the sharing of any digital materials or links possible and easy,

students also had the opportunity of sending their studies that they did through use of any software.

3.4.4.2 Teaching Session and Follow-up Activities

Each three hour long lesson was taught once a week by researcher. The teaching session was designed around critical thinking cognitive skills and dispositions that promote intercultural competence. Regarding one lesson organization, the first part covers theory part enhanced with a wide range of teaching materials including movies, videos, reading texts, and other printed materials. In this section while the concepts, principles, and general information related to each week's topic were introduced, students were encouraged to share their previous knowledge or general opinion related to the introduced topic. After this introductory section, in the second part participants were assigned intercultural tasks that they could work in pairs or larger groups. Based on these tasks, they had the chance of presenting their group works and participating into discussion parts that let them express their opinions and be open to different world views. This part not only helped participants to have a critical eye and develop awareness of their preconceived beliefs and views that could be biased, egocentric, or ethnocentric but also let them check their reasoning faculties and dispositions. With the help of these critical thinking activities and tasks, student teachers' curiosity was enhanced and they were encouraged to actively take part in learning and to apply their new learning and experiences into their synthesized critical intercultural understanding. As a next stage of the critical intercultural intervention, each student groups were assigned to any intercultural competence aspects like traditions, food, religion, wedding and funeral ceremonies etc. Based on the chosen topics and critical thinking based on competencies (Appendix VIII), as an extracurricular and complementary activity they carried out their research skills. While preparing their assignment based on our intercultural competence model dimensions knowledge, awareness, and sensitivity, participants in the treatment group were expected to analyze, evaluate, and synthesize the data related to their topic. Within the critical thinking skills, participants were also asked to interpret and present their data through using the skills of comparing and contrasting, establishing causal relationships, classifying, categorization, supporting the claims, making inferences, drawing conclusions, making arguments etc. Besides presenting their critically searched intercultural data in their assignment, in the reflection part participants were

provided opportunities of expressing their opinions and experiences related to their meta-cognition and the process of how they construct their learning experiences.

3.4.4.3 Syllabus and Course Design

An effective and successful course design includes the careful considerations regarding some aspects such as setting, teaching goals, objectives, learning outcomes, careful design of the syllabus, and other situational factors entailing the integration of diversity or dynamics. Specifically, for our intercultural competence training, beside aforementioned points, we tried to base the course model on the related literature both for theory and implementation and need analysis emerged from the research targeting the study context. According to Nunan's conceptualization (1988, p.159), syllabus is a description of "what is to be taught" and "how is to be taught", with respect to course goals it may be based on structures, functions, notions, and themes. Since it is more appropriate for our approach to the development of intercultural competence in language classrooms, which is more content, tasks, skill, and themes oriented, thematic/modular format was applied in our syllabus design. With its "maximum flexibility" not only for goal, objective determination but also for material use and task design, following a modular format allowed us to have interrelation between contents and themes and more practicality in applying the activities and materials (Dubin & Olshtain, 1986; Wilkins, 1976). For this course design, Graves' model (2000) which is based on eight key points; namely, need analysis, determining goals and objectives, material development, beliefs articulation, plan design, context definition, course organization, and content forming, all helped to frame this course and determine the its design steps. As indicated by Kumaravadivelu (2003, p.544), any activity in education needs to sensitive its "local individual, institutional, social and cultural contexts", before designing the course in this study we have conducted a need analysis procedure which includes the investigation of the educational context and its agents, educators and teacher candidates.

Table 3.6

Learning Objectives for Intercultural Competence Course

CRITICAL INTERCULTURAL COMPETENCE COURSE

At the end of this course, student teachers will be able to

- 1) Have a critical eye in their personal and professional development , and intercultural competence
 - 2) Gain cultural self-awareness through deep analysis of own cultural values, beliefs, and attitudes
 - 3) Develop intercultural sensitivity and knowledge of cultural diversity(politics, economy, religion, etc.) and multiple interpretations related to “otherness” and differences in order to accommodate differences both in personal life and in their teaching
 - 4) Negotiate and reach a shared understanding about intercultural competences, concepts, and capacities in order to nurture mutual respect
 - 5) Learn to approach to intercultural competence from the “human rights-based perspective”(The Universal Declaration of Human Rights,1948)
 - 6) Gain insight in forms of government, party structure, political system and thus in related civil liberty and political rights
 - 7) Develop knowledge of the social and cultural rights such as freedom of thought, religion, education, work
 - 8) Be culturally literate through developing critical cultural literacy
 - 9) Foster intellectual and professional qualifications to educate next generations as a cultural agent working for “social harmony” and “peaceful coexistence” (UNESCO, 1996)
 - 10) Develop skills for dealing with global intercultural conflicts
 - 11) Learn to know, to do, to be, and live together (UNESCO, 1996)
-

Week one and two (Appendix IX) introduced the topics of critical thinking cognitive skills, dispositions, and intercultural competencies. While the suggested reading passages provide the critical and cultural content, elements, and principles, movies are effective ways to observe and think on the cultural diversity and the life of the people with different cultural backgrounds, which implicitly increases awareness of personal and cultural stereotypes and gives chance to the learners to develop positive attitudes towards cultural variety and other people. The use of intercultural tasks motivate the learners to search, discuss, and create own definition of intercultural competence and design their own models based on their readings, search, and discussions.

3.4.4.4 Critical Thinking Basic Concepts Online Test

As description by Scriven and Paul (1987), critical thinking is an intellectual endeavor which refers to the active and skillful conceptualization, application, analysis, synthesis, and evaluation of the information. It is “self-guided, self-disciplined” thinking process that entails higher level of reason, empathy, and fair-mindedness, during information generation (Elder, 2007). Including both cognitive and affective components, ideal critical thinking process is the comprehensive composition of the skills of “analysis, interpretation, inference, explanation, evaluation, and of monitoring and correcting one's own” and the dispositions of being “habitually inquisitive, well-informed, trustful of reason, open-minded, flexible, fair-minded in evaluation, honest in facing personal biases etc” (Facione, 1990). Thinking critically or uncritically bears some different points as below (Scriven & Paul, 1987):

Table 3.7

Main Differences between Critical and Uncritical Thinking

<p>Critical Thinking</p> <ul style="list-style-type: none">• a set of information and belief that trigger needed skills• the habit of putting intellectual effort and exploiting the generated skills	<p>Uncritical Thinking</p> <ul style="list-style-type: none">• passive or the mere generation and maintenance of information through unreasoning ways• having skills because of mechanic repetition of them• exercising the skills without taking the results into consideration
--	--

As stated by Ennis (1993), the picture of critical thinking assessment is not “rosy” but despite the difficulties it is still “possible”. Even though critical thinking has a number of universal elements of thoughts and standards, it is self-disciplined or self-oriented. It shows changes from person to person and from a degree to degree, it is “a life-long endeavor” that need to be improved and because of some reasoning flaws or irrational aspects like “prejudices, biases, distortions, uncritically accepted social rules and taboos, self-interest, and vested interest”, it may be distorted, which needs to be self and professionally evaluated (Elder, 2007; Scriven & Paul, 1987). In this study, in order to maintain this

evaluation and base our critical thinking teaching process on some concrete criteria, beside the skills and dispositions suggested within Delphi Report (Facione, 1990), the elements of thoughts, standards, and intellectual traits included in thinker's guide developed by scholars of critical thinking, Dr. Linda Elder and Dr. Richard Paul (2008) was used. Additionally, the assessment of student teachers' both initial and after training level in critical thinking was carried out with the International Critical Thinking Basic Concepts & Understanding Online Test designed in accordance with the aforementioned elements, standards, and traits. In the test, these points are categorized under five aspects as (cited in Foundation for Critical Thinking, 2015):

- the analysis of thought
- the assessment of thought
- the dispositions of thought
- the skills and abilities of thought
- the obstacles or barriers to critical thought

The test is mainly designed to measure the essential concepts of critical thinking and to make people "think critically about critical thinking itself " (cited in Foundation for Critical Thinking, 2015) by focusing broadly on these concepts, related dispositions, and other related obstacles.

As a first element of thought included in the online test, all reasoning has a *purpose* which refers to the aim and the goal to be achieved. All reasoning is an effort to solve *question* or *problem* which needs to be clearly stated and broken into sub-points. All reasoning uses *information*, data, facts, and experiences to draw conclusions or to answer the questions. All thoughts are based on and articulated through *inferences*, *concepts*, and *assumptions*. All these elements are used by reasoning to make distinctions between probable implications and improbable implications and *consequences*. Lastly, *point of view* refers to a specific attitude in dealing with any issue, and thereby it shapes all reasoning and thoughts. For a high level of critical thinking, these components need to be standardized with intellectual standards like *clarity*, *accuracy*, *depth*, *breadth*, and *significance*. In order to achieve the quality of *clarity*, thoughts are made understandable with elaboration or with the use of examples and illustration. For the standard of *accuracy*, critical thinking entails the thoughts being based on correct, relevant, and precise elements which are free from errors or any fallacies. On the other hand, while *depth* refers to the complexity of the

thought and its quality of bearing different relations with other deep thoughts or sub-points, *breadth* is related to the broad and wide approach to the matters, which includes different viewpoints and other perspectives. Lastly, the standards of *significance* and *fairness* put forward the most important points and check the equity and impartiality of the thoughts without being under the influence of only one side.

Human mind can be misleading because of the limits of reasoning; for this reason to have awareness and control *intellectual humility* and *autonomy*, to face with these limitations *intellectual courage* and *perseverance*, and to understand other viewpoints and treat these viewpoints equally *intellectual empathy*, *integrity*, and *fair-mindedness* are the required intellectual traits. Additionally, in order to have all these traits for lifelong period and serve for humankind, *confidence in reason* is the other intellectual traits need to be developed for thinking critically.

As the test can only be used with the permission of the Foundation for Critical Thinking (FCT), firstly the issues related to registration as membership, permission, and purchase were completed. Being suitable for pre-post testing, the test allows each student to take the test 8 times. In our testing, in order to see the change in student teachers' understandings related to basic concepts of critical thinking, we applied the test only two times both before and after the training session as pre and post test. With the completion of the test, as displayed in the given screenshot, both for the control and experimental group by using anonymous names for each student each student's scores in five main parts of the test were collected as pre and post scores. After students' scores both in two tests were documented within a file, to check and record any emerged significant changes, the other statistical analysis within and between the groups were carried out through use of SPSS.

3.4.4.5 Intercultural Knowledge and Awareness

The main purpose of this study is to construct a research design for the development of interculturally competent teacher candidates in EFL context, in which learners have limited opportunity to indulge in extensive target language and its culture. Besides having a thick description of the context in order to facilitate the interpretation of the findings, the study aims to present data collected through a critical intercultural course based on critical thinking skills and intercultural components. The outcomes of the course are based on the

critical assessment and reflective feedback given by the participants. However, as emphasized by Terenzini & Upcraft (1996, p.217), the assessment of whether our teaching objectives are achieved or not at the end of the instructional process is not done regularly or professionally or if it is done the gathered results are not operated in an effective way. To eliminate this arisen key problem and to determine what to assess, we first explore the context, analyze the needs, and design our intercultural competence model both based on the contextual research and literature review. The dimensions of intercultural competence are arranged around top three dimensions as critical intercultural knowledge, awareness, and sensitivity.

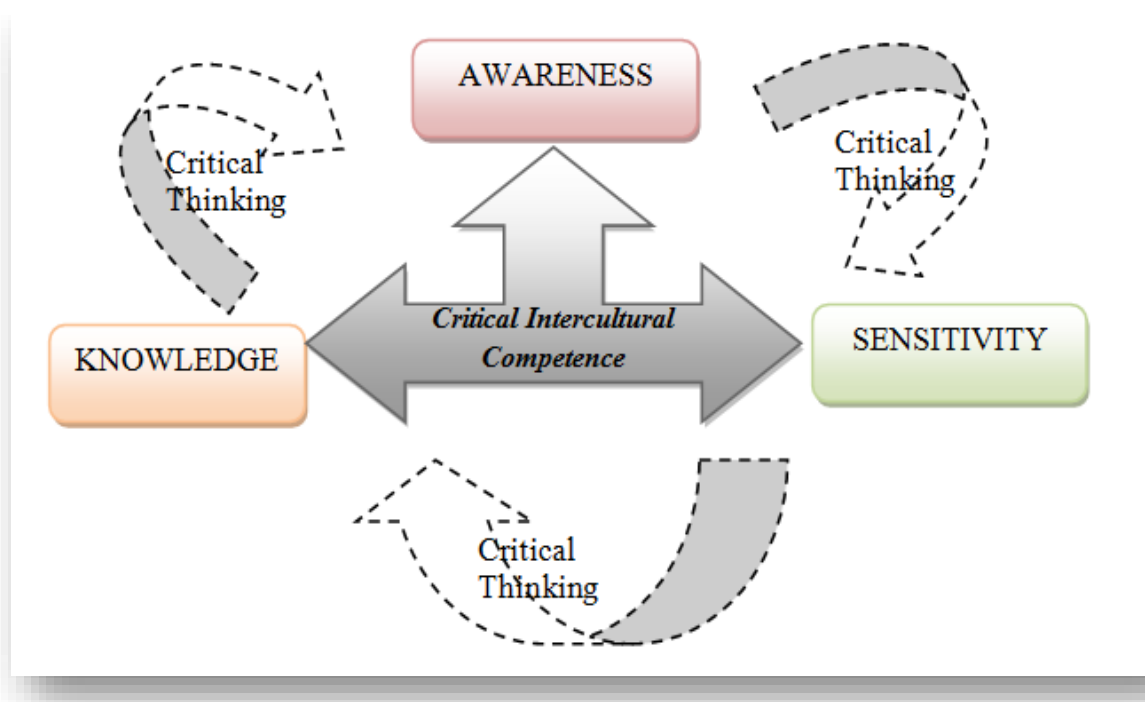


Figure 3.6.C-KAS (critical knowledge, awareness, sensitivity) Intercultural competence model

The specification of the aspects included in our intercultural competence model let us have clear objectives, topic choice, activity design, material choice and development, and the design of our assessment procedure. The first dimension of our model is intercultural knowledge. In this study knowledge dimension integrates extensive and comprehensive understanding of culture from history, politics to society itself. As stated by Deardoff (2006a), it is more “deep and holistic” approach to cultural knowledge, which means more than “surface-level knowledge”. On the other hand, intercultural awareness is the ability of basing own cultural judgment of own culture or other cultures on perceptions and

experiences (Byram, 1997). From Schulz's (2007) point of view awareness constitute the development of recognition and understanding in historical, geographical, political, economical, religious aspects of own culture and the target cultures as well as differences in power relations, verbal-nonverbal signals, and communication styles. Critical thinking skills play an important role between the components. They provide criteria for analysis, evaluation of the intercultural matters, and then guide the people to have their own synthesis related to these topics (Deardoff, 2006a). Intercultural competence is a multifaceted and a lifetime long process-oriented concept; thereby the evaluation of its development entails "multi-method and multi-perspective" assessment (Deardoff, 2006a). For this reason, in this study in order to figure out the effectiveness of our training on the acquisition of intercultural competence dimension, we adopted both product and process oriented evaluation techniques. For the critical, process, and more qualitative assessment of all three components knowledge, awareness, and sensitivity written assignments and reflection papers are designed; on the other hand, for the quantitative evaluation three different tools are used. Cross-Cultural Awareness scale (Neuliep, 2014) is carried out to assess both the first two dimensions of our model knowledge and awareness. In addition to this, the quiz "How interculturally competent are you" (Council Europe, 2017) is also applied in order to get more insight related to other features included in intercultural knowledge. The original version of the first scale consisted of 15 items regarding intercultural knowledge related to different cultures. The statements were designed around the topics of collectivism, individualism, and power distance, use of non-verbal signals, sex-role differences, politics, and economy. The scale asked the participant to respond to "can do" statements like "I can accurately list three countries that are considered collectivistic" with 5-likert points like 1=definitely no, 2=not likely, 3=not sure, 4=likely, and 5=definitely yes.

Table 3.8



Cross-Cultural Knowledge and Awareness Test

Cross-Cultural Knowledge and Awareness	
<p>Directions: The scale consists of 28 items concerning what you know or don't know about other cultures. Answer each statement from 1 to 5: 1=definitely no, 2=not likely, 3=not sure, 4=likely, and 5=definitely yes. Be honest while responding to items.</p>	
_____	1.I can accurately list three countries that are considered collectivistic. -----
_____	2.I can accurately identify three countries that have large power distance. -----
_____	3.I know the appropriate distance at which to stand when interacting with people in at least two other cultures. -----

In order to get a more comprehensive, productive scale and more reliable responses from the participants a number of adaptations were done. In the first step the content of the scale was broadened and the number of statements was increased to 28 with extra statements including further intercultural topics like religion, food, festivals, feminine and masculine cultures, tolerance of ambiguity, formality etc. While rating their awareness degree related to different cultures, participants are also asked to give written answer to the statements, which serves different functions like getting more honest rating and checking the accuracy of participants' responses. Additionally, to facilitate the quantification, and carry out other statistical test analysis with the intention of presenting pre-post changes based on training each item in the scale was graded with 3 points and the test taker who gave correct answers to all questions got 84 points in total. Expressively, the self-ratings given by the participants were calculated as "awareness points", the written answers which were evaluated from 0 to 3 were accepted as "knowledge points".

Table 3.9

Quiz: How “interculturally competent” are you?

Interaction						
	<p>Do you take into consideration both verbal and non-verbal messages?</p> <p>Never or rarely Always</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 20%; height: 20px;"></td> <td style="width: 20%; height: 20px;"></td> <td style="width: 20%; height: 20px;"></td> <td style="width: 20%; height: 20px;"></td> <td style="width: 20%; height: 20px;"></td> </tr> </table>					
Social practices						
	<p>Do you actively explore the reasons behind different practices and reactions?</p> <p>Never or rarely Always</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 20%; height: 20px;"></td> <td style="width: 20%; height: 20px;"></td> <td style="width: 20%; height: 20px;"></td> <td style="width: 20%; height: 20px;"></td> <td style="width: 20%; height: 20px;"></td> </tr> </table>					

Including a number of intercultural competencies, the quiz is initiated by the Council of Europe. It is constructed around three basic competencies as attitudes, skills, and knowledge. Each of these components is also supported with sub-aspects like “respect, tolerance of ambiguity, open-mindedness, curiosity, empathy etc.” for attitudes. Besides our scale Cross-Cultural Awareness and Knowledge (Neuliep, 2014), critical thinking criteria based written assignments and reflections, the knowledge part of this quiz which includes 8 items with cartoons based on sub-points like “interaction, understanding verbal, non-verbal messages, having knowledge of social practices, social, political actors, different world views, and belief systems” is also integrated into our tools intended for the assessment of intercultural knowledge. Originally online test is designed into paper-pencil version in which participants are supposed to rate themselves on the continuum between Never or rarely to Always.

3.4.4.6 Intercultural Sensitivity

As mentioned in early chapters, many scholars (Byram, 1997; Deardoff, 2006b; Emert & Pearson, 2007; Fantini, 2006) have different categorizations for defining intercultural competence. These models mostly include the components of awareness, knowledge, skills, behavior, and attitudes. In this study, thinking foreign language teaching context, as we also mentioned in early chapters, our model is based on three main dimensions as critical knowledge, awareness, and sensitivity (C-KAS). We have already defined the first components of critical intercultural knowledge, and awareness. Regarding sensitivity, in general sense it includes personal traits and some specific characteristic qualities like being curious, open-minded, empathetic, tolerant, respectful etc. (Byram, 1997; Deardoff, 2006b). They entail the appreciation and acceptance of cultural differences and being willing to engage into living intercultural experiences (Sinicrope et al., 2007). According to Olson and Kroeger (2001), intercultural sensitivity is not an inborn attribute and can occur naturally; rather it needs to be acquired with a conscious effort. Otherwise, cultural or intercultural insensitivity cannot promise good happenings, it was mostly the reason behind “bloodshed, war, domination, oppression, and genocide” (Olson & Kroeger, 2001). Because of this is a kind of phenomenon needs to given a considerable attention and training.

Table 3.10

IC Assessments

Approach	Type	Instrument
direct	performance	Behavioral Assessment Scale for Intercultural Competence (BASIC) Koester & Olebe, 1988; Ruben, 1976; Ruben & Kealey, 1979;
indirect	survey	Intercultural Sensitivity Inventory (ICSI) Bhawuk & Brislin, 1992
indirect	Survey	Global Competency and Intercultural Sensitivity Index (ISI) Olson & Kroeger, 2001
mixed	survey and interview	Assessment of Intercultural Competence (AIC) Fantini, 2006
mixed	surveys, scenarios, and role plays	Intercultural Competence Assessment Project (INCA) Byram et al., n.d.
direct	Portfolio	Byram, 1997
Direct	Interview	Byram, 1997; Fantini, 2006

The Intercultural Sensitivity Index (ISI) (Olson & Kroeger, 2001) applied in this study was developed in accordance with the Development Model of Intercultural Sensitivity of

Milton Bennett (1993) and global competency. With questions for demographic information, 5 point-Likert scale (Never Describes Me, Seldom Describes Me, and Describes Me Some of the Time, Describes Me Well, and Describes Me Extremely Well) was used for other 48 questions indicating the levels of intercultural sensitivity. Correlated with the stages of the Development Model of Intercultural Sensitivity (DMIS), survey has two main dimensions as ethnocentrism and ethnorelativism. Olson & Kroeger (2001) emphasize the Bennett's definitions (1993) which explain ethnocentrism as centralizing own world view based on own culture to all other cultures with stages of denial, defense, and minimization and define ethnorelativism as cultural judgment of other cultures with their own norms not with one's own cultural values. In this sense, ethnorelativism includes the stages of acceptance, adaptation, and integration. The first stage of ethnocentrism, denial refers to one's ignorance of cultural differences and consciously creating distance between oneself and the people of other cultures (Bennett, 1993). While the second stage, defense is the defensive challenge against the cultural differences, in minimization stage, one becomes more aware of differences and "less judgmental or derogatory of differences" but still ethnocentric (Olson & Kroeger, 2001). The ethnocentrism stages include the following questions:

Table 3.11

Intercultural Sensitivity Ethnocentric Stages and Sample Questions Included in the Intercultural Sensitivity Index (ISI)

Denial
1. I do not really notice cultural differences.
8. I think that cultural diversity really only exists in other places.
Defense
2. I am surrounded by culturally diverse people, and I feel like my cultural values are threatened.
9. I sometimes find myself thinking derogatory things about people who look or act differently from me.
17. I believe that aid to developing countries should be targeted to those efforts that help these countries evolve toward the types of social, economic, and political systems that exist in the United States
Minimization
4. I understand that difference exist but believe that we should focus on similarities. We are all human.
25. I think that most human behavior can be understood as manifestations of instinctual behavior like territoriality and sex.

On the other hand, according to Olson and Kroeger (2001), in ethnorelativist stage, individual starts to experience change in his/her sensitivity related to differences caused by cultures. They no longer perceive these differences as a threat to their world view of own

culture. Rather, they start to develop new strategies and new conceptualizations for these cultural differences. This time, they seek for differences rather than be afraid of being exposed to them (Olson & Kroeger, 2001). Acceptance is the first level of ethnorelativism in which people start to show acceptance and respect to the differences. In the next ethnorelativist stage, adaptation, people adopt new skills in order to be part of that culture, language, and interlocutor of that communication. In the last stage, integration stage, people experience shift in world views and start to view own cultural not as central rather feel more culturally “marginal” and try to adopt the most appropriate perspective or behavior, which facilitates the development of empathy towards other cultures (Bennett, 1993; Olson & Kroeger, 2001).

Table 3.12

Intercultural Sensitivity Ethnorelative Stages and Sample Questions Included in the Intercultural Sensitivity Index (ISI)

Acceptance
5. I acknowledge and respect cultural difference. Cultural diversity is a preferable human condition.
12. I believe that verbal and nonverbal behavior vary across cultures and that all forms of such behavior are worthy of respect.
Adaptation
6. I have added to my own cultural skills new verbal and nonverbal communication skills that are appropriate in another culture.
13. I believe that culture is a process. One does not have culture; one engages in culture.
Integration
7. I feel culturally marginal or on the periphery of two or more cultures.
14. I am able to analyze and evaluate situations from one or more chosen cultural perspectives.
21. When faced with a choice about how I am going to respond to a given situation, I am able to shift between two or more cultural perspectives and consciously make a choice to act from one of these cultural contexts.

As for qualitative data for intercultural sensitivity was collected with reflection papers, in order to collect more data that can be quantified, this index was used as a paper-based and structured version both as a pre-test and post-test. The whole questionnaire was taken as “sensitivity scale” generally based on development levels of intercultural sensitivity. A number of modifications were applied for the questionnaire in order to make it more fit for our context. Expressively, as the target group was teacher candidates of English Language Teaching and not to have misunderstandings might be caused due to translation the original version, the English version of the questionnaire was carried out. However, for more elaboration some synonymies or explanation phrases were used for some terms like “caused by” for “spring from”, “gestures, bodily actions” for “non-verbal”, “person who

ends disagreement between people” for “mediator”. Additionally, some of the questions like *“I have lived for at least 2 years in another country and believe that American society should embrace the values of this culture in order to address the problems of contemporary American society”*, *“I have substantive knowledge about at least one other culture outside of the United States, and I apply this knowledge with confidence in my professional work”* or like *“I am currently engaged in professional work with at least three people in other countries”* were omitted as they were not valid or appropriate for the target group.

For collecting a comprehensive analysis related to the needs of learners and other participants of the context in order to set the goals and material choice, need analysis protocol was carried out with a mixed method. In this triangulation of needs collection and analysis, we used both qualitative and quantitative methods like conducting survey, interview and observation in study context (Huhta et al., 2013). In addition to these methods, having literature review and text analysis let us gain deep understanding about the needs of the stake holders. The insightful information collected with need analysis shaped our critical intercultural competence objectives to be more “teachable, learnable, and specifically measurable” (Graves, 2000).

The conceptualizing of the content and the organization of the course was built with the principles of the constructivism. With the design of the tasks, other activities and choice of materials through critical thinking skills, learners were encouraged to engage in teaching and learning process. As the knowledge construction would not be complete without learner interaction with the content, learners were tried to be provided with opportunities to interpret the cultural aspects like politics, religion, economy, or food etc., construct their own meanings, and bring new perspectives related to these aspects through activating their critical thinking skills (Chin & Williams, 2006; Vrasidas, 2000). For Fink (2007), and taxonomy of significant learning, through integrating learners into the process, both their feelings, interests are valued and they are also taught to “learn how to learn” which motivates and guides them to keep on learning by their own efforts. With respect to this significant learning (Fink, 2007) in developing intercultural competence, learners are expected to comprehend and use the key points related to the content, and then they are expected to make connections the new learning with other subjects through being personally and culturally part of it. Regarding Banks and Banks’ (2009) dimensions of

multicultural education model, with the principle of content integration the concepts, expressions, idioms, and other related points about each intercultural topic were gathered and integrated into the content. With the principle of knowledge construction, along with constructivist approach, higher order and critical thinking skills were taken as criteria for engaging learners in using “reasoning” both in seeking and internalizing information about intercultural competence. Concerning the next part of the course design, for the choice, design, and the store of the tasks and materials, an online platform and an educational technology Edmodo was used. In order to fulfill the course objectives and provide optimal alternatives and wide spectrum for material use, PowerPoint presentations, reading passages, web-sites, software, videos, photos, and DIY materials were exploited during training. Beside in-class activities, on a weekly rotating basis, each student was voluntarily assigned for presentation topics related to intercultural aspects by comparing and contrasting other cultures with their own culture, which they were required to search and prepare in accordance with critical thinking points given in their reflection guides. In addition to their presentations and class discussions, they were also asked to analyze, evaluate, and synthesize their findings and write an academic report about their topics and submit through Edmodo. According to Graves (2008), evaluation does not necessarily mean to “measure” teaching and learning but to “improve” it. Therefore, for adopting more process oriented and mixed approach for the assessment of the students’ performance and assignments, beside critical thinking rubrics, surveys, and tests, reflection papers and portfolios were included in the process. The use of reflective approach not only let the assessment of the teaching process but also let the researcher gain firsthand insight from participants about their cognitive and affective development (Butler et al., 2015; Farrell, 2012). On the other hand, for the evaluation of the course, modular format facilitated the other course dimensions’ being “systematic and responsive” (Graves, 2008). With its progress and action oriented approach also based on the students’ and instructor’s feedback related to any parts of the course and syllabus the related part was either omitted or adapted.

3.4.4.7 The Reflections of Student Teachers on Critical Intercultural Competence Development

Higher education mainly aims to cultivate higher order thinking and reflective skills. Reflection embedded in curriculum is an effective way to develop this critical thinking,

questioning one self, and creating own criteria to transfer one's knowledge (Coulson & Harvey, 2013; King & LaRocco, 2006; Quinton & Smallbone, 2010). Student reflection central to teaching and learning is an important ingredient for learner autonomy and critical reflection (Little, 1991). Reflection and its process which is not well-designed, well suited, clearly stated, and not based on pre-determined criteria may cause some misunderstandings and may not be helpful to collect reliable and deeply articulated reflection data. According to Coulson and Harvey (2013), integration of reflection into learning entails one's careful observation of own cognitive and affective processes, unprejudiced approach to this observation and analysis, developing ability for abstract conceptualization, and willingness and readiness when necessary to control or to regulate own emotions and behaviors. Concerning teacher training, fostering reflection of teacher candidates has a vital role but because of its blurry nature it may be difficult or problem to be adapted in the process (Dinkelman, 2000; Hatton & Smith, 1995), because of this point, we designed three different reflection frameworks bearing the research related aspects highlighted in literature and which are more appropriate and practical for our instructional choices. Effective reflection needs to be based on some sounded goals and thereby the following figure summarizes our main departure points in adapting and conducting reflection in this study.

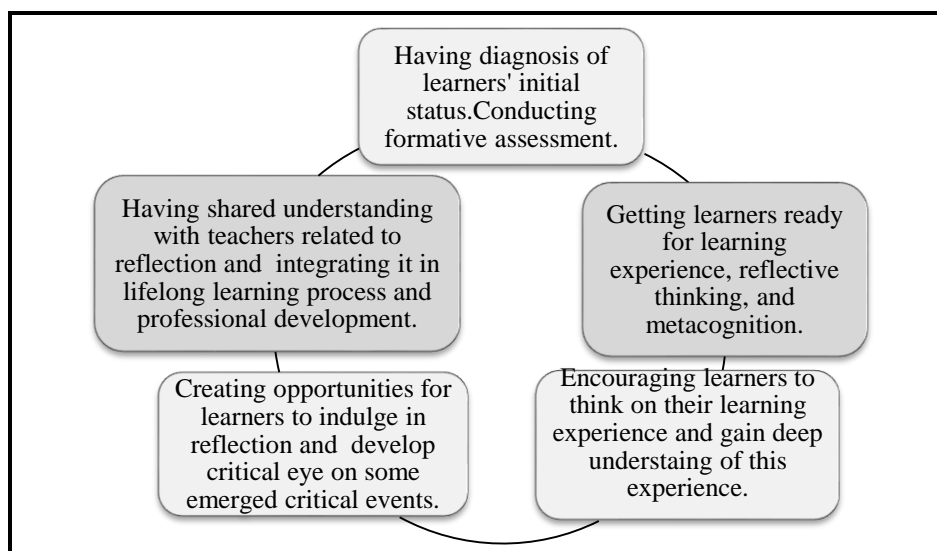


Figure 3.7. Reasons for carrying out reflections (Coulson & Harvey, 2013)

Scaffolding student reflection for experience-based learning: a framework, teaching in higher education

As stated by Grossman (2009), reflection may not fulfill the expectations as learners may perceive it as “matter-of-fact stated” experiences for which they may not feel to provide any detailed cognitive, behavioral, and affective information with any evidence related to their learning process. Therefore, the objectives of using reflection need to be stated clearly and be ensured that they are totally understood by learners; so that they could feel less reserved and threatened while giving personal details. The reflections applied in this research study serve a number of functions. Two reflection papers in this study concerning CT and intercultural competence function as content-based scaffolding and meta-cognitive approach to their reflection. In content-based scaffolding which aims to increase learner’s understanding the course concepts, themes, messages, and ideas given in it through moving from the familiar topics to new ones (Grossman, 2009). In other words, it works as a measurement for the learners’ basic knowledge related to critical thinking and its application in intercultural competence. The other very important purpose that the reflection process has is to hearten the participants to enjoy meta-cognitive reflection that is to take action to honestly assess own thinking and develop self-regulation mechanisms in order to be cognitively, behaviorally, and emotionally fair in cultural issues.

CT-COGNITIVE SKILLS	SUB-POINTS
------------------------	------------

Table 3.13

CT-Cognitive Skills by Facione (2013): Critical thinking: What it is and what it counts)

INTERPRETATION	<ul style="list-style-type: none"> *Comprehension of meanings, events, data, experiences, categorizations *Decoding significance of messages, given examples
ANALYSIS	<ul style="list-style-type: none"> *Reorganization of the relationship between terms, concepts, questions, ideas, claims, arguments *Detecting cause and effect relations between claims and arguments
EVALUATION	<ul style="list-style-type: none"> *Assessing the reliability and accuracy of claims, information, statements regarding peoples' views, experiences, or beliefs etc. *Check the credibility between the statements
INFERENCE	<ul style="list-style-type: none"> *Looking for evidences, information, data, concepts to reach meaningful conclusions *Forming new hypothesis or arguments
EXPLANATION	<ul style="list-style-type: none"> *Stating the results and arguments in accordance with the available evidence, concepts, and contextual information *Basing this explanation process on reasonable steps
SELF-REGULATION	<ul style="list-style-type: none"> *Monitoring self-cognition or reasoning. *Taking actions to inquiry, check, and correct oneself or the given information
CT-COGNITIVE SKILLS	SUB-POINTS
INTERPRETATION	<ul style="list-style-type: none"> *Comprehension of meanings, events, data, experiences, categorizations *Decoding significance of messages, given examples
ANALYSIS	<ul style="list-style-type: none"> *Reorganization of the relationship between terms, concepts, questions, ideas, claims, arguments *Detecting cause and effect relations between claims and arguments
EVALUATION	<ul style="list-style-type: none"> *Assessing the reliability and accuracy of claims, information, statements regarding peoples' views, experiences, or beliefs etc. *Check the credibility between the statements
INFERENCE	<ul style="list-style-type: none"> *Looking for evidences, information, data, concepts to reach meaningful conclusions *Forming new hypothesis or arguments
EXPLANATION	<ul style="list-style-type: none"> *Stating the results and arguments in accordance with the available evidence, concepts, and contextual information *Basing this explanation process on reasonable steps
SELF-REGULATION	<ul style="list-style-type: none"> *Monitoring self-cognition or reasoning. *Taking actions to inquiry, check, and correct oneself or the given information

The second reflection is based on critical thinking cognitive skills interpretation, analysis, inference, evaluation, explanation, and self-regulation (Facione, 1990). Based on their intercultural topics, teacher candidates are expected to conduct search, analyze, evaluate, and synthesis their own assignment through reflecting in action, in other words, will think

on their performance with respect to these critical thinking skills for adapted the reflective questions for each dimension of CT cognitive skills cited in Facione (1990), Critical thinking: What it is and what it counts). Basing criteria for CT skills and its sub-points and assessing them through portfolio and reflective process increases the visibility in their mastering these skills (Kohonen, 2000).

Table 3.14

Critical Intercultural Competence Reflection Paper Format(Part I)

Intercultural Competence Dimensions
<p>KNOWLEDGE (K)</p> <p>(Acquiring new cultural information and cultural behaviors, Learning cultural etiquettes, developing cultural understanding of cultural aspects like politics, religion, traditions, marriage& funeral practices, expressions, proverbs, and idioms etc.)</p> <p>What are the new knowledge, cultural behaviors, words, expressions, proverbs you have learned about your culture and other cultures?</p>
<p>AWARENESS (A)</p> <p>➤ (Having consciousness of own culture, Recognizing other cultures, Acknowledging the cultural differences, Being aware of cultural prejudices, Developing awareness of cultural / intercultural responsibilities, Appreciating the interaction between different cultures)</p> <p>When you evaluate this lesson in general, in which aspects do you develop awareness regarding your own culture and other cultures, and the cultural points you have come to notice?</p>
<p>SENSITIVITY (S)</p> <p>➤ (Attitudes, Emotional Change, Development, Openness, Empathy, Respecting cultural differences, Positive approach to different cultures, Willingness to learn different cultures, Demonstrating the tolerance for cultural differences)</p> <p>What are the changes in your attitudes, feelings, and traits related to your culture and other cultures?</p>

Table 3.15

Critical Intercultural Competence Reflection Paper Format(Part II)

Critical Thinking Skills in Intercultural Competence
<p>➤ Having awareness of the fact that our information</p>

about intercultural aspects may be false or inaccurate.
➤ Facing intellectually and honestly with your prejudices, situations with uncertainties
➤ Being able to set certain criteria while researching or trying to reach knowledge. Not being self-centered or ethno-centered when questioning the credibility of information.
➤ Being able to empathize others in order to better understand the opinions, beliefs, values of others.
➤ Showing respect and equal treatment to all views.
➤ Believing that the liberation of mankind and the achievement of peace can be achieved through pure and fair use of reasoning and through positive beliefs and feelings.
➤ Being inquisitive in many subjects and being decisive in learning new information. Being planned while searching for information and never giving up despite the difficulties.
➤ Being flexible and not rigid at the point of correcting errors and being willing to learn new information.

The development of critical thinking entails both the fostering of cognitive skills and dispositions. Measuring the affective factors only through quantitative tools will not be rational as intellectual traits or virtues require the scaffolding of participants' reflection of own development of mind qualities and traits. For this reason this part of the reflection paper is separated for the reflection of intellectual traits in intercultural competence. The intellectual virtues referred and adapted in this section like intellectual integrity, fair-mindedness, courage, confidence in reasoning, intellectual humility, autonomy, perseverance, and intellectual empathy belong to the framework designed by Elder and Paul (2008), and the dispositions suggested by Facione (1990). In order not to miss any related information small or big and maximize participants' attention and consciousness, they were motivated to jot down any bits of progress that they went through regarding critical thinking and intercultural aspects. As the candidates might feel restricted in using target language and this might cause some misunderstandings while writing their reflections and expressing their journey in developing critical intercultural competence they were asked to use their native language. In addition to the quantitative findings, the use of reflection papers encouraged learners give vital and more sincere details related to their change in knowledge, awareness, and sensitivity points. According to Kelly (1995), with this reflective process learners not only accumulate new information related to subject matter but also pass to the next level of transferring this new information into new

situations. The integration of these reflective papers into our training helped us to put the abstract nature of critical thinking and intercultural competences into practical and “visible” mode, increased participants’ noticing and consciousness in their development and “reflective habits”, and let them carry out a critical self assessment, which will also support them in their professional life (Kohonen, 2000; Quinton & Smallbone, 2010). Last but not least, the use of the reflection papers provided student feedback related to teacher, instruction, activities, and materials, which created “a window’s view of” teaching from the students’ eyes for revolutions, solutions for problems, and implications for the future (Hatton & Smith, 1995; King & LaRocco, 2006).

3.5 Data Analysis

In this research design, mixed data collection tools which include both qualitative and quantitative methods are utilized in order to gain a deep insight and understanding related to intercultural competence development in second language teacher education from critical thinking perspective. As the research area is highly sophisticated, to some extent abstract, broad, and dynamic, with the combination of multiple data collection techniques we try to gather as much as rich data. The research methods used in this study are as below:

- Contextual data collection related to staff concerning research points
 - Staff interviews
 - Foreign language teachers and intercultural competence questionnaire
 - Classroom observations
- Data collection related to intercultural competence development of teacher candidates through critical thinking skills and dispositions
 - Critical thinking and cross-cultural pre and post tests
 - Intercultural knowledge, awareness, and sensitivity pre and post questionnaires
 - Reflection papers
 - Written assignments and research papers

3.5.1 Quantitative Data Analysis

In quantitative data analysis, in order to obtain quantifiable and more expressive data rather than pure numbers we applied a number of statistical analyses and interpretation process.

Quantitative data collection procedure included the use of surveys, success tests applied before and after the training intervention, and the face-to-face interviews that we also used to measure the frequencies and incidences of educators' views or beliefs related to research focus. Based on the research hypotheses regarding critical thinking skills integration into intercultural competence development in second language teacher training, teacher candidates were asked to take online critical thinking basic concept test, intercultural knowledge test, and complete intercultural awareness and sensitivity surveys both before and after the experimental stage. The collected raw numbers were analyzed with the use of Microsoft Excel or data analysis software SPSS.

3.5.1.1 Statistical Analysis of Quantitative Data

Most of the statistical operations were carried out with the use of SPSS statistics software. While parametric tests were used for the data that had normal distribution, non-parametric tests were chosen for the data that did not have a similar distribution or meet the criteria for the parametric analyses. With the aim of measuring the differences between the experimental and control group regarding critical intercultural competence development based on the dimensions of critical thinking skills, knowledge, awareness, and sensitivity the independent samples *t* –test was operated. The obtained test results indicated that there were significant differences between the treatment and non-treatment group that critical thinking integration into intercultural competence positively and significantly affected the participants' intercultural development. Even though the used independent samples *t*-test and Levene's test for homogeneity of variances and for the normal distribution confirmed normality among the groups due to lack of enough sample size for the each group, non-parametric tests were used for the statistical analyses. Due to this small sample size condition, Wilcoxon signed-rank test which is non-parametric counterpart of dependent *t*-test was applied to measure the difference between the pre and post scores of the same group. These repeated measurements signified that there were changes in the scores within the groups. In addition to calculate the magnitude of any signs of differences and to see the effect size of this difference, effect size calculation or formula for Wilcoxon signed-rank test suggested by Pallant (2007) was carried out.

With the purpose of comparing the means of the pre and post test scores of two different groups to check whether the acquired significant differences have small or large effect

sizes Cohen's d calculation for Independent samples t -test was applied for pre and post test mean differences (Cohen, 1988). Based on these calculations, it was noted that the obtained significant differences pointed out that the integration of critical thinking skills into intercultural development would show large effect size of positive impact on the participants. The gathered data in this part was reported in a number of ways like frequency distributions, percentage of responses, and central tendency like use of mean. After the analysis of each category of data, the findings were displayed with the use of charts, graphs, and tables. In addition to the aforementioned statistical analyses, for the analysis of the statements or objectives put into ranking and ranked by the teacher educators were examined with the non-parametric test of Friedman test to examine whether there were any significant difference between the ranked statements.

3.5.1.2 Validity and Reliability Concerns Related to Quantitative Data

As the Online Critical Thinking Basic Concepts Test, Intercultural Sensitivity Survey, Cross-Cultural Knowledge, and Awareness Tests were scholarly designed by field experts, covered the intended content, were based on the construct suggested by literature, and they were also supported by other instruments, they are assumed to have high content and construct validity. Critical Thinking Basic Concepts Test developed by the scholars of the Foundation for Critical Thinking is based on the sub-aspects of critical thinking like elements, standards, obstacles of thought, and includes points related to intellectual virtues. According to Paul and Elder (2007), the test promises consequential validity that is with the appropriate use of the instrument and its right application within the course and activities help teachers to develop intercultural competence in their teaching. Starting to teach the notion of critical thinking with basic concepts facilitates its comprehension and also its application in other subjects. The Intercultural Sensitivity Survey is substantially based on the levels of Bennett's Developmental Model of Intercultural Sensitivity, which gives it a theoretical evidence for its construct validity. Lastly, Cross-Cultural Knowledge and Awareness besides the Geert Hofstede's cultural dimensions and the cultural points related to traditions, customs, politics, economy, and international relations. In terms of reliability concerns which aim to provide consistency in test results, the value of Cronbach's α for the intercultural knowledge questionnaire is $\alpha=0.70$; for the intercultural awareness survey is $\alpha=0.91$, and lastly for the intercultural sensitivity survey

is $\alpha=0.86$. These calculations show that the questionnaire surveys have internal consistency and reliable scores ranging between acceptable and excellent levels.

3.5.2 Qualitative Data Analysis

The qualitative data analysis is the challenging process of changing the collected data into more meaningful knowledge. For all qualitative data collection methods like qualitative interviewing, classroom observation, and students' reflection in order to draw out data related to participants' beliefs, values, classroom interactions, and teaching or learning behaviors we designed protocols, rubrics, or schemes and use these tools until the saturation point where we no longer elicited new themes or codes from the collected data (DiCicco-Bloom & Crabtree, 2006). Based on Morse's processes of qualitative research (Morse, 1994), for the comprehending stage, within the help of established literature and researches carried out, we tried to understand the phenomena of critical thinking and intercultural competence. In the synthesizing and theorizing stage, we worked on the emerged themes and concepts and how these aspects were related within relations and causal aspect. In the last re-contextualizing part, both based on the previous knowledge and new generated knowledge, we tried to embody and reframed the synthesized knowledge within its research context in order to get deep understanding of these new concepts and themes.

3.5.2.1 Triangulation in Qualitative Research

As stated by Leung (2015), "human sense" and "subjectivity" are inevitable elements of qualitative research data interpretation part. In order to minimize the negative effects of these elements and boost the quality and the credibility of our qualitative research, a number of steps were taken for the validity and reliability issues. The effectiveness of a study depends on its degree of being valid and reliable. As stated by Cohen et al. (2007), the worthiness of the research cannot be claimed when there are discrepancies related to its validity. Therefore, as a researcher, we need to ensure the readers that through use of appropriate research tools, we aim to measure what our study has already aimed to measure. In terms of measuring data, in order to build reliable data set, with the "appropriate instrumentation" and "appropriate statistical treatments of the data" the

interpretation of the collected data were tried to be given from the point of respondents not the researcher and they were ensured to represent reality not interpretations or expectations (Cohen et al., 2007). The state of accurate correlation of the collected data with the research focus, which is also called internal validity was tried to be assured through following these procedures (LeCompte & Preissle, 1993, p.338):

- adopting low-inference descriptors
- using peer examination of data

Using direct evidence as data, being involved in the field, and through the use peer briefing technique building a valid research was achieved. On the other hand, external validity which is concerned with the “comparability” and “translatability” issues so that the findings especially the qualitative data can be generalized was made sure through providing a thick description of the context (Lincoln & Guba, 1985). Put differently, with accurate and detailed picture of research setting and samples, it was made possible for the other researchers to know more about the context in order to have an opportunity to test the generalizability degree of the study in their contexts (Schofield, 1990). Moreover, with a comprehensive literature review and adequate clarification of each constructs involved in research topic, content and construct validity also was focused on (Cohen et al., 2007).

Triangulation which entails “the use of two or more methods of data collection” gained this study “multi-method approach” and made the process of explaining “the richness and complexity of human behavior” more possible and practical. In this sense, time triangulation (prolonged engagement), theoretical triangulation (checking alternative theories), investigator triangulation (involvement of more than one observer), and methodological triangulation (use of different methods) were taken into consideration throughout the research process (Cohen et al., 2007). Concerning the reliability, it can be defined as the state of test scores’ being “free of measurement error”. Mainly it can be conceptualized as repeated measurement and internal consistency. In this respect for the purpose of achieving reliable study, wording in tools were ensured not to be “specialist”, “difficult to understand”, or having “potentially multiple meanings” (Connolly, 2007, p.5). For the objectivity in validity issue, the appropriateness of the used methodology, the choice of tools, their suitability to the research questions, sampling procedures, and the multilayered and perspective presentation of the collected data were checked many times. The reliability of the qualitative data which according to Lincoln and Guba (1985) and

Johnson (1997) is the “consistency” or “trustworthiness” of the procedures and data was ensured with the triangulation of different methods like interviews, classroom observations, reflections, and questionnaires. The use of triangulation not only reinforced our study and the choice of methods but also made possible the wide range of both qualitative and quantitative data collection (Patton, 2002).

3.5.2.2 Content Analysis and Coding Procedure

For the analysis of interviews and reflection papers and for their quantitative interpretation content analysis technique was used. After the data collection process, the data was transcribed and made ready for coding. Based on the responses to given interview questions and student teachers’ reflections the emerged coding units were identified and recorded on Microsoft Word for tally and quantification process. As a content analysis, conceptual analysis was carried out since the purpose of the analysis was simply to identify and quantify the occurrence and the frequency of the terms or expressions articulated by the participants. Through open coding, the data was analyzed to elicit possible concepts, or code units. After the recorded data had been transcribed on Microsoft Word document by using initials for each participant’s transcribed interviews not to violate the ethical issues, the elicited themes were highlighted with different colors. Then the same category of the code units gathered from each participant was re-examined and clustered for tallying and tabulation process. Finally, this open coded data was presented through the use of word clouds, tables, or charts.

1. What is Critical Thinking?	
Participant	Interview Transcript
1	For me critical thinking is to ask questions about a particular topic. It is thinking through questioning. Instead of accepting it directly, it is a process of checking the pros and cons of the related topics or issues. It is being curious about ongoing events and thinking about why it should be like that.
2	Critical thinking is to think about what you read, listen, or watch. Before thinking critically, you need to base your thinking on some points. Otherwise, you can think not critically but you can think superficially. The subskills can be criticism, interpretation, drawing conclusions or evaluation. On the other hand, students can think critically in accordance with their previous knowledge and their experiences. For example, the one who is intellectual, read a lot and has enough knowledge can think critically accordingly. Otherwise, you cannot expect a broad criticism from the others. They can only do criticism based on their point of view, horizon, and own living.
3	Without being critical, formulating questions in our mind can be difficult. However, while thinking critically on a topic, a number of

Critical Thinking and Sub-skills	
Asking questions/questioning	10
understanding	1
Seeking for answers	2
Curiosity	3
Not accepting information	4
Negative and positive criticism	1
interpretation	2
Drawing conclusions	2
evaluation	2
Connecting with prior knowledge	5
judge	1
Openly express	4

*Figure 3.8.*A sample open coding analysis of interview data

The emerged themes related to educators' beliefs about critical thinking pointed out that they thought that critical thinking was a process of questioning, addressing questions. In addition to asking questions, they emphasized that critical thinking as approaching the issues from different aspects and having connection between the early learning with background information. In terms of intercultural competence development, they put the emphasis on the development of cultural knowledge, learning different life styles, and accepting the differences between own cultures and other cultures in order to develop positive attitudes to different cultures and the people of these cultures. The codes gathered from student teachers after the teaching intervention for the knowledge dimension were related to having knowledge of own culture, other cultures; for the awareness dimension the codes were about being aware of cultural differences and similarities; and finally for the sensitivity dimension participants talked about social harmony, showing tolerance, empathy, and being open to diversity.

CHAPTER 4

FINDINGS

4.1 Introduction

The purpose of this chapter is to present the key and relevant results of study in chronological and purposive order according to our research questions. Related texts,

figures, tables, and graphs were used in order to provide reader with the tabulation and visual representation of the qualitative and quantitative critical thinking and intercultural competence data. Without giving any speculative interpretation which was left for the next discussion chapter, the findings and any related statistical analysis and results gone through the data analysis stage were tried to be given in a detailed account based on the principles of accuracy and conciseness.

4.2 Teacher Educators' English Language Teaching Objectives

Findings for Q1: What are the English language teaching objectives of teacher educators working at a state university?

Table 4.1

Objectives of Foreign Language Education and Friedman Test Analysis

		Mean Rank
FLTO1	Promote the acquisition of a level of proficiency in the foreign language that will allow the learners to use the foreign language for practical purposes.	6.75
FLTO2	Assist my pupils to acquire skills that will be useful in other subject areas and in live (such as memorize, summarize, put into words, formulate accurately, give a presentation, etc.).	5.17
FLTO3	Enthuse my pupils for learning foreign languages.	5.08
FLTO4	Promote the acquisition of learning skills that will be useful for learning other foreign languages.	4.50
FLTO5	Promote my pupils' familiarity with the culture, the civilization of the countries where the language which they are learning is spoken.	4.08

FLTO6	Assist my pupils to acquire a level of proficiency in the foreign language that will allow them to read literary works in the foreign language.	3.83
FLTO7	Assist my pupils in developing a better understanding of their own identity and culture.	3.33
FLTO8	Promote the acquisition of an open mind and a positive disposition towards unfamiliar cultures.	3.25
Friedman Test		
N	12	
Chi-Square	18.778	
Df	7	
Asymp.Sig.	.009	

FLTO: Foreign Language Teaching Objective

Detailed analysis of teacher respondents about their foreign language teaching objectives, with the highest mean rank of 6.75 participant educators mostly highlighted the objective of *“promoting the acquisition of a level of proficiency in the foreign language that will allow the learners to use the foreign language for practical purposes”*. Additionally, as a second and third most important objective for their foreign language teaching, they put the importance on the objectives of *“assisting their pupils to acquire skills that will be useful in other subject areas and in live (such as memorize, summarize, put into words, formulate accurately, give a presentation, etc.)”* and *“enthusing their pupils for learning foreign languages”* with the mean ranks of 5.17 and 5.08 respectively. The objectives of *“assisting their pupils in developing a better understanding of their own identity and culture”* and *“promoting the acquisition of an open mind and a positive disposition towards unfamiliar cultures”* get the lowest score from the educators on rank scale of foreign language teaching objectives. Based on these mean rank analysis, our Friedman test indicated that the foreign language teaching objectives were rated significantly different by teacher educators with Friedman’s $Q = 18.77$; $p = 0.09$.

Table 4.2

Objectives of Foreign Language Education Categorized into Three Aspects Given by Sercu et al. (2005)

Culture Learning Objectives	
1.	Promote pupils’ familiarity with the culture, and the civilization of the countries where the language, which they are learning, is spoken.
2.	Promote the acquisition of an open mind and a positive disposition towards unfamiliar cultures.
3.	Assist pupils to develop a better understanding of their own identity and culture.
Language Learning Objectives	

1. Assist pupils to acquire a level of proficiency in the foreign language that will allow them to read literary works in that foreign language.
2. Enthuse pupils to learn foreign languages.
3. Promote the acquisition of a level of proficiency in the foreign language that will allow the learners to use the foreign language for practical purposes.
General Skills/Language Skills Learning Objectives
1. Assist pupils to acquire the skills that will be useful in other subject areas in life (such as memorize, put into words, formulate accurately, give a presentation, etc.).
2. Promote the acquisition of learning skills that will be useful for learning other foreign languages.

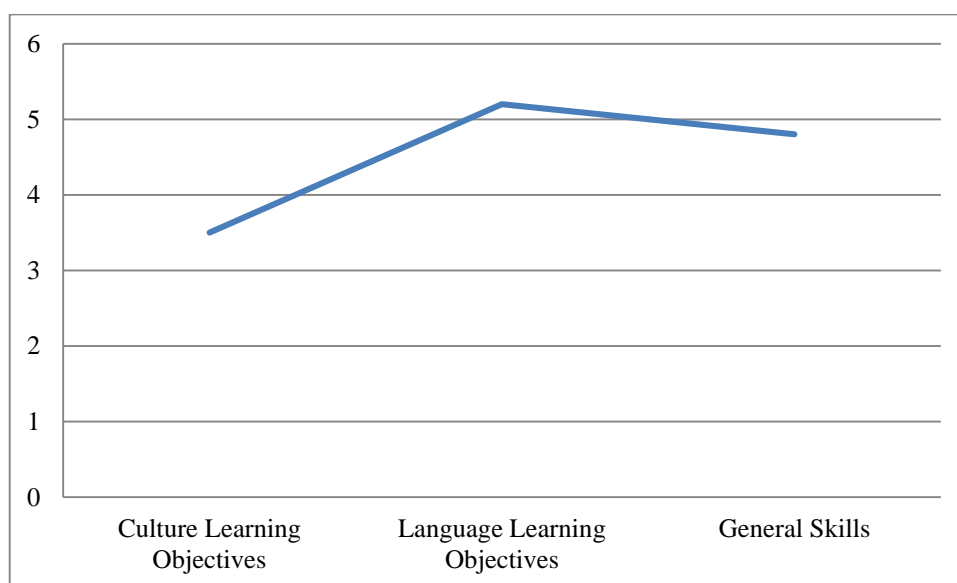


Figure 4.1. Objectives of foreign language education categorized into three aspects

These findings related to teacher educators' responses stated that their main goals were mostly with the mean of 5.2 based on the language learning objectives like developing communicative competence, with the mean of 4.8 on general skills like memorizing, giving presentation, and with the least mean of 3.5 on culture learning like promoting intercultural competence.

Table 4.3

Objectives of Culture Teaching and Friedman Test Analysis

	Mean Rank
CTO1 Develop attitudes of openness and tolerance towards other peoples and cultures.	6.83
CTO2 Promote reflection on cultural differences.	5.58
CTO3 Promote the ability to empathize with people living in other cultures.	5.58

CTO4	Promote the ability to handle intercultural contact situations.	5.54
CTO5	Provide experiences with a rich variety of cultural expressions (literature, music, theatre, film, etc.).	5.17
CTO6	Promote increased understanding of students' own culture.	4.67
CTO7	Provide information about shared values and beliefs.	4.29
CTO8	Provide information about the history, geography and political conditions of the foreign culture(s).	3.67
CTO9	Provide information about daily life and routines.	3.67
Friedman Test		
N	12	
Chi-Square	13.659	
Df	8	
Asymp.Sig.	.091	

CTO: Culture Teaching Objective

For culture teaching, the objective (CTO1) “*developing attitudes of openness and tolerance towards other people and culture*” by 4 participant teacher educators with the highest point and with the highest mean 6.8. With the next highest mean of 5.8 participants put relatively emphasis on the objective (CTO2) of “*promoting reflection on cultural differences*” and the objective (CTO3) of “*promoting the ability to empathize with people living in other cultures*”. Participants put least importance on the objectives (CTO8, CTO9) of “*providing information about the history, geography, and political conditions of the foreign culture(s)*” and “*providing information about daily life and routines*” with the mean of 3.6. The Friedman test indicated that the culture teaching objectives were not rated significantly different by teacher educators with Friedman’s $Q = 13.65$; $p = 0.091$.

Table 4.4

Summary of Educators’ FLT and Culture Teaching Objectives and Teaching Time Distribution

Participants	Main objective of FLT	Main objective of Culture Teaching	Teaching Time Distribution % Language/Culture
P1	<i>Language Learning Objectives</i> Promoting the acquisition of a level of proficiency in the foreign language to use the foreign language for practical purposes.	<i>Knowledge Dimension</i> Providing experiences with a rich variety of cultural expressions (literature, music, theatre, film, etc.)	60/40
P2	<i>Language Learning Objectives</i> Promoting the acquisition of a level of proficiency in the foreign language to use the foreign language for practical purposes.	<i>Knowledge Dimension</i> Providing information about daily life and routines	80/20
P3	<i>General Skills/Language Skills Learning Objectives</i> Promoting the acquisition of	<i>Attitudinal Dimension</i> Developing attitudes of openness and tolerance towards other people and	60/40

	learning skills that will be useful for learning other foreign languages.	cultures.	
P4	<i>Culture Learning Objectives</i> Promoting my pupils' familiarity with the culture, the civilization of the countries where the language which they are learning is spoken.	<i>Attitudinal Dimension</i> Developing attitudes of openness and tolerance towards other people and cultures.	40/60
P5	<i>General Skills/Language Skills Learning Objectives</i> Assisting my pupils to acquire skills that will be useful in other subject areas and life.	<i>Knowledge Dimension</i> Providing experiences with a rich variety of cultural expressions (literature, music, theatre, film ,etc.)	80/20
P6	<i>General Skills/Language Skills Learning Objectives</i> Promoting the acquisition of learning skills that will be useful for learning other foreign languages.	<i>Attitudinal Dimension</i> Developing attitudes of openness and tolerance towards other people and cultures.	60/40
P7	<i>General Skills/Language Skills Learning Objectives</i> Assisting my pupils to acquire skills that will be useful in other subject areas and life.	<i>Skills Dimension</i> Promoting increased understanding of students' own culture	60/40
P8	<i>Language Learning Objectives</i> Assisting my pupils to acquire a level of proficiency in the foreign language that will allow them to read literary works in the foreign language	<i>Skills Dimension</i> Promoting increased understanding of students' own culture	60/40
P9	<i>Language Learning Objectives</i> Enthusing my pupils for learning foreign languages	<i>Skills Dimension</i> Promoting reflection on cultural differences	60/40
P10	<i>Language Learning Objectives</i> Promoting the acquisition of a level of proficiency in the foreign language to use the foreign language for practical purposes.	<i>Attitudinal Dimension</i> Developing attitudes of openness and tolerance towards other people and cultures.	80/20
P11	<i>Language Learning Objectives</i> Promoting the acquisition of a level of proficiency in the foreign language to use the foreign language for practical purposes.	<i>Skills Dimension</i> Promoting reflection on cultural differences	80/20
P12	<i>Language Learning Objectives</i> Promoting the acquisition of a level of proficiency in the foreign language to use the foreign language for practical purposes.	<i>Attitudinal Dimension</i> Developing attitudes of openness and tolerance towards other people and cultures.	60/40

Teacher participants who defined their objectives as language learning objectives for practical purposes stated their understanding of culture teaching as skill dimension as increased understanding of own culture, handling intercultural situations, and reflecting on cultural differences. They also devoted more time on language teaching than culture

teaching. The participant who mostly signified culture learning objectives and defined culture teaching as developing attitudes of openness and tolerance towards other people and cultures devoted more time on culture teaching than language teaching. With respect to these findings there is consistence between their foreign language teaching objectives and teaching time distribution or devotion on language and culture teaching.

4.3 Teacher Educators' Beliefs about Critical Thinking, Culture Teaching, and Intercultural Competence

Findings for Q2:

- a. What beliefs do the teacher educators hold about critical thinking?
- b. What do educators think about culture teaching?
- c. What do educators believe about intercultural competence?



Figure 4.2. Wordle of teacher educators' responses to the definition of critical thinking

This wordle depicts visualization of teacher educators' spoken responses to the interview question related to their opinions about how CT can be defined. Based on this 26-word composed wordle analysis, the overall composition of educators' expressions, CT could be 15 % defined as "thinking through questioning-through asking –formulating questions".

- "...is to ask questions about a particular topic. It is thinking through questioning." (Interviewee I)

-while thinking critically on a topic, a number of questions may form in our mind.”(Interviewee III)
- “Critical thinking is to explore for answers to your questions through criticizing any information that one reaches through searching or through reading any texts.”(Interviewee V)

Besides “questioning”, regarding to the words generated from educators’ own statements, CT does not mean to have only “negative criticism” but also refers to positive criticism with 12%. According to the other themes emerged from interview data, participants also associated CT with “referring back to prior knowledge while acquiring new knowledge” with 7.4%, “be open to express what you have reached through questioning the process” with 6%, not accept the information as it is but “having curiosity to search for the credibility and accuracy of the information” with 6%. Interviewees’ responses based on these themes are as:

- “Not only textual, contextual knowledge, but also students read to have knowledge about general culture. They also need to retrieve their prior knowledge related to the topic.”(Interviewee VII)
- “It is to judge and openly express it.”(Interviewee IV)
- “In this process, students do not accept information without filtering it. It is not to accept anything carrying out any information...”(Interviewee V)

Table 4.5

Critical Thinking Skills: Cognitive and Dispositional Thinking Skills

Mostly Stated Cognitive Thinking Skills	Mostly Stated Dispositional Thinking Skills
Questioning/Formulating Questions	Critical
Thinking Through Different Perspectives	Confident/Feeling Free
Interpreting	Cultured
Drawing Conclusions	Curious / Being Inquisitive
Connecting New Knowledge with Prior One	Psychologically being ready to learn
Recognizing Inconsistencies	Open to Criticism/Tolerated
Making Inference	Unbiased
Focusing	Aware of own Capacities
Analyzing	Having Goals
Understanding	Self-Sufficient
Comparing/Contrasting	Well-equipped/Educated
	Open to Express Ideas

Table 4.5 shows teacher educators’ tabulated responses to the categorization of CT skills into cognitive and dispositional skills.

- “.....otherwise, you can think not critically but you can think superficially. The results can be criticism, interpretation, drawing conclusion or evaluation”(Interviewee II)
- “It is to think through different angles. It is approaching to a topic from different perspectives. You need to read a lot and be knowledgeable about different topics.”(Interviewee III)

- “Even wrong things are uttered by students; teachers should react positively and be skillful to deduce good conclusions from them.”(Interviewee V)

In terms of dispositional skills related to CT, educators with 85% mostly agreed that as a major intercultural trait people need to possess or develop the trait of “open-mindedness”. One of the educators also highlighted that student teachers need to set goals and be more determined in attaining their goals.

- “.....to make plan, have goals based on this plan, and determine the needed strategies or criteria which will help them to attain these goals” (Interviewee II).

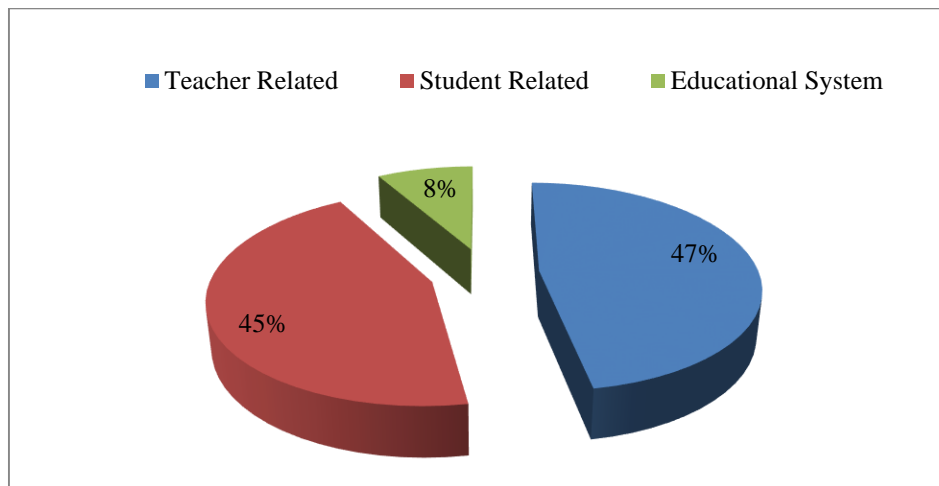


Figure 4.3. Educators’ responses to the possible challenges may hinder the integration of CT into education

Based on the above results, the frequency statistics related to challenges that may be faced in educational setting, specifically in foreign language education, were categorized into three main groups of challenges as teacher, student related and educational system-based ones. Educators mostly agreed that the agents of the educational system; namely, teachers (47%) and students (45%) mostly would be the main reasons for the ineffective promotion and the development of CT skills. Additionally, in according to some of the educators, educational system (8%) based problems are the other obstacles in integration of CT.

Table 4.6

Challenges in Integration of CT into Educational System

CHALLENGES	Teacher Educators						
	I-1	I-2	I-3	I-4	I-5	I-6	I-7
Teacher-Related							
Teacher Cognition/Beliefs/Attitudes				√	√	√	√
Subject Knowledge	√			√		√	√
Knowledge of Critical Thinking	√	√	√				
Teaching Methodologies/Styles	√		√		√	√	√
Pre-service/In-service Teacher Training Programmes				√			
Student-Related							
Students' Resistance/Reluctance	√	√				√	√
Background Education	√			√	√	√	√
Knowledge of Critical Thinking	√	√	√				
Different Student Levels			√				
Fixed Learning Styles	√						
Affective Filter					√		
Peer Pressure					√		
Educational System							
Promoting rote-learning not constructivist(exam-based system)							√
Curriculum not specified for Critical Thinking				√			
Workload						√	

Concerning teacher-related challenges, teacher educators mostly agreed that the teaching approaches and strategies that teachers apply in their teaching process, their weak subject knowledge and negative attitudes towards the development of CT were prime factor for this category.

- “From teachers’ perspective, if teachers do not have critical thinking competence they cannot be able to train their students effectively in this competence.”(Interviewee II)
- “.... our teaching methodologies need to be scrutinized because they can also hinder our students’ thinking critically.”(Interviewee III)

For student-related factors, educators mostly pointed out that the education students were exposed to and their being unwilling to change their old habits and learning styles.

- “I think it won’t be easy to integrate critical thinking into our courses because we have rooted habits. When you try new things, in any case you face with some challenges because each student brings their own habits to the classroom.”(Interviewee I)
- “Students’ profiles, students’ background education. I think there are cognitive and social differences even between students who have pre-school education and the ones who haven’t. The people who have quality education from their parents and at schools are more likely to develop critical thinking.”(Interviewee IV)

The problems related to the introductions of CT skills into educational system were noted as students had to be part of exam-based educational system which promoted memorization rather than meaningful and constructive learning students could be more active and open to innovations in their learning process.

- “Students have been forced to rote-learning since their primary education. It is clear that students do not pay effort or encouraged to think from different aspects” (Interviewee VII)

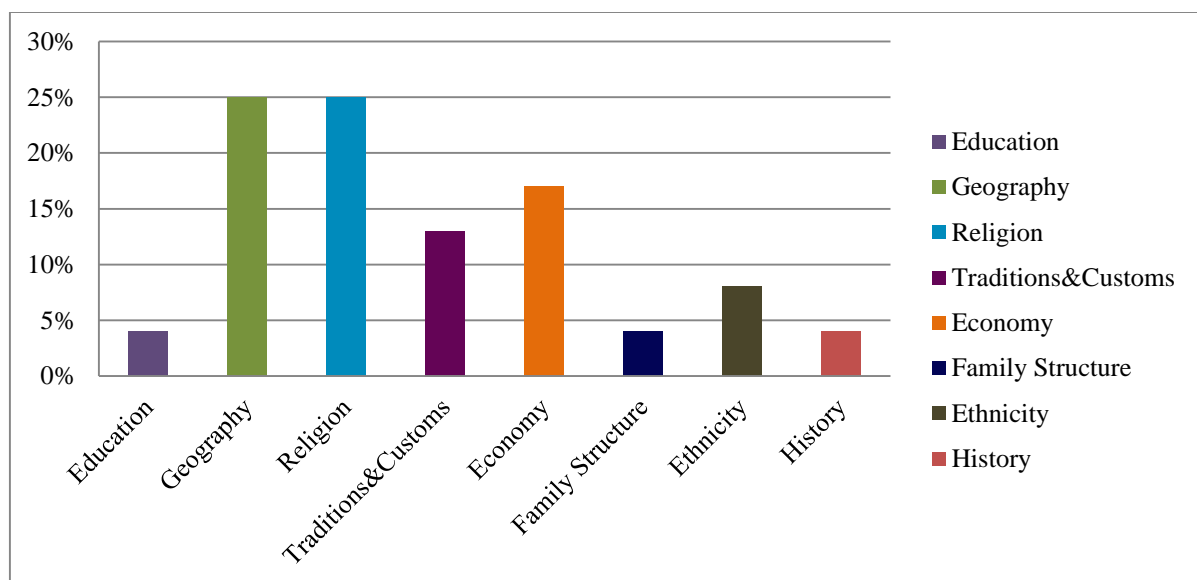


Figure 4.4. Teacher educators’ stated reasons for cultural differences

Based on the respondents’ statements related to the reasons for cultural differences are mostly caused by geography and religion. Economy, traditions& customs, and ethnicity are the other reasons given by teacher participants regarding to cultural differences.

- “Our religious beliefs or being non-religious; even different sects in one religion all are contribute to the cultural differences.”(Interviewee V)
- “Geographical conditions, social impositions, religious reasons, ethnicity, the sense of belonging....”(Interviewee VI)

Table 4.7

Culture Teaching Dimensions (Sercu et al., 2005)

Knowledge Dimension
1. Provide information about the history, geography and political conditions of

the foreign culture(s) (culture/Culture).
2. Provide information about daily life and routines (culture).
3. Provide information about shared values and beliefs (culture/Culture).
4. Provide experiences with a rich variety of cultural expressions (literature, music, theatre, film, etc.) (Culture).
Attitudinal Dimension
1. Develop attitudes of openness and tolerance towards other peoples and cultures.
Skills Dimension
1. Promote reflection on cultural differences.
2. Promote increased understanding of students' own culture (also knowledge of own culture/Culture).
3. Promote the ability to empathize with people living in other cultures.
4. Promote the ability to handle intercultural contact situations.

*Small c culture:(relating to interactions in daily life)

*Capital C Culture: (relating to the Arts) (Sercu et al., 2005, p.25)

Foreign language teachers and intercultural competence: an international investigation”, Sercu, L., Bandura, E., Castro, P., Davcheva, L., Laskaridou, C., Lundgren, U., Mendez Garcia, M., & Ryan, P., 2005, Clevedon: Multilingual Matters.

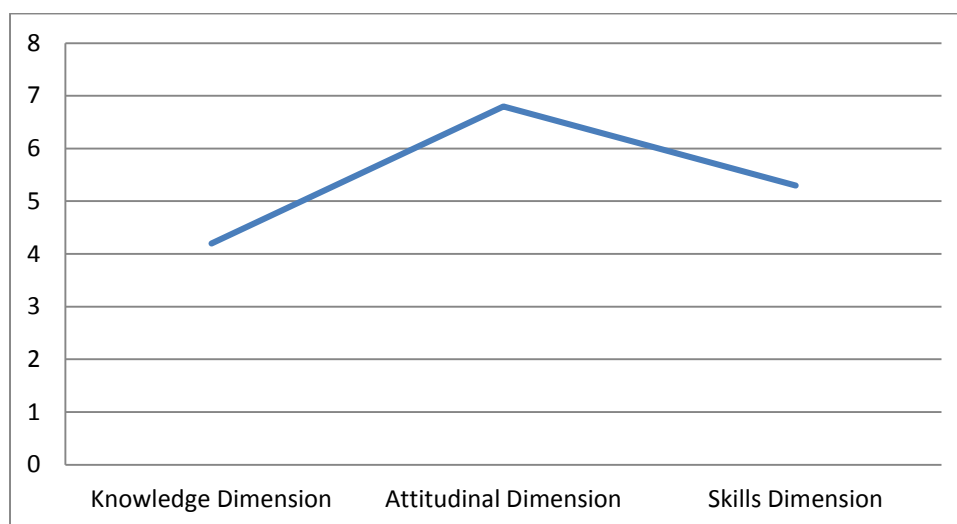


Figure 4.5. Teachers' beliefs related to culture teaching

Based on the above findings, it can be reported that with the mean of 6.8 teachers stated that they mostly gave importance to the development of attitudinal dimension including “the attitudes of openness and tolerance towards other people and cultures” and the promotion of skills development (5.3). In terms of intercultural competence development, they indicated that they mostly dealt with the affective aspect and they gave least importance to the development of knowledge dimension with 4.2 mean.

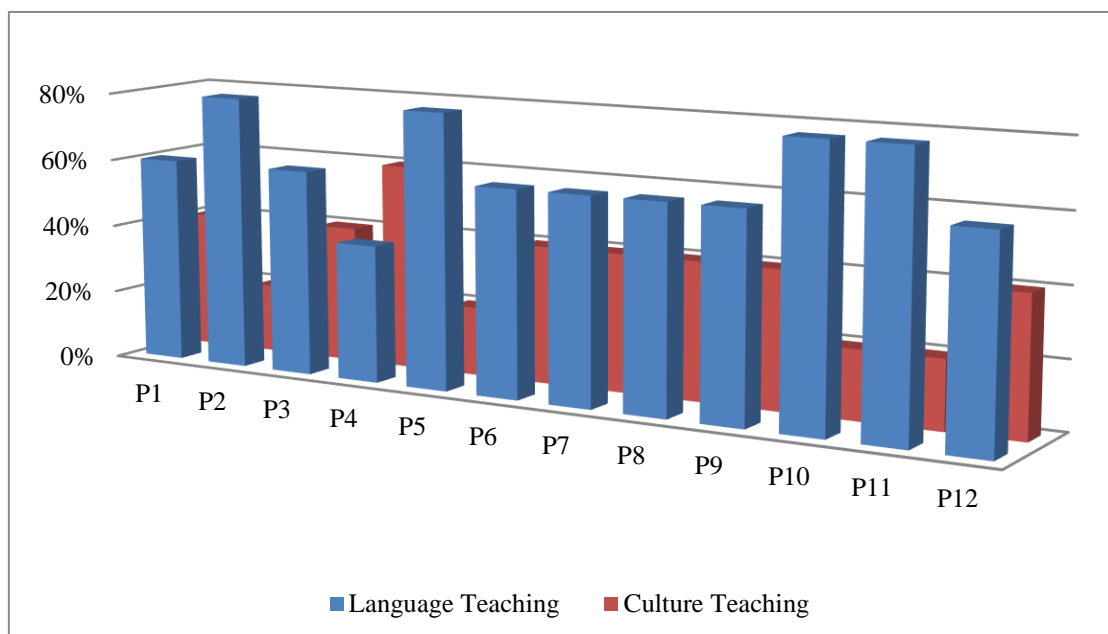


Figure 4.6. Teachers' perceptions of time distribution

It can be reported in this part that teachers devote more time on language teaching than culture teaching. 58% of participants (P1, P3, P6, P7, P8, P9, P12) indicated that they distributed three fifths (60%) over language teaching and two fifths (40%) on culture teaching. 33% of participants (P2, P5, P10, P11) noted that they designed their classes mostly on language teaching with four fifths (80%) and the rest one fifth pie on culture teaching. Only one of the participants (P4) reported that s/he with three fifths (60%) focused on culture teaching. These teachers' reporting validates the previous findings that teachers put the most emphasis on language teaching rather than culture teaching with the mean of 5.2.



Figure 4.7. The wordle of intercultural competence

The above word cloud indicates that most frequently uttered keywords regarding to “intercultural competence”. According to teacher educators, intercultural competence in foreign language education mostly refers to “having intercultural knowledge” with 18% “being knowledgeable about different cultures” 12%, the skill of “making comparison and contrasting between cultures” 6% As further stated by educators, intercultural competence also entails “positive attitude” 9% development towards the people belong to different cultures, and “communicative competence” 6%.

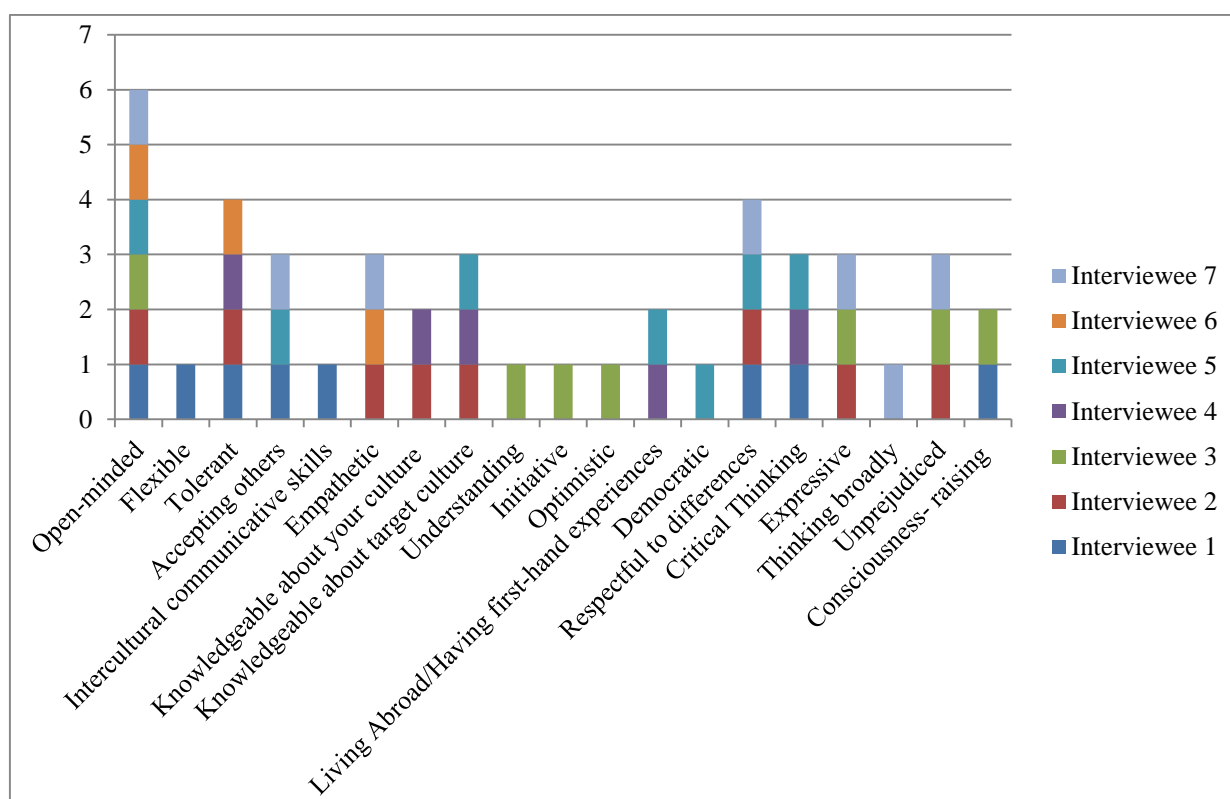


Figure 4.8. Distribution of intercultural competences among respondents

According to educators, the competences prerequisite for effective intercultural competence are mostly related to affective dimension and positive personality traits like:

- ✓ Being open-minded
- ✓ Being tolerant& respectful to cultural differences
- ✓ Being empathetic& unprejudiced
 - “Tolerance should be there. You need to learn to accept people. You should embrace differences. You shouldn’t see the differences as a threat.”(Interviewee I)
 - “You should not have personal taboos and you need to avoid the stereotypes that you have related to traditions and life styles of the target culture. The most difficult thing is to break stereotypes.”(Interviewee VII)

In addition to these traits, respondents also stated that it was also important that “being knowledgeable about own and target culture”, “developing critical thinking”, and “being free to express own opinions” to the others.

- “We need to express the others what is acceptable in our culture and we also need to search and learn what is acceptable in their cultures.”(Interviewee II)
- “It is to learn own culture and the target culture. In this way you can encourage your students to compare and contrast different cultures.”(Interviewee VI)

Table 4.8

Intercultural Activities and the Exploitation of Materials

<p>Interviewee 1</p> <ul style="list-style-type: none"> •Increasing cross-cultural awareness &integrating with language activities •Use of critical thinking •Use of videos, songs, intercultural reading passages •Bringing real samples related to the violation of human rights in the world
<p>Interviewee 2</p> <ul style="list-style-type: none"> •Activities for eliciting students' prior cultural knowledge •Creating optimal atmosphere for intercultural discussions •Exploiting videos, texts, visuals •Use of synchronous & asynchronous tools to interact with people from other cultures •Group works for exploring different cultures
<p>Interviewee 3</p> <ul style="list-style-type: none"> •Designing group works •Activities for increasing awareness of individual and cross cultural differences
<p>Interviewee 4</p> <ul style="list-style-type: none"> •Activities for cross-cultural analysis of cultural differences •Use of critical thinking
<p>Interviewee 5</p> <ul style="list-style-type: none"> •Checking background education of students •Making good use of different media (videos, movies, readings etc.)
<p>Interviewee 6</p> <ul style="list-style-type: none"> •Use of authentic materials, movies, videos, websites etc. •Being part of an exchange program •Use of other informational technologies
<p>Interviewee 7</p> <ul style="list-style-type: none"> •Use of videos, movies, intercultural related texts •Use of different intercultural scenarios

For the intercultural activities and materials that can be used during foreign language education, educators suggested that teachers needed to increase student teachers’ awareness of intercultural issues, check students’ background information related to topics (Interviewee II), and they could also use real samples from life or different intercultural scenarios that students could put themselves into others’ shoes and they could experience

what would happen if they did not develop positive attitudes towards people belong to different cultures (Interviewee I&VII). As instructional materials, the use of different media such as videos, songs, movies, and other intercultural related reading passages were suggested to be effective in promoting intercultural competence (Interviewee I, II, VI, and VII). Two participants (Interviewee I&IV) indicated that while developing intercultural competence, CT skills also needed to be encouraged in this process.

- “People are exposed to violence because of their religion, their skin color. With these kinds of negative examples, I believe that we can increase our students’ awareness. At this point developing critical thinking can be significant to make them think and express their own thoughts related to topics.” (Interviewee I)
- “First educators need to develop themselves culturally, and then they can help their students to be competent in different cultures. Developing critical thinking is equal to intercultural competence for me. Effective teacher means effective students.”(Interviewee IV)

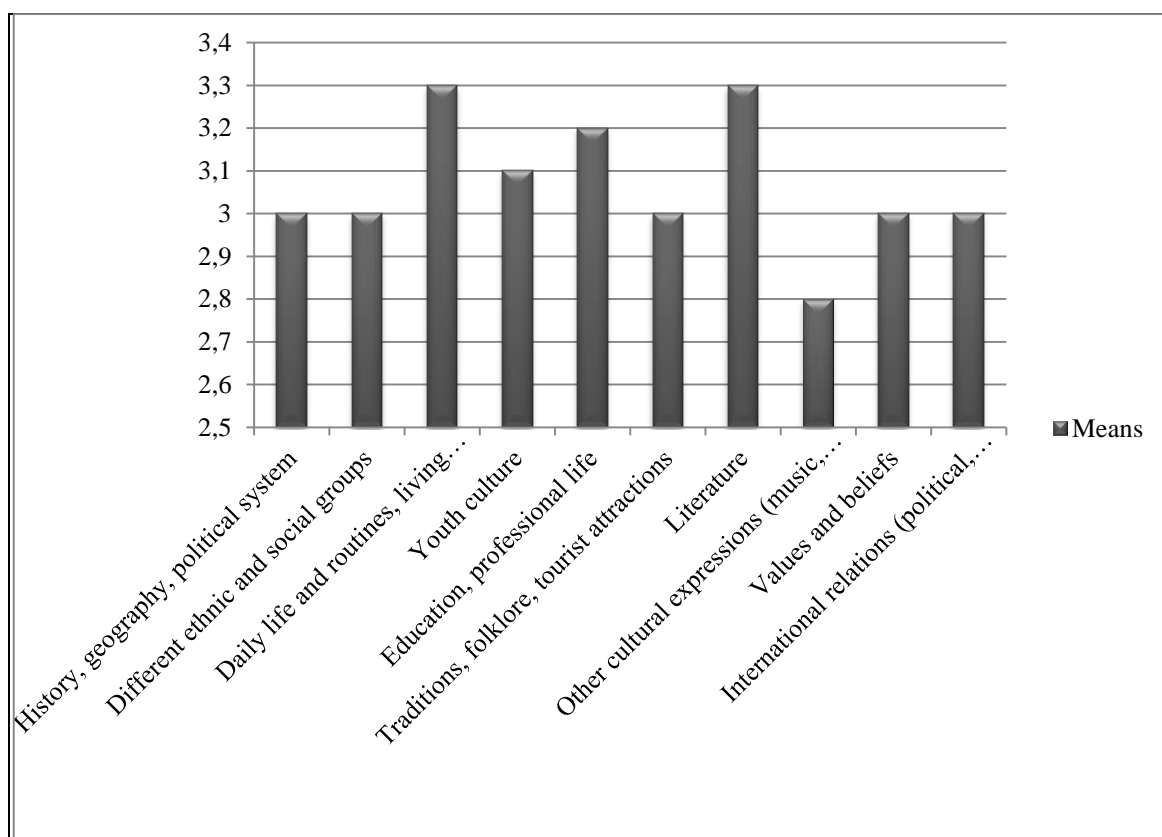


Figure 4.9. Teachers’ familiarity with the culture

Teachers almost give the same score (mean from 3 to 3.3) to define their familiarity with the aspects of target culture. Even the means are not high at all they still find themselves familiar enough with the target culture. While they consider themselves mostly familiar with “daily life and routines, living conditions, food, and drink etc.” and with “literature”,

they find themselves not equipped enough in “other cultural expressions like drama, music etc.”

Table 4.9

List of Culture Teaching Activities (Sercu et al., 2005, pp.77-78)

I ask my pupils to think about the image which the media promote of the foreign country.	cognitive, skills, teacher-centered or pupil-centered	2.3
I tell my pupils what I heard (or read) about the foreign country or culture.	cognitive, teacher-centered	2.8
I tell my pupils why I find something fascinating or strange about the foreign culture(s).	cognitive, attitudinal, teacher-centered	2.6
I ask my pupils to independently explore an aspect of the foreign culture.	skills, pupil-centered or teacher-centered	2.6
I use videos, CD-ROMs or the Internet to illustrate an aspect of the foreign culture.	cognitive, teacher-centered	2.5
I ask my pupils to think about what it would be like to live in the foreign culture.	cognitive, attitudinal, skills, pupil-centered	2.4
I talk to my pupils about my own experiences in the foreign country.	cognitive, attitudinal, teacher-centered	2.5
I ask my pupils about their experiences in the foreign country.	cognitive, attitudinal, pupil-centered	2.2
I invite a person originating from the foreign country to my classroom.	cognitive, attitudinal, teacher-centered	1.5
I ask my pupils to describe an aspect of their own culture in the foreign language.	cognitive, skills, pupil-centered or teacher centered	2.3
I bring objects originating from the foreign culture to my classroom.	cognitive, attitudinal, teacher-centered	1.8
I ask my pupils to participate in role-play situations in which people from different cultures meet.	attitudinal, skills, teacher-centered or pupil-centered	2.0
I decorate my classroom with posters illustrating particular aspects of the foreign culture.	cognitive, attitudinal, teacher-centered	1.5
I comment on the way in which the foreign culture is represented in the foreign language materials I am using in a particular class.	cognitive, teacher-centered	2.3
I ask my pupils to compare an aspect of their own culture with that aspect in the foreign culture.	skills, teacher-centered or pupil-centered	2.5
I touch upon an aspect of the foreign culture regarding which I feel negatively disposed.	attitudinal, teacher-centered	2.0
I talk with my pupils about stereotypes regarding particular cultures and countries or regarding the inhabitants of particular countries.	cognitive, attitudinal, teacher-centered or pupil-centered	2.0

Foreign language teachers and intercultural competence: an international investigation”, Sercu, L., Bandura, E., Castro, P., Davcheva, L., Laskaridou, C., Lundgren, U., Mendez Garcia, M., & Ryan, P., 2005, Clevedon: Multilingual Matters.

The cultural teaching activities above are ranked from the lowest mean of 1 to the highest mean of 3. In accordance with teacher participants’ ranking, teachers mostly use teacher-centered, cognitive and attitudinal activities like “talking to their pupils about their experiences in the foreign country” “using videos, CD-ROMs or the Internet to illustrate an aspect of the foreign culture.” “telling their pupils what they heard (or read) about the foreign country or culture” “telling their pupils why they find something fascinating or strange about the foreign culture(s)” ranging from the mean of 2.5 to 2.8. With respect to the development of intercultural competence, the least frequent activity teachers employ in

their classes is “inviting person originating from the foreign country to my classroom” and “decorating the classroom with posters related to the foreign culture” with the mean of 1.5.

Table 4.10

Educators' Willingness Degree of Interculturalisation (Part A)

Intercultural Foreign Language Teaching	Willingness Degree of Interculturalisation
(1) In a foreign language classroom, teaching culture is as important as teaching the foreign language.	4.5
(12) All pupils should acquire intercultural competence, not only pupils in classrooms with ethnic minority community children.	4.5
(7) I would like to promote the acquisition of intercultural skills through my teaching.	4.4
(2) Intercultural education is best undertaken cross-curricularly.	4.3
(10) In international contacts misunderstandings arise equally often from linguistic as from cultural differences.	4.2
(9) The more pupils know about the foreign culture, the more tolerant they are.	4.1
(3) A foreign language teacher should present a positive image of the foreign culture and society.	3.8
(11) Foreign language teaching should enhance pupils' understanding of their own cultural identity.	3.8
(4) Before you can teach culture or do anything about the intercultural dimension of foreign language teaching, pupils have to possess a sufficiently high level of proficiency in the foreign language.	3.4
(5) Intercultural skills cannot be acquired at school.	2.4
(6) It is impossible to teach the foreign language and the foreign culture in an integrated way.	1.7
(8) Intercultural education has no effect whatsoever on pupils' attitudes.	1.5

Concerning teacher educators' points of view related to the concept of intercultural competence and their degree of willingness to interculturalise their foreign language teaching in the first part, they highly suggested that “culture teaching” has an important place in foreign language education (mean of 4.5) and all students need to improve their intercultural competence (mean of 4.5). Furthermore, they indicated that they would like to integrate teaching intercultural skills into their teaching process (mean of 4.4) and this should be the objective of all subjects not only be limited to foreign language education (mean of 4.3). With the less mean of 1.5 they also strongly disapproved the statement that intercultural education would not be effective in developing pupils' intercultural attitudes.

Table 4.11

Educators' Willingness Degree of Interculturalisation (Part B)

Intercultural Foreign Language Teaching	Willingness Degree of Interculturalisation
(15) A foreign language teacher should present a realistic image of a foreign culture, and therefore should also touch upon negative sides of the foreign culture and society.	4.7
(22) Providing additional cultural information makes pupils more tolerant towards other cultures and peoples.	4.7
(20) I would like to teach intercultural competence through my foreign language teaching.	4.6
(24) Foreign language teaching should not only touch upon foreign cultures. It should also deepen pupils' understanding of their own culture.	4.3
(14) Every subject, not just foreign language teaching, should promote the acquisition of intercultural skills.	4.2
(17) In the foreign language classroom pupils can only acquire additional cultural knowledge. They cannot acquire intercultural skills.	4.0
(21) Intercultural education reinforces pupils' already existing stereotypes of other peoples and cultures.	4.0
(18) Only when there are ethnic minority community pupils in your classes do you have to teach intercultural competence.	3.7
(13) When you only have a limited number of teaching periods, culture teaching has to give way to language teaching.	3.6
(23) Language problems lie at the heart of misunderstandings in international contacts, not cultural differences.	2.6
(16) If one wants to be able to achieve anything at all as regards intercultural understanding one should use texts written in the mother tongue and discuss these texts in the mother tongue, even when in a foreign language classroom.	2.5
(19) Language and culture cannot be taught in an integrated way. You have to separate the two.	1.2

In addition to their above ratings related to the interculturalisation of foreign language teaching, educators stated that

- an authentic portrait of foreign culture should be given without eliminating any “negative sides of the foreign culture and society” and with more cultural input students would be “more tolerant towards other cultures and peoples”(with the high mean of 4.7)
- through foreign language teaching not only the target culture but also pupils’ own culture should be touched upon(mean of 4.3).

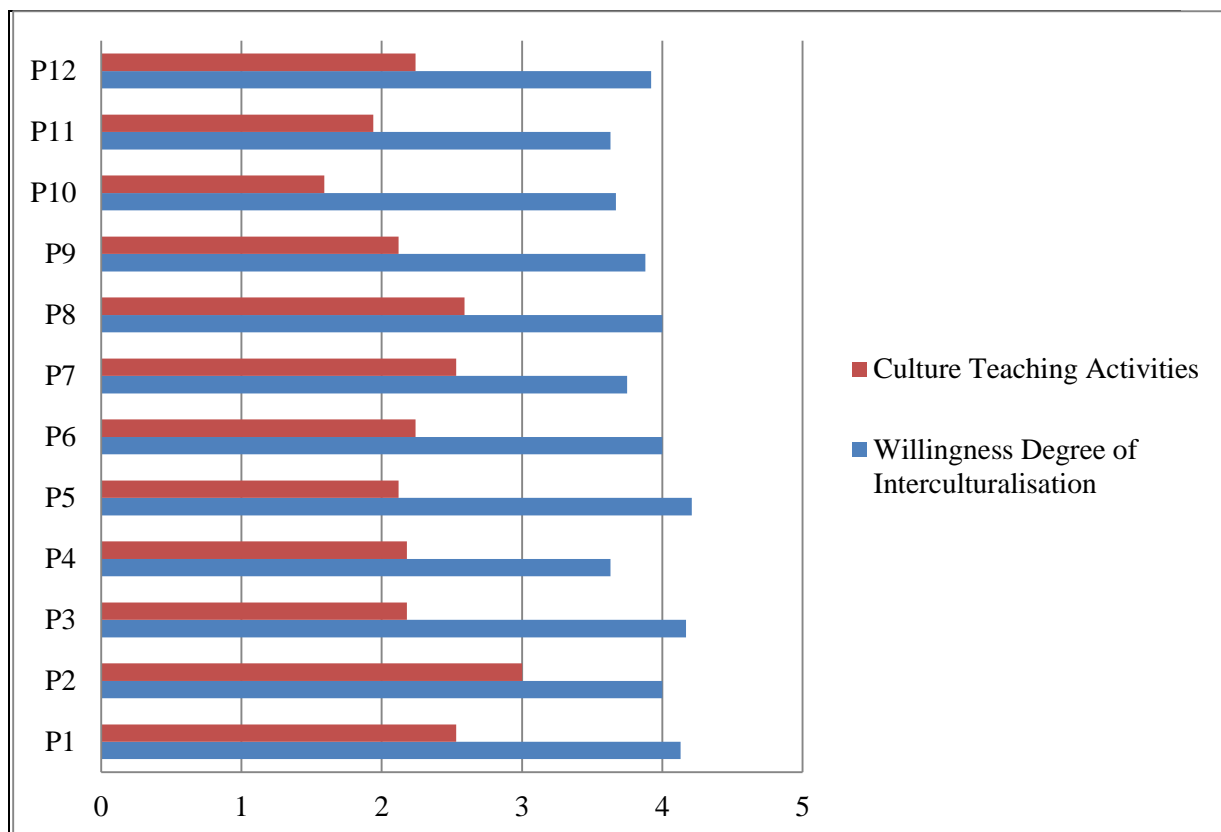


Figure 4.10. Difference between teachers' willingness degree of interculturalisation and actual culture teaching activities

Despite the participants' positive points of view and high willingness degree of improving pupils' intercultural competence through their foreign language teaching, they had very low mean and unwillingness in terms of integrating cultural activities into their teaching process.

Table 4.12

Spearman Analysis of Educators' ICC Willingness and Integration of Cultural Activities

		Integration of Cultural Activities	
		ICC Willingness	
Spearman's rho	ICC Willingness	Correlation Coefficient	1.000
		Sig. (2-tailed)	.350
		N	12
	Integration of Cultural Activities	Correlation Coefficient	.350
		Sig. (2-tailed)	.265
		N	12

Spearman's rho analysis with Spearman's r value of .350 (between 0 and 1) and Sig (2-Tailed) value greater than .05 which is .265 shows that there is not any significant correlation between teachers' views on promoting intercultural competence in their teaching and the cultural activities they practise during their classroom teaching time. Expressively, even though they indicated that they had high degree of readiness for the interculturalisation of their foreign language teaching, they did not show this tendency in their actual teaching through integrating cultural activities into their teaching time.

4.4 Classroom Observation Findings

Findings for Q3:

- a. What kind of instructional behaviors are employed by teacher educators to integrate critical thinking skills into their courses?
- b. What are the student teachers' responses to these instructional behaviors?

The researcher observed two classes of four teacher educators and used observation sheet to record and note the details of the observed classes. The classes included different courses in English language teaching ranging from skill teaching to teaching methodology and approaches courses in order to provide variety of courses to catch any incidence related to research focus.

Table 4.13

Teacher Educators' Instructional Questions in CT and Students' Responses/Interpretation

INTERPRETATION	
T: What is transactional?	S: To get information S: To make a successful transfer of information.
T: Transaction in economy?	S: If you buy it, it is transactional S: Then it means Exchange.
T: What about interpersonal? What would it be?	Ss: xxx T: Making connection with sb.
T: What kind it would be?	S: Daily speaking, anything
T: Which one is the easiest? (T draws a continuum on the board with numbers refers to the type of speaking)	S: xxx T: Imitative, you just repeat. It is simple.
T: Number 2?	Ss: xxx
T: Intensive?	
T: Responsive?	
T: Interactive?	
T: Extensive?	
T: The meaning is important at all?	Ss: No. T: Not really, you ask your students to speak

	like native speaker, fluently.
T: How about intensive speaking?	Ss: It is about comprehension. T: Semantic. Focuses on small linguistic sounds, stress. T: Remember intensive reading, it focuses on structure, stress but there is a small difference.
T: Which one is transactional?(T asks Ss to check the dialogue in the book and answer the questions)	Ss: a and b. T: a and b is transactional. Last one is interpersonal.
T: Think about your background which one was more common?	S: I think imitative.
T: What is floor keeping?	S: It is related to respect; being close. S: Or turn taking. T: Remember you have to take turn. If someone doesn't let anybody to take turn, it means you keep the floor. It means you do not know at all macro skills.
T: We have translation in this (grammar translation) method. Right?	S: Right.
T: Which syllabus is used in Direct Method?	S: Structural. T: Structural or situational? Ss: Situational. T: We use situational syllabus.
T: What kind of situations?	S: Hospitals, restaurants.
T: What are the techniques for self-correction?	Ss: xxx T: Repeating in a question form. To signal someone that what she/he said was wrong. S: You repeat whole sentence.
T: Who wants to talk about 3 ways of self-correction?	Ss: xxx T: The self-corrections are part of our daily life; not only for English language teaching. It is for all languages.
T: The 3 ways of self-correction; who is going to repeat?	S: Write a sentence with a mistake in it. Work with a group. T: Of course you need to first write, you will be the teacher. Student will tell the sentence with mistake and T will correct it.
T: Oral communication is basic in direct method. Grammar teaching is inductive. Which one is used in Grammar Translation Method?	S. Deductive.
T: Map drawing. In Direct Method T uses any objects present in environment. If this is Geography T can use?	S: Maps. T: Definitely, maps. But T doesn't explain the words.
T: Most of you must have heard this statement "Do not think in Turkish; think English." What does it mean?	S: When we think a phrase in Turkish we generally translate word by word and we make mistake because translation is not always correct.
T: We use linguistically arbitrary? What does it mean?	S: No connection with meaning and form of the word.
T: My friend's father's sugar daddy. What is sugar daddy?	S: Rich husband, boyfriend.
T: What are the similarities in these videos?(T	S: They are both in park.

asks Ss to watch two videos in different cultures and asks them to compare and contrast the videos)	
T: What are they doing in the park?	S: Dancing. S: Roller skating. S: They are playing bubbles game.
T: You need to act out when teaching doesn't work. "Go for a stroll", what does it mean?	Ss: To walk. T: Yeah, but usually leisure walks, not in a hurry way (T uses body language to show what type of walk is this).
T: "Bump into each other", what does it mean?	S: Come across. T: Yeah you meet someone? Anybody? Come across /meet someone you know unexpectedly.
T:"Loitering"?	Ss: xxx T: Selling things with no license.
T: Think about the things you might see in park?	S: They are making barbecue. S: Someone is protesting. S: There are some people under the water fountain. S People are taking photos for wedding ceremony.
T: What is Netflix? Is there anybody knows? Do you watch movies	Ss: Yes.
T: Let's talk about the scanning?	S: Analyze the text, previewing the text. S: To have an idea about the text.
T: Some names can be more important like FedEx. Are you familiar with this term?	S:No.
T: Where does the writer tell you what this article is about?	S: The first paragraph. T: I agree the first paragraph gives background information.
T: Think about the passage and title. So what is the relation between Internet and Post Office?	S: Maybe you do not need only Internet.

Generally, interpretation dimension in critical thinking skills, which mostly emerged in collected data, includes the sub-skills of understanding events, data, situations etc. In addition to getting deep into the informational content and identifying the significance of the message and meaning conveyed through the source, interpretation skills also entails the appropriate categorization of the data. Considering the interpretation related questions initiated by teacher educators to their teacher candidates, most of the questions were categorized under the skills of expressing directly the meaning or paraphrasing the intended message with own words without changing the meaning, describing or reporting the situation or event given in the context, eliciting the previous information or reciting the contextual information included in the source. From cognitive effort perspective, the given responses to the interpretation related questions were direct and limited and fixed word

answers that with less effort students are supposed to check the context or recall the answer from their background knowledge.

Table 4.14

Teacher Educators' Instructional Questions in CT and Students' Responses/

Analysis & Inference

ANALYSIS	
T: Why do you need imitative speaking?	S: Like learning their native language. T: Yes, it is. S: For pronunciation. T: Yeah pronunciation, intonation. So mainly for pronunciation, intonation, and stress.
T: Last one, extensive. Speeches, storytelling, and presentations. Length, duration. Think about time you need for each one?	S: 5 or more. S: 2-4 minutes. T: There is not a clear cut argument; but it can change.
T: What do you think makes the difference between deductive and inductive method?	Ss: xxx T: Deductive gives rules, in inductive Ss themselves figure the rules.
T: You think there can be comparison. Any idea? Do you think the other supports the post office?	S: Maybe internet users.
T: What evidence does the writer give to support his ideas?	T: People get more mails, what else the other examples? S: Statistical info.
INFERENCE	
T: Transactional in speaking?	Ss: xxx T: Exchange information with someone else?
T: But in transactional what kind it would be?	Ss: xxx T: Interview with sb.
T: In responsive, it is short. You ask a question and get answer. Think about classroom which one is used?	Ss: Responsive.
T: Imagine your students?	S: Imitative.
T: Think about your background which one was more common?	S: I think imitative.
T: The profile of your class will determine the techniques you will use. If I start to use my native language, do you think it is suitable to use native language in Direct Method?	Ss: No.
T: Micro and macro levels. The idea is the same. Micro small parts, macro skills are general skills. Micro skills would include?	S: Phonemes, morphemes, collocations.
T: Macro skills: fluency, building sentences, functions. What else?	S: xxx
T: Phrases or sentences? Look at number 6 at micro skill. Do you think it is micro skill?	S: It seems that it is macro skill. T: I also think they are macro skills.
T: How about number 5? Do you think it is micro or macro skill?	S: I think it is micro, focuses on just words. T: It focuses on words separately. To be able

	to use words in a correct place.
T: Style?	S: For example; formal or informal.
T: What about facial expressions, gestures?	S: With gestures speaking is meaningful. T: We complete the speaking. It is macro skills.
T: How can you add speaking, then?	S: Instead of writing on the board, there can be more speaking.
T: Other ideas?	Ss: xxx
T: What is your own idea?	S: I think it is about challenge between Internet and post Office.

The next categories that critical questions were mostly grouped under were analysis and inference. These kinds of questions are about to identify the relationship between the contextual parts, claims, and views given in the related source. Namely, they include the sub-skills of separating the bigger pie into more meaningful and manageable pieces, providing reasons and related arguments that support author's claim. For analysis critical cognitive skill, educators' questions were mostly about to identify the chains of reasons recorded in the context that might support or contradict the main claim or conclusion drawn in the content. Regarding the potential of these kinds of questions that they would have generated longer responses as they include the process of comparing and contrasting ideas, identifying the claims, and analyzing these claims or arguments whether they corroborate or contradict with author's claims. However, checking the responses given by student teachers, it can be seen that students could not be able to make good use of these questions and extend their speaking time. Rather, they responded with only short and vague phrases. In inference critical thinking questions, teachers are expected to guide students to recognize and discover the statements, evidence, or opinions needed to formulate their own hypotheses, provide alternatives to the author's claims, or to the main problem discussed in the context, and draw own reasonable and evidence-based conclusions. Due to its nature to be more flexible, brainstorming, and based on the logical potential of the responder, these types of questions have high degree of chance to get or scaffold more personal and creative output from students. In order to put learners into more intensive interaction and get more details related to learners' reasoning and cognitive effort to develop their own convincing and credible arguments, teacher educators should have encouraged learners to provide more details related to how they conjectured their alternative solutions, how they formulated their arguments or inferences, and how they reached their own conclusion. Even though the responses would not be free from the

context, they would have get more information and details related to their reasoning and decision making process.

Table 4.15

Teacher Educators' Instructional Questions in CT and Students' Responses/Self-regulation

SELF-REGULATION		
T: What was good about this game?(T evaluates the students' board game based on some vocabulary, which T finds a bit lack of communication)	S: Exciting. S: Challenging.	
T: Why?		
T: Was there a lot of speaking? Which class is this?	Ss: xxx T: I like to have practice you speak a lot.	

xxx: No verbal response

Self-regulation category involves the sub-skills of putting self-consciousness into supervising own cognition and critical thinking skills application. In addition to carrying out meta-cognitive assessment related to own claims, arguments, and related reasons that you base your opinions on, you are also supposed to develop awareness of own biases and egocentrism that may block your cognition and fair judgment. Developing a reflective eye own thinking and recognizing own mistakes has a significant role in personal and professional development; however, it can be seen also in this study context that these types of questions and techniques to put learners in self-regulation are almost not available or very limited. Checking educators' questions and students' responses, it can also be concluded that even though with educators used self-regulated questions to motivate learners to evaluate their own activities, they could not get satisfying responses or reactions from their learners. Students either gave very limited responses with no further explanations which may confirm their responses or they did not give any answers at all.

Table 4.16

Teacher Educators' Instructional Questions in CT and Students' Responses/Mixed

MIXED CRITICAL THINKING QUESTIONS		
Analysis/ Explanation	T: Why do you think there is difference? What is the difference?	S: Second one is for accuracy; first one is for fluency. S: In the first one we look into phrase; in the second one you focus on structure. T: Word level, lexical level.
Analysis/ Explanation	T: In primary education, you should get full answer. Why this is important? T: Why?	S: T expects the full answers. Ss: xxx T: Ss should be familiar with the structure of the target language.
Interpretation/	T: Then, what is self-	Ss: Yes.

Analysis/Explanation	correction? Do you think it is a good technique? T: Why? T: When?	Ss: xxx Ss: xxx T: It is always much better to get Ss to correct their own mistakes. Actually this is the principle of life.
Inference/Explanation	T: Why the Internet isn't the death of the post office? What do you think about the topic?	S: Maybe post office is not death; they can be used together with the Internet.

Some of the teacher questions based on critical thinking skills were grouped under more than one dimension as they were supported with further questions that asked for more elaboration, clarification, and explanation from students to their initial responses. Considering the answers given by learners, learners were not open enough or motivated enough to share details or more explanations related to their conclusions or opinions.

4.5 Intercultural Competence Development (C-KAS) (Intercultural Knowledge, Awareness, Sensitivity) Findings

Findings for Q4:

- What is the impact of the suggested C-IC course on the students' level on intercultural knowledge?
- What is the impact of the suggested C-IC course on the students' level on intercultural awareness?
- What is the impact of the suggested C-IC course on the students' level on intercultural sensitivity?

Table 4.17

Independent Samples t-test for the Homogeneity and Normal Distribution between the Groups for CT Pre-Test

	Mean Difference	95% CI Lower	95% CI Upper	Levene's Sig.	T	df	Sig. (2- tailed)
CT Pretest Scores and Group Difference	.29412	-3.62322	4.21146	0.45	.153	32	.879

Among the 34 participants were randomly assigned as 17 student teachers to control group and 17 to the experimental group. The value of Levene's test ($p=.045$) is smaller than .05 which shows that groups do not have equal variance but as the p value=.879 is greater than

.05 there is not a significant difference between two groups in terms of their performance in Critical Thinking Test. Expressively, there is no statistically significant difference between our two groups and the differences between means may be likely due to chance.

Table 4.18

CT Pre-Post Test Scores Analysis in Control and Experimental Groups

Participants (Control& Experimental G.)	Total Score Out of 100 (%) Control G.		Total Score Out of 100 (%) Experimental G.	
	Pre	Post	Pre	Post
P1	43	43	43	80
P2	29	37	32	83
P3	50	51	42	69
P4	45	42	47	74
P5	46	49	43	80
P6	32	38	40	74
P7	36	45	41	67
P8	45	47	43	87
P9	34	42	44	79
P10	42	48	35	87
P11	39	37	40	75
P12	46	51	43	71
P13	53	54	38	86
P14	37	39	38	81
P15	43	44	50	84
P16	46	49	35	65
P17	35	36	41	82
Total (Rounded)	41	44	41	78

The primary aim of this study is to develop interculturally competent teacher candidates that critically engage and deal with cultural issues. The critical thinking skills adapted in this study has two parts. The first part of the intellectual engagement includes the teaching of basic notions and concepts of critical thinking and develop participants' awareness in using their reasoning in an effective and fair way both for own culture and other cultures. The second part of critical thinking skills development involves the integration of cognitive skills like interpretation, analysis, inference, explanation, evaluation, and self-regulation into practice part. Based on the above statistical information about Critical Thinking Basic Concept Test results, the average scores for control group is 41.23 and for the experimental group is 40.94 There are not any remarkable score differences between the lowest and highest scores taken by each group. For the lowest and highest scores the difference is only 3 points. Concerning the post scores of the participants the average scores for the control

group is 44 and for the experimental group is 78. While the highest score in control group is 49; for the experimental group it is 87.

Table 4.19

Independent Samples t-Test Analysis of CT Post Test Scores between Groups

	Group	N	Mean	Std. Deviation	Std. Error Mean
CT Post-test Scores	Control G.	17	44.2353	5.61838	1.36266
	Experimental G.	17	77.8824	6.99001	1.69533
Mean Difference	95% CI Lower	95% CI Upper	t	Df	Sig.(2-tailed)
-33.64706	-38.07755	-29.21657	-15.469	32	.000
<i>Effect Size/ Cohen's d : 5.30</i>					

There is a significant difference in the scores of experimental group (**M**=77.88, **SD**=6.99) and control group (**M**=44.23, **SD**=5.61); **t** (32) =15.46, with p value=0.000. The mean difference between the two groups is **MD**=33.64. Cohen's d with 5.30 indicates larger effect size between the mean differences. The findings indicated that explicit instruction of critical thinking skills concepts made the students more knowledgeable and aware of the critical pedagogy. Explicitly and systematically teaching of them increased their learning gains almost for two times and showed that sophisticated nature of critical thinking basic concepts required a conscious and methodical teaching plan and integration.

Table 4.20

Student Teachers' Number of Correct Answers for the CT Pre &Post-Test Questions in 5 Sections

		Pre	Post	Sig.(2-tailed)
Basic Critical Thinking Insight (out of 25 Questions)	Control Group	14	14	.719
	Experimental G.	14	19	.000
Element or Component Part of Thought (out of 37 Questions)	Control Group	16	17	.389
	Experimental G.	18	28	.000
Intellectual Standard (out of 29 Questions)	Control Group	12	12	.248
	Experimental G.	12	25	.000
Intellectual Trait or Virtue (out of 14 Questions)	Control Group	4	4	.131
	Experimental G.	4	7	.000

Obstacle to Critical Thinking (out of 14 Questions)	Control Group	6	9	.001
	Experimental G.	5	12	.000

Based on the analysis of pre-test of CT test which is divided into 5 main parts as shown above, we can conclude that there are not any significant differences between control and experimental group in terms of their post and pre-scores. For the post scores except for one section (Obstacle to Critical Thinking), control group does not show any significant difference; on the other hand, experimental group with p value=.000 has significant difference in all 5 sections of CT. Founded on some of the mean scores of the control group like in the section of Basic Critical Insight, Intellectual Standards, and Intellectual Trait or Virtues, it can be seen that there are no change in the first and last states of the control group; on the other hand, the experimental group exposed to teaching intervention had statistically significant change; however, with longer training exposure learners would be more successful and show full competence.

Table 4.21

Post and Pre Scores of Each Group in Main Three Parts of CT Test

	Part One and Part Two: On the Nature of Critical Thinking Average out of 100		Part Three: On Recognizing Important Distinctions in Critical Thinking Average out of 100		Average Scores Out of 100 (%)	
	Pre	Post	Pre	Post	Pre	Post
Control G.	44	45	34	40	41	44
Experimental G.	48	70	33	86	41	78

The Table 4.21 shows the average scores obtained by the participants of both control and experimental groups on CT test in accordance with its parts. Based on these scores while groups do not display a higher difference in their pre scores for the control group they are $M=44$ (Part1&2), $M=34$ (Part3); for the experimental group they are $M=48$ (P1&2), $M=33$ (P3). The means of the post scores for the control group are $M=45$ (Part 1&2), $M=40$ (Part 3); on the other hand, for the experimental group they are $M=70$ (Part 1&2), $M=86$ (Part 3), which shows that engaging students with critical thinking concepts and training them within a formal instruction help to cultivate critical thinking skills, let them

think consciously about critical thinking, and prepare them to pass from the concept stage to the practice and application stage.

Table 4.22

Independent Samples t test Analysis of Part 1 of CT Test

CT	Group	N	Mean	Std. Deviation	Std. Error		
Post-test					Mean		
Part 1	Control G.	17	57.4706	8.20912	1.99100		
	Exp. G.	17	83.5882	8.97259	2.17617		
	<i>Mean Difference</i>	<i>95% CI Lower</i>	<i>95% CI Upper</i>	<i>T</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	
	-26.11765	-32.1256	-20.10962	-8.855	32	.000	

Effect Size/ Cohen's d : 3.03

	Group	N	Mean	Std. Deviation	Std. Error		
					Mean		
Part 2	Control G.	17	32.4706	7.05441	1.71095		
	Exp. G.	17	56.7059	9.08133	2.20255		
	<i>Mean Difference</i>	<i>95% CI Lower</i>	<i>95% CI Upper</i>	<i>T</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	
	-24.23529	-29.91631	-18.55428	-8.690	32	.000	

Effect Size/ Cohen's d : 2.98

	Group	N	Mean	Std. Deviation	Std. Error		
					Mean		
Part 3	Control G.	17	40.2941	8.70894	2.11223		
	Ex.G.	17	86.2353	8.72159	2.11530		
	<i>Mean Difference</i>	<i>95% CI Lower</i>	<i>95% CI Upper</i>	<i>T</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	
	-45.94118	-52.03021	-39.85215	-15.368	32	.000	

Effect Size/ Cohen's d : 5.27

In Part 1, there is a significant difference in the scores for experimental group ($M=83.58$, $SD=8.97$) and control group ($M=57.47$, $SD=8.20$) conditions; $t(32) = 8.85$, with p value=0.000. The mean difference between the two groups is $MD=26.11$. Likely, in part 2, the scores also shows significant difference in favor for the experimental group ($M=56.70$, $SD=9.08$) and control group ($M=32.47$, $SD=7.05$) conditions; $t(32) = 8.69$, with p value=0.000. The mean difference between the two groups is $MD=24.23$. Finally, in the third section of CT test the tendency does not change and the scores for experimental group are higher than the control group scores ($M=86.23$, $SD=8.72$) and control group ($M=40.29$, $SD=8.70$) conditions; $t(32) = 15.36$, with p value=0.000. The mean difference between the two groups is $MD=45.94$. Cohen's d scores which are $d=3.03$; 2.98; 5.27 respectively for each part and larger than $d=.79$ shows the larger effects in each part between the groups. The effect size calculations of the tests indicate the magnitude of the treatment and the need for explicit teaching.

4.5.1 Intercultural Knowledge

Table 4.23

The Independent Samples t-test for the Homogeneity and Normal Distribution between the Groups for IC Pre-Test

	Mean Difference	95% CI Lower	95% CI Upper	Levene's Sig.	T	df	Sig.(2- tailed)
IC Pretest Scores and Group Difference	-1.82353	-4.95779	1.31073	.765	-1.185	32	.245

The groups are normally distributed based on the value of Levene's test (Sig.=.765) is greater than .05. Moreover, related to the homogeneity of the groups, the conducted independent samples t-test gave the p value=.245 which is greater than .05. The difference between the average scores of each group is not significant and the groups for the pre-test are basically at the same level.

Table 4.24

Cross-Cultural Content Knowledge Test 1 Pre & Post Scores in Groups

Participants	Total Score Out of 84 (%) Control G.		Total Score Out of 84 (%) Experimental G.	
	Pre	Post	Pre	Post
P1	4	6	10	65
P2	3	6	7	64
P3	9	11	5	35
P4	6	9	12	60
P5	17	20	12	56
P6	11	19	11	61
P7	3	10	17	32
P8	4	8	15	55
P9	3	11	16	54
P10	10	15	2	58
P11	12	21	6	61
P12	17	19	15	56
P13	9	15	9	62
P14	8	17	15	55
P15	13	17	11	65
P16	14	18	13	50
P17	9	14	7	59
Average (Rounded)	9	14	11	56

The average scores (out of 84) for each group are 8.94 for the control group; on the other hand, 10.76 is for the experimental group. There is not at all score difference between the lowest scores for both groups as it is 3 for control and 2 for experimental group. For the highest score there is also no score difference between two groups. Based on the low scores students obtained regarding global awareness and cultural knowledge that include the cultural aspects of traditions, cuisine, verbal and non-verbal communication, formality, proximity, economy, and political relations, they have very limited or false knowledge that needs to be improved and supported with formal instruction. Concerning post scores of the participants based on Cross-Cultural Knowledge Test results, the average scores for control group is 14 and for the experimental group is 56 out of 84. While the highest score in control group is 20; for the experimental group it is 65.

Table 4.25

Wilcoxon Signed Ranks Test Analysis of Cross-Cultural Content Knowledge Test 1 within Groups

	Control G. Pre-Post Scores	Experimental G. Pre-Post Scores
N	Mean	Mean
17	8.9412	10.7647
17	13.8824	55.7647
Z	-2.236 ^a	-3.819 ^a
Asymp. Sig. (2- tailed)	.025	.000
Effect size /Pallant-r	.38	.65

Wilcoxon Signed-Ranks Test indicates that the pre-post scores of control and experimental groups are statistically significant with $Z=2.23$, $p=.025$ and $Z=3.81$, $p=.000$ respectively. While the mean difference for control group is $MD= 5$ (rounded) it is $MD=45$ for experimental group. The effect size scores r indicates that while the difference between the control group has medium effect size with $r= .38$, the difference between the experimental group also has larger effect with $r=.62$. However, the mean difference for the experimental group showed that the given training for the knowledge development significantly and quantitatively nine times outnumbered the scores of the control group.

Table 4.26

Independent Samples t-Test Analysis of Cross-Cultural Content Knowledge Test 1 Post-Test Results between Groups

	Group	N	Mean	Std. Deviation	Std. Error Mean
IC Post-test Scores	Control G.	17	8,9412	4.96088	1.20319
	Experimental G.	17	13,8824	9.35100	2.26795

Mean Difference	95% CI Lower	95% CI Upper	T	df	Sig. (2-tailed)
-41,88235	-47.11186	-36.65284	-16.313	32	.000
Effect size/ Cohen's d: 5.59					

The knowledge dimension in our intercultural model refers to the knowledge of own beliefs, values, own cultures, and the competence and endeavor of being familiar with other cultures and their people. It encompasses a wide range of cultural aspects from politics to non-verbal communication signals. The treatment phase that was enhanced and framed with critical thinking skills and standards (Paul& Elder, 2008) like depth, breadth, accuracy, significance, logic, relevance put forward a noteworthy change in treatment group. There is a significant difference in the scores for experimental group (**M**=55.76, **SD**=9.35) and control group (**M**=13.88, **SD**=4.96) conditions; $t(32) = 16.31$, with p value=0.000. The mean difference between the two groups is **MD**=41.88. Cohen's d with =5.59 indicates the mean differences between the groups has larger effect. The findings and the effect size calculations displayed that explicit and critical teaching of content knowledge was more successful than informal approach.

Table 4.27

Wilcoxon Signed Ranks Test Analysis of Intercultural Knowledge Test 2 within Groups

	Control G. Pre-Post Scores	Experimental G. Pre-Post Scores
N	Mean	Mean
17	4.1912	3.7353
17	4.4412	5.0441
Z	-2.143 ^a	-3.552 ^a
Asymp. Sig. (2- tailed)	.032	.000
Effect size/ Pallant-r	.36	.60

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

In spite of the homogeneity and normal distribution within the treatment and non-treatment group, due to the small sample size Wilcoxon Signed-Ranks test was preferred to test the difference between the pre and post conditions within these two groups. The analysis of the Wilcoxon Signed-Ranks test indicates that pre-post scores of control group are also statistically significant $Z=2.14$, $p=.032$; on the other hand, the difference between the pre-post scores of experimental group is significantly higher than pre-test scores of the control group with $Z=3.55$, $p=.000$. The effect size scores r indicates that while the difference

between the control group has medium effect, the difference between the experimental group has large effect.

Table 4.28

Independent Samples t- Test Analysis of Intercultural Knowledge Test 2 (Council of Europe) between Groups

	Group	N	Mean	Std. Deviation	Std. Error Mean
IC Knowledge Post Scores	Control G. Post.	17	4.4412	.55747	.13521
	Experimental G. Post	17	5.0441	.51338	.12451
	Post				
Mean Difference	95% CI Lower	95% CI Upper	T	df	Sig. (2-tailed)
-.60294	-.97734	-.22854	-3.280	32	.003
Effect size/ Cohen's d: 1.12					

This intercultural knowledge tool was developed by the Council of Europe in order to increase awareness in the components of intercultural competence and make people more conscious of their weak and strong points in the way of developing intercultural competence. For the knowledge dimension, it mainly includes the sub-components of interactional behaviors both verbal and non-verbal, social practices, having high level of tolerance of ambiguity, developing empathy, problem and crisis solving with the use of right social actors, showing respect to different world views and beliefs. As a result of applying critical teaching of these intercultural knowledge sub-components into intervention of the treatment group, there happens a significant difference in the scores for experimental group (**M**=5.04, **SD**=.51) and control group (**M**=4.44, **SD**=.55) conditions; **t** (32) =3.28, with **p** value=0.003. The mean difference between the two groups is **MD**=.60. This mean difference based on the Cohen's d= 1.12 has larger effect.

4.5.2 Intercultural Awareness

Table 4.29

Wilcoxon Signed Ranks Test Analysis of Cross-Cultural Awareness within Groups

Control G. Pre-Post Scores		Experimental G. Pre-Post Scores	
N	Mean	N	Mean

	17	2.4782	2.0813
	17	2.7465	4.2900
Z	-1.726 ^a		-3.621 ^a
Asymp. Sig. (2- tailed)	.084		.000
Effect size/Pallant-r:	.29		.62

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

A Wilcoxon Signed-Ranks Test shows that pre-post scores of control group are statistically not significant $Z=1.72$, $p=.084$; on the other hand, the post test scores of the experimental group are significantly higher than pre-test scores of the same group with $Z=3.62$, $p=.000$. The mean difference for this group is 2.21. The effect size scores r indicates that while the difference between the control and treatment group has small effect, the difference between the experimental group has larger effect. In terms of promoting intercultural awareness which involves the understanding and recognition of both own culture and other cultures, cultural beliefs and values in addition to similarities and differences between own culture and other cultures, overtly supporting learners with intercultural education increased learners' intercultural awareness more than implicit education.

Table 4.30

Independent Samples t- Test Analysis of Cross-Cultural Awareness between Groups

	Group	N	Mean	Std. Deviation	Std. Error Mean
Cross- Cultural Awareness Scores	Control G.	17	2.7465	.63876	.15492
	Experimental G.	17	4.2900	.32688	.07928

Mean Difference	95% CI Lower	95% CI Upper	T	Df	Sig. (2-tailed)
-1.54353	-1.89801	-1.18904	-8.869	32	.000

Effect size/ Cohen's d: 3.04

There is a significant difference in the scores for experimental group ($M=4.29$, $SD=.32$) and control group ($M=2.74$, $SD=.63$) conditions; $t(32) = -8.86$, with p value = 0.000. The mean difference between the two groups is $MD=1.54$. The mean difference between the groups has the larger effect size with Cohen's $d= 3.04$. Thinking the effects of

globalization on individuals, cultures, and intercultural relations, building cultural and intercultural awareness within critical thinking skills criteria is inevitable. Even though informal attempts, coincidentally engagements, and learning may cause some change in awareness level of the people, equipping learners with the developed insight of cultural beliefs, values, and behaviors through a planned and formal education in a certain period of time had more impact on the process of building intercultural awareness, which saves time and minimizes any incidence of false awareness development.

4.5.3 Intercultural Sensitivity

Table 4.31

Wilcoxon Signed Ranks Test Analysis of Intercultural Sensitivity Test within Groups

	Control G. Pre-Post Scores	Experimental G. Pre-Post Scores
N	Mean	Mean
17	3.1471	3.1659
17	3.3606	3.8218
Z	-2.666 ^a	-3.433 ^a
Asymp. Sig. (2- tailed)	.008	.001
Effect size /Pallant-r	.45	.58

a. Based on negative ranks.

Wilcoxon Signed-Ranks Test indicates that pre-post scores of control and experimental group are statistically significant with $Z=2.66$, $p=.008$ and $Z=3.43$, $p=.001$ respectively. While the mean difference for control group is $MD=.21$, it is $MD=.65$ for experimental group. The effect size scores r indicates that while the difference between the control group has medium effect with $r=.45$, the difference between the experimental group has larger effect with $r=.58$. The findings show that with being exposed to intercultural issues implicitly or explicitly may cause change in the individual's intercultural sensitivity level; however, adapting an explicit, integral, and critical approach in intercultural competence development has more impact on intercultural sensitivity development and facilitates the process of change from ethnocentrism to ethnorelativism, which includes the sensitivity towards cultural diversity, developing empathy with the people of other cultures, being

open to different worldviews, having willingness to learn and engage with different cultures, and having intercultural humility to face with own stereotypes.

Table 4.32

Independent Samples t- Test Analysis of Intercultural Sensitivity between Groups

	<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>
IC Sensitivity Post Scores	<i>Control G. Post.</i>	17	3.3606	.34877	.08459
	<i>Experimental G.</i>	17	3.8218	.28159	.06829
	<i>Post</i>				
<i>Mean Difference</i>	<i>95% CI Lower</i>	<i>95% CI Upper</i>	<i>T</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
-.46118	-.68263	-.23972	-4.242	32	.000
<i>Effect size/ Cohen's d: 1.45</i>					

There is a significant difference in the scores for experimental group (**M**=3.82, **SD**=.28) and control group (**M**=3.36, **SD**=.34) conditions; **t** (32) =4.24, with **p** value=0.000. The mean difference between the two groups is **MD**=.46. Cohen's d=1.45 shows the difference between two groups has larger effect. In terms of increasing the recognition level of individuals related to cultural differences and adapting an objective and positive attitude toward this cultural diversity and otherness, strengthening the dimension intercultural sensitivity with the intellectual virtues of critical thinking like intellectual humility, integrity, empathy, courage, perseverance, and confidence in reason yielded positive outcomes on the side of treatment group.

4.6 The Reflection Findings for the Student Teachers on Critical Intercultural Competence Development

Table 4.33

Student Teachers' Reflections about Critical Intercultural Cognitive Development

INTERPRETATION	<p>"The general message given in my sources was about the findings related to intercultural competence and personal traits that people need to have to develop this competence"</p> <p>"My readings were mostly based on the nature of intercultural competence and its effect on communication"</p> <p>"The social significance was all cultures were different, you need to have knowledge about these cultures and you need to develop a strong empathy towards different cultures"</p> <p>"In my readings information was categorized under knowledge, skills, and aptitude"</p> <p>"While collecting and writing my report, in order to maintain clarity I tried to avoid ambiguous sentences"</p> <p>"I used some examples to support informational content"</p>
ANALYSIS	<p>"The arguments in the passages were linked each other with cause and effect relation"</p> <p>"It compared and contrasted the gestures used in different countries and emphasized how these differences might cause misunderstandings"</p>
EVALUATION	<p>"I tried to collect information from researches done by well-known scholars in this field"</p> <p>"To check the accuracy of my readings, I cross-checked a number of sources and confirm the acceptability of stated arguments before using them in my writing"</p> <p>"Some of the information given in articles were not logical at all"</p>
INFERENCE	<p>"I realized that it was really a challenging process to have intercultural communication competence"</p> <p>"For me, most of the people are aware of their poor communication competence and they know that how this badly affects their intercultural competence but unfortunately they do not do at all to change this situation"</p> <p>"Culture is the mirror of our society. Being familiar with other cultures helps us to be familiar with our culture also."</p>
EXPLANATION	<p>"I designed graphics to explain the collected information"</p> <p>"I drew a mind-map to organize information and used some photos to them more clear"</p> <p>"I carried out some observations at home, school, and on the bus and gave my information in definition essay format"</p>
SELF-REGULATION	<p>"I think change and development depends on the person herself/himself. For this reason people first of all need to start with oneself and pay effort to have progress"</p> <p>"It is not enough only to know your language and your culture; you also need to be knowledgeable about other cultures and be ready to face with your stereotypes"</p>

Among the clusters of cognitive skills of critical thinking suggested in Delphi Report (Facione, 1990), the first one is interpretation. With a broad sense, the sub-skills related to interpretation includes effectively and clearly grasping the contextual and affective messages given in the content by focusing on the explicit or hidden evidence, data, beliefs,

or criteria. In addition to ciphering out the significance of the message and meaning, learners with this interpretation cognitive skill are also expected to skillfully interpret and identify the problem, subordinate ideas, and the categorization of the given information; and finally be able to paraphrasing the messages with own words. As illustrated in the Table 4.33, based on their critical intercultural competence development search and written assignment, in their reflections teacher candidates described the message and gave details related to social significance given for intercultural exchanges and how these information were categorized around the sub-points. In accordance with their findings, they stated that the notion of intercultural competence was modeled under components like knowledge, skills, and aptitude. They also highlighted the given message regarding the significant roles of affective components like personal traits in developing intercultural competence. Finally, they reflected on the procedures how they dealt with all information they came up with during their search in order to reach more reliable, fair, and accurate data. The second component of cognitive skills is analysis which refers to cognitive sub skills like comprehending the relationships between the ideas, statements, intentions, concepts, messages, beliefs, and arguments. Otherwise stated, it is about the identification of each single idea, statement, concept or argument through breaking them into parts with the purpose of detecting background information, reasons, causes, or relationships between them before formulating any idea or conclusion. Considering all facts and all sides of, learners equipped with the cognitive skills of analysis can divide the main content into sub-parts, similar and different points between two points, and can provide grounded reasons and evidence which may back or disapprove claims or other arguments. For example reflections, learners indicated that the relationships between the ideas were given within causal relationships and the comparing and contrasting technique was the another sub-skill used in analyzing small parts of the entire part of the main content. The third cognitive critical thinking skill is evaluation which encompasses the thinking skills of assessing the trustworthiness of the data, textual ideas, statements, opinions, and beliefs. Effectively it entails the skill of searching the accuracy, reliability, and validity of information sources and other all possible cases through being open to alternatives. It also includes the abilities of checking whether the drawn conclusions are based on certain premises or not and whether these conclusions are logical and applicable. In general, it bases on determining a number of criteria or standards in order to conduct a reliable and effect search for credible data and to develop fair-mindedness about considering alternatives without being bound to

own truths. Regarding the evaluation dimension, students stated how they checked the accuracy and trustworthiness of the information collected from a wide range of sources and scholars. They also indicated the contextual relevance and logic between the claims and arguments. The next thinking skill is inference which means to draw logical conclusions and construct reasonable hypotheses based on the information, evidence, experiences, notions, examples, definitions, and statements. It is deducing own conclusions through gathering and working on the elements of the content. It refers the interrogation of the evidences and opinions so as to form new alternatives and form own judgment. Based on his/her study, one of the teacher candidates drew the conclusion that while developing intercultural communication competence, people needed to consider that it was a demanding process. Another learner stated that personal awareness and endeavor was essential requirements for getting positive results in personal development in intercultural competence. Lastly, one of the participant highlighted one point that knowing about other cultures was a good way to increase the awareness and knowledge level in own culture also. The explanation dimension is the stage of presenting results like new statements, descriptions, reasons, or arguments gathered through one's own reasoning or with the use of different methods. It is the way of providing the reader with the most coherent and justifiable explanation considering the used evidence, methodology, criteria, and the followed procedures. In order to present their research results and findings in more logical and comprehensible way, in explanation part students justified the process how they presented their findings like using graphs, mind-maps, or pictures. One of the students stated that she or he exploited the observation research method in order to gather first hand reliable data. The last category is self-regulation part is self-monitoring or meta-cognition stage which includes self-assessment of one's cognitive skills, own motivation, or interests and the correction of the parts which are problematic. Concerning self-assessment, correction, and meta-cognitive change, students pointed out that people could change themselves but it depended on the person himself or herself and their effort. Some of them also added that breaking stereotypes could be achieved through being enlightened in own and other cultures and facing with these stereotypes.

Intercultural competence is the process of building intercultural relations through understanding the culture of other people while facilitating the challenge of other people's process of engaging with the one's own culture like an insider (Byram, 1997). From Bennett's (1993) point of view, developing intercultural competence is the developmental

shift from ethnocentrism to ethnorelativism. It is the change from the assessment of other cultures based on the one's own perspectives or standards caused by own culture to the capacity of the realization, appreciation, and integration of cultural differences into intercultural sensitivity. As aforementioned in previous chapters, intercultural competence model is multidimensional including the aspects of knowledge, attitude, awareness, skills etc. In our model adopted in accordance with the context of language teaching as a second or foreign language, the dimensions included in our C-KAS model are critical knowledge, awareness, and sensitivity. It is the dynamic and critical transformation of these dimensions into critically constructed intercultural competence elements. The findings related to the student teachers' reflections based on their development to the ethnorelativism stage regarding these dimensions are summarized with the key words as below:

Table 4.34

The Key Codes Emerged from the Student Teachers' Reflections on Personal Intercultural Competence Development

Knowledge	<ul style="list-style-type: none"> • Knowledge of historical, geographical, socio-political factors • Knowledge of own culture • Knowledge of self and other people • Knowledge of other cultures • Knowledge of cultural essentials of own and other cultures (beliefs, values, norms, taboos, behaviors, etiquette etc.) • Knowledge of critical thinking standards in developing intercultural knowledge about new cultures
Awareness	<ul style="list-style-type: none"> • Awareness of oneself and cultural identity • Awareness of other people and cultures • Awareness of building relations between own culture and other cultures • Awareness of multidimensional aspects of culture and intercultural competence • Awareness of cultural diversity, similarities, and marked differences • Awareness of own development in intercultural competence
Sensitivity	<ul style="list-style-type: none"> • Personal and cultural fulfillment • Working for social harmony and world peace, willingness to engage with other cultures • Enhancing tolerance • Practicing empathy • Appreciating diversity and distinctive intercultural differences • Fighting against biases, stereotypes, discrimination • Reflecting on cultural and intercultural development

In terms of their intercultural competence development in knowledge dimension, most of the student teachers reflected on how they learned about new intercultural aspects like the use of proverbs, idioms, different religious beliefs, practices, differences in marriage and funeral practices, festivals, clothing styles, the use of mimes and gestures, and other cultural norms shaping interactional behaviors in different cultures. In this intercultural knowledge building process, most of the participants honestly expressed their astonishment of the extent of differences available between own and other cultures.

- “I did not know before that much gestures and mimes could be different across the cultures, through this course I learned a lot about different cultures.”
- “I got amazing facts about other cultures based on my research and my friends’ findings related to different cultures.”
- “Before this training I even had difficulty in defining what culture is but now I know a lot about its dimensions.”
- “Not only I learned new points about festivals and other traditions but also had so much fun while collecting information and presenting these during the course”.
- “I developed knowledge about the critical thinking standards and intellectual criteria to be used for gathering information and learning new things”.

For the development of intercultural awareness which aims to gain deep insights about other cultures and developing understanding related own and other cultures and their people, student teachers expressed their experiences related to the realization of oneself as an individual, their identity recognition in own culture, cultural differences between their culture and other cultures, and developing consciousness in relating own culture with other cultures.

- “At first I did not give at all importance to the concept of culture, but within this course I have realized that it is the mirror of that community, now I know more my culture also.”
- “I have realized lots of differences between different cultures and have recognized one fact that we are beautiful because of this diversity even if as a human being we have the tendency to harshly criticize each other due to these differences, and I also believe that our existence depends on this cultural variety.”
- “Now, whenever I find myself on the way of “marginalizing or othering” other people, I remember what we have focused during the course and my all learning experiences and stop judging other people.”
- “I have recognized how it is ridiculous and irrational act to discriminate other people because of their skin color, ethnicity, religious beliefs, or their mother tongue.”

Regarding our last intercultural competence dimension intercultural sensitivity which is concerning to possess or develop certain personal traits and attitudes towards valuing cultural diversity, respecting other people, and finally working for building intercultural peace, teacher candidates put the emphasis on the attitude development of intercultural empathy, respect, acceptance, being open-minded, being willing to learn new culture, practicing fairness, and developing self-confidence to interact with other people and engage with their cultures.

- “Before this course I thought myself as empathetic person, but while searching about my culture and other cultures I have noticed that I am not at all sensitive.”
- “Now I believe that the richness of intercultural competence is based on approaching to other cultures with objective and rational attitude.”
- “All people are unique and different as they belong to different cultures and live different life styles, the only thing we can do is to show respect to all these differences.”
- “As I had limited information about other cultures I can define myself as narrow-minded but now I start to be more open-minded.”
- “To tell the truth before attending this course, I did not have at all interest or curiosity in any other cultures but now this has changed.”
- “I always thought that people of other cultures needed to live in comply with our culture but now I have realized how wrong I am and changed this attitude.”
- “I had the respect for other people and cultures; however, now I have more realized how important it is approaching different cultures.”
- “I have started to pay more attention to my attitude while expressing my thoughts about someone or any culture and I start to try hard not to hurt people with my thoughts.”
- “Now I learn about other cultures for the sake of learning or teaching not to judge them.”
- “I believe that I start to avoid the behaviors of discrimination or racism that I unconsciously acquired in my childhood.”

Table 4.35

Student Teachers’ Reflections about Critical Intercultural Disposition Development

To have the awareness of our knowledge about a topic would be incomplete or incorrect
“...through listening to other people and trying to understand them, I believe that we can have this awareness. I think this shows that I have this awareness.”
“Making mistakes is inevitable. We can make mistake and I have this awareness. I believe that it is easier to get along with the people who have this awareness”
“We should not comment on the topics about which we have inaccurate or limited information”
“In this course most of us tried to choose the topics that we were familiar with. However, through our researches, all of us were shocked to see how much we learned and needed to learn more”
“I realized that I knew less and needed to improve more”
“While searching a subject I do not behave that I know everything; rather than, I remind myself that I need to learn more. By this way instead of limiting my knowledge, I try to built on it with new information”
To be able to confront intellectually and honestly with our prejudices or situations that we do not like
“We try to avoid the situations that we do not like and the more we try to escape, the more we have stereotypes about them and start to lose our objectivity. Therefore, we need to face with ourselves with objectivity so that we could have intellectual standards-based search”
“I mostly felt uneasy in situations that I did not like and judgments were based on stereotypes. But now, I start to break my stereotypes and try to get rid of these”
“Before as I did not know anything, I also approached to many things with stereotypes. I felt negatively about the people with different faith. However now, I try to develop empathy for different faiths and I am more positive about it.
“I mostly judged people with their physical appearance and immediately shaped a profile of that person. Nowadays, I try to face with this situation but I need to accept it is not at easy to break all your stereotypes”
To be able to set certain criteria while researching or trying to reach knowledge; not to be self-centered or ethno-centered while questioning the validity or reliability of the collected information
“I believe that before search for information, we need to base it on some criteria and start to think and judge these information in accordance with these criteria”

“At first I tried to have my own personal criteria but I realized that they didn’t work at all then I changed them for more intellectual standards and criteria and I got good results. I think basing on criteria makes the process of accessing to accurate information easier”
“I pay attention not to be ethnocentric while searching for information and try not to put my culture over other cultures; try to be fair.”
“I try to have standards like being open, giving accurate information, and being fair”
To be inquisitive and planned and showing thoughtfulness while searching for knowledge in many sources, and being decisive and able to concentrate on these points despite difficulties
“It has never been easy to get something valuable.....with positive suspicion in everything I believe that I can be an inquisitive person”
“I believe that I have become more inquisitive...”
“I can’t say that I totally adapt this disposition in my life but about the topics that I like and want to learn I start to see it as a puzzle parts of which need to be completed”
“Everybody and educators like us need to have inquisitive spirit and be explorative.”
To be flexible and not rigid at the point of correcting misinformation
“If I know something wrong or if I know I need to change something, I am flexible to develop it. Having wrong knowledge won’t only be bad for me but also will be bad for other people”
“To be honest, it is not easy for a person to accept their mistakesbut accepting your mistakes and striving for better is virtue”
“I know I have many misinformation but I am the one who believes to have life-long knowledge if he tries to fix these misinformation”
“The more you minimize wrong information, the more you can think more reasonable”
To be able to empathize in order to better understand the opinions of others and honestly develop understanding about what they think
“I realized that through empathizing with people I could have more healthy relationships. Empathy is like a bridge between you and other people”
“I have developed empathy through our tasks and other activities; now I start to give priority to the people not their nationalities or cultures”
“I try to understand people by putting myself into their shoes regardless of their beliefs, ethnicity, life styles or languages that they speak”

Only being cognitively skilled at thinking is not enough for one individual to be ideal critical thinker. That person also needs to show tendency and be disposed to activate own thinking skills, which means that person also needs to possess critical attributes like open-mindedness, inquisitiveness, attentiveness etc. to consistently perform critical thinking. Considering the link between the skills and related dispositions, a person may have or develop skills at carrying out a performance successfully but without being inclined, ready, and willing to be part of non-stop non disrupted routine use of those skills, long term success cannot be possible. Based on the reflections that focus on the role of critical thinking dispositions in developing intercultural affective domain, for the disposition of intellectual humility in critical intercultural knowledge, some of the students stated that making mistake was the nature of human beings but the important thing was we needed to develop awareness and be aware of the fact that we could also have inaccurate or limited knowledge because of this, awareness should be used to develop intellectual spirit in

intercultural competence. They added that while doing their searches during training, they realized the limitations in their viewpoints and knowledge and they knew that they should improve themselves to change in a positive way. The second critical intercultural disposition is having intellectual courage in intercultural issues, which is to face with own early acquired negative prejudices or cultural stereotypes that may block our sensitivity in fairly dealing with different beliefs or viewpoints. Possessing this moral virtue of courage is directly related to the honest recognition of the intercultural related personal preconceptions that are not supported with logic or any reason. Related to avoiding intellectual cowardice, one of the students highlighted the significant point of applying objectivity in breaking down own prejudices related to own culture and other cultures and also added that using intellectual standards as reference was an effective way to achieve this goal. Some of the students explained the process they were changed positively in facing own prejudices with the guidance of this training and critical intercultural course. One of the most dangerous hindrances in developing critical intercultural affective dimension is solely being involved in own interests, own welfare or taking only your cultural values at the centre, which is called being self-centred or ethno-centred in intercultural exchanges. An effective way to change this situation and to be more considerate and adopt more ethno-relativist position is to main intellectual integrity which is being strictly bound to rational criteria in any single situation and developing intercultural spirit that appreciate differences and advocate these differences rather than performing ignorance towards them. In terms of the cultivation of these culture respect rational faculties, most of the students reflected the point that certain standards or principles need to be set and followed not to be victim of our egocentrism or ethnocentrism while judging or obtaining information about new people and cultures. Another critical disposition in being intercultural competent person is to have inquisitiveness and show perseverance to apply this inquisitiveness for the commitment to already set intellectual criteria in spite of all challenges in learning and living a new culture. Despite available problems or limits, having curiosity to discover new lifestyles, viewpoints, differences which mean variety is the first step and having desire to go on without thinking of giving up is the next step for all the time being informed in any intercultural aspects. Being organized is the other point in successfully adherence to logical principles and progressing without being hindered by any obstacles. With respect to being inquisitive and resilient, some of the teacher candidates positively reflected that they had shown positive change

and some of them confessed that at least they developed consciousness in it and paid effort to be totally equipped with it. Another student teacher pointed out its essential role in education. For being reflective in terms of assessing own behavior and already acquired knowledge to see the mistakes or any limitations, participants stated that even though it had some difficulties like accepting own mistakes, they tried to have truth-seeking spirit to effectively use their reasoning and be well-informed through being flexible and willing to correct own wrong ideas and ill-structured knowledge. Related to developing intercultural empathy based on the principle of critically putting oneself in others' place to have logical and fair reasoning about other peoples' beliefs, behaviors, and cultural orientations, some learners indicated that empathy was the link between people and cultures. They also reflected that having this ability of sharing the feelings of other people was a way giving importance to human being, which was beyond their ethnicity or culture.

To sum up, as a course intended outcome, most of the students reflected on the positive change in them towards being more curious and less strict in correcting misinformation, and questing for information free from error. Students also emphasized the importance of empathy in building better relationships regardless of sex, ethnicity, or cultural attributes. They also added that they realized the fact that they had some stereotypes killing their objectivity, and adversely affecting their criteria for gathering information but now they started to learn to break these stereotypes. Concerning to basing the process of seeking for information on some criteria, most of the participants stated that they became fully aware of the importance of criteria use, which not only facilitated their information seek process but also increased the degree of accuracy and fairness in learning new cultures and engaging with new people. In terms of confronting with own prejudices which blur one's reasoning and good judgment, teacher candidates highlighted that they had some kinds of prejudices like judging people with appearance or due to their religious beliefs and However, now, they accepted that they started and learn how to empathize with differences.

CHAPTER 5

DISCUSSION

5.1 Introduction

The departure point of this discussion chapter is to provide our interpretations of the patterns and relationships emerged in our findings, and discuss the potential limitations, implications, and suggestions for all stakeholders like programme, curriculum, material designers, scholars, teacher educators, and teachers and other all private and public sectors. It aims to refer back to research questions and related findings and draw conclusions between them. Additionally, discussion section highlights the points in which our expected, unexpected, statistically significant or non-significant findings are related to literature and other published studies.

It is indispensable fact that developing educational practices is based on the teacher beliefs, attitudes, and their philosophies. The findings related to teacher beliefs about critical thinking and intercultural competence indicate that teacher educators value the notion of critical pedagogy and its role in intercultural competence development; however, the observation of educators' actual teaching showed that even though teachers uttered a number teaching objectives that highly advocated critical teaching of culture and intercultural competence, there were not any recorded significant classroom incidences that supported their beliefs. When it comes to the experimental part, it is noted the critical thinking skills and dispositions integrated teaching intervention had considerably high degree positive impact on the development of the three intercultural dimensions such as knowledge, awareness, and sensitivity. At the end of the training, not only participants' understanding and recognition of their self, culture, and other cultures increased but also within this explicit teaching and instructional approach they developed positive attitudes

toward other cultural diversity and the people of these cultures, which play a key role in building social harmony and human rights-based world peace.

5.2 English Language Teaching Objectives adopted by the Teacher Educators

Having critical understanding about the culture of teaching primarily entails the investigation of teachers who are “active, thinking decision-makers who make instructional choices” (Elder, 1997). With the other contextual factors, teachers’ “inextricably intertwined” cognitions, knowledge, and beliefs (Verloop et al., 2001, p.446) deserve a special attention in order to provide ramifications for their actual classroom practices and teaching. As indicated by (Newman et al., 1995), in order to be professional teacher or educators to exhibit their teaching behaviors, it is necessary for teachers and educators to be aware of the ways in which they put the theories in the practice. For the purpose of having understanding related to teacher educators’ actual teachings, we believe that in the first step we need to put the emphasis on teacher educators’ choices related to their teaching. With the aim of shedding light on the highly complex and personalized construct, teacher cognitions and their roles in teachers’ actual decision making related to foreign language teaching, we asked educators to think about their teaching objectives through conducting a comprehensive survey (Sercu et al., 2005).

Based on the responses given to the foreign language education objectives, we see that the higher emphasis was on language learning objectives. Through these objectives, educators primarily aimed to ensure that learners could have a level of proficiency both for using foreign language for practical purposes and for reading literary works. They also stated that they tried to motivate their students to learn target language. As a second place, educators mostly gave their support to the general learning objectives including general skills that would help their students to be successful in other subject areas. In this ranking, culture learning objectives which put emphasis on being familiar with own culture and the target culture, developing basic dispositional skills like open-mindedness and being positive were only stated in the third place by the educators. Under the framework drawn by Sercu et al. (2005) related to foreign language education objectives, educators viewed developing culture related skills as the last resort. Adaptation to the new changes in foreign language education which advocates the integration of language and culture teaching is what is recently expected from teachers and teacher educators. From this perspective, Feuerstein

(1999) highlights the change in teacher objectives, which promotes more intercultural competence in their teachings. Feuerstein (1999) also stresses that if educators show resistance in adapting new objectives, the introduction of innovation in foreign language education may not be possible. Considering teacher educators' preferences of teaching objectives above, they still regarded "culture teaching" not as equally as language teaching but as a last dimension to be focused. In this study context, it seems that there is still a long way to go in integrating and supporting more cultural objectives into foreign language education.

Regarding culture teaching objectives related to three dimensions as knowledge, attitudinal, and skills dimension which are categorized by Sercu et al. (2005), educators believed more in the necessity of developing positive attitudes toward other people and cultures. Then, they identified their teaching objectives as developing their students' awareness of their own culture, recognizing cultural differences, and being able to deal with intercultural contacts. According to Blattner and Frazier (2002), the most "conventional" dimension among these dimensions is knowledge one which is more "facts-oriented" and approaches to culture teaching as a "list of topics" needed to be taught. Again for Blattner and Frazier (2002), this way of teaching forces culture to be broken down into small parts, which is an obstacle in viewing it as a whole. On the other hand, also basing on their study findings, Choy and Oo (2012) indicate that a "culture class" can reach its aims if it supports the development of "language skills, raising cultural awareness, changing attitudes toward native and target societies, and contribution to the teaching profession". Even though, while listing their language objectives they argued culture teaching as a last dimension to be developed, educators were more innovative by prioritizing the attitudinal and skill development through assisting learners to "gain an understanding of the native speakers' perspective", which in turn will let them be "exposed to otherness" (Blattner & Frazier, 2002). Additionally, they would be psychologically ready for intercultural encounters through developing positive attitudes and gaining new cultural knowledge.

5.3 Teacher Educators' Beliefs about Critical Thinking, Culture Teaching, and Intercultural Competence

The improvement of educational process essentially requires the understanding of how teachers undertake their profession and put their theoretical knowledge into practice during their actual teaching. In this sense, as indicated by Kember (1997) and Pithers and Soden (2000), teachers' conceptualization of how teaching should be done and what kinds of learning outcomes are expected to happen need to be the focus of staff development in all educational stages. The big hurdle that needs to be overcome in integrating of critical thinking into teaching and learning process, which is highly valued by literature, is teachers' experiencing difficulty in defining critical thinking and deciding where it starts and finishes. Going back to the definition that this study takes as a base, we use the definition stated in Delphi Report by the American Philosophical Association (Facione, 1990). According to this definition, critical thinking is "purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based".

Considering the responses given by teacher educators, we can see that they share some common points with this comprehensive definition. The first point related to the educators' definitions of critical thinking was that you needed to question and be prepared to ask a bunch of questions either about any aspects of your life or your profession. Instead of accepting everything going on and having a random judgment, they indicated that to have a critical thought and good thinking you needed to activate and evaluate your prior knowledge. Moreover, they also added that your critical thought did not have to be based on negative criticism, while judging the new knowledge, your judgment also could be highly positive because of its positive sides. As highlighted by Pithers and Soden (2000) and supported with the participants' statements, in terms of cultivating critical thinking, educators were willing to do what they were supposed to do but they admitted that they were not knowledgeable and even were not aware of what the notion of critical thinking referred to. Through a basic translation, educators defined it as only "criticizing" which is incomplete and a bit far away of identifying the real nature of critical thinking. In real nature of critical thinking, critical thinker is expected to base own assessment or criticism on criteria in order to maintain intellectual stance (Lipman, 2003; Fantini, 1990; Paul &

Elder, 2000). Educators had their own definitions but it can be concluded from their definitions that they overlooked the scientific dimensions of it like using intellectual criteria for reaching any judgments.

Regarding to its two dimensions as cognitive skills and dispositions, for cognitive skills they mostly focused on the skills of questioning, interpreting, inferring, analyzing, synthesizing, and evaluating. Even though educators could not elaborate on their stated skills and how these were connected with critical thinking, their listing of cognitive skills related to critical thinking is to a small extent in line with the Pithers and Soden 's (2000) listed abilities like “identifying a problem and its associated assumptions; clarifying and focusing the problem; and analysing, understanding and making use of inferences, inductive and deductive logic, as well as judging the validity and reliability of the assumptions, sources of data or information”. In the broad sense, Paul and Elder (2008) categorize critical thinking into three dimensions as: the analytic, the evaluative, and the creative aspect. From this perspective, as suggested by Paul and Elder (2008), in order to adopt a perfect criticality using intellectual standards to analyze and then assess our thinking is only the first step to complete the process and “live productively”, we also need to be creative and produce new “products” which would be assessed. Thinking all these three constructs in relation with the educators’ reported dimensions; we can conclude that creative dimension is the missing part which was not at all dealt by the educators. While they used some key words could be associated with analytic and evaluative aspect of critical thinking, they did not add any statements touching the creative aspect.

Besides cognitive skills, a great number of researchers argue that a good critical thinker also needs to be equipped with broad critical dispositions (Ennis, 1993; 1996; Facione, 1990). In this sense, critical thinking is not only using the “right skill”, it is also having “willingness” or being disposed to apply this “right skill” appropriately (Halpern, 1999). According to Facione (1990), a critical thinker should be naturally inquiring, knowledgeable, “open-minded”, “fair-minded in evaluation”, “honest in facing personal biases”, eager in searching for information, and “reasonable in the selection of criteria”. Even though there were differences in educators’ opinions concerning critical thinking dispositions, educators in general stated that person needed to be autonomous, curious, inquisitive, open-minded, initiative, empathetic, unbiased, and self-conscious. As suggested by Facione (1990), Halpern (1999), and Lai (2011), educators also indicated that

in order to use critical thinking skills in an effective way it is essential for learners to be “purposeful” and “goal-directed”. In their critical thinking definition, Norris and Ennis (1989, p.3) emphasize that critical thinking is “reasonable and reflective thinking” that shapes one’s decision on his beliefs or actions. In this respect, some of the educators also suggested that a critical thinker should be responsible, cooperative and flexible to change, have self control, and be open to express his own ideas freely; which definitely entails self-reflection. Moreover, in parallel with all these points, Halpern (1999) identifies the last component of critical thinking as “meta-cognitive monitoring”. That is, critical thinkers should be aware of what they know and through “self-regulation” they need to improve their thinking and accordingly “orchestrate and self-regulate their own learning strategies” (Halpern, 1999; Kuhn, 1999; Pithers & Soden, 2000). For the revision of actions and related dispositions, McGuinness (1993, p.311) also signifies the importance of self-reflection and the encouragement of students’ to “clarify and reflect upon their thinking” in order to have their own control over their thinking.

All participant educators stated that they advocated the integration of critical thinking skills into their instruction. However, none of them could suggest any literature supported teaching tips regarding its integration. Broadbear (2003) defines this situation as even though its value is confirmed with theory and a great number of researchers, educators have difficulty in applying the phenomenon of critical thinking into their teaching with appropriate teaching methodologies. For Rath et al. (1966), some of the teacher behaviors may be obstructive and hinder learners’ thinking. One of the reasons for this unwanted situation is that some of the teachers are curriculum-centered and feel that they need to stick to the curriculum guidelines (Pithers & Soden, 2000). In line with these statements, according to educators, most of the challenges related to teaching of critical thinking are caused by teachers and students themselves. They argued that the biggest reason why teachers were challenged to integrate critical thinking skills into their teaching were teachers’ teaching styles, their limited subject knowledge concerning critical thinking, and their general beliefs and attitudes towards the necessity of fostering critical thinking. They also pointed out that students’ background education or habits, and in general showing reluctance to apply new teaching styles or learning styles were the other challenges that teachers needed to overcome for the effective promotion of critical thinking skills. Compared with the teacher and student related challenges, educators gave little space to the educational system and other stakeholders as a culprit for the development of critical

thinking in all educational levels. As a solution to teachers' disruptive teaching habits, Pithers and Soden (2000) suggest that teacher should be more "facilitator" than being pure "instructor". A lesson aimed for developing critical thinking needs to involve teachers' and learners' "conscious efforts" (Broadbear, 2003) as lazy thinkers' possible store of critical thinking skills can only be activated by mindful efforts (Halpern, 1999) accompanied with other skills. Moreover, it should take into consideration intellectual criteria, which is according to Broadbear (2003) an important feature differing critical thinking from other modes of thinking.

Described as people's "the accepted and patterned" form of behaviors (Peck, 1998, p.1), culture may be dealt with into two main categories like formal culture with capital "C" and deep culture with small "c". For Bueno (1996), formal culture includes the geographical and historical information of the given countries and people, and deep culture refers to the values, facts, and life styles related to custom and manners of that culture. Moreover, because of dynamic and interactive nature of each culture, a culture cannot be thought to cover only a single set of values, behaviors, or life-styles, and in other words, each national culture is an inevitable mixture of all subcultures. Through this way, culture enables learners to "feel, touch, smell, and see" the people of target culture (Peck, 1998). Regarding to how familiar they are with these target culture categories, teacher educators noted that they felt so familiar with the topics of "daily life and routines, living conditions, food, and drink", "literature", "education, professional life", and "youth culture" of that target culture and they agreed that it would be easy for them to have extensive talk on these topics in their foreign language classrooms. Again within the context of language teaching, it is not reasonable to separate language from its culture. Based on the concept of "languaculture" (Agar, 1994), learners are expected to develop awareness both in own cultures and other cultures and target language, English, itself. Along with these statements; based on the educators' responses, most of the participants stated that they distributed almost the half of their teaching time for language teaching and the rest for culture teaching, which refers to a generous pie of their total teaching time. In contrast with the knowledge dimension of culture teaching, teacher educators also agreed that culture teaching needed to take attitudinal and skills dimension at the center. According to them, for an effective culture teaching teachers are supposed to develop positive attitudes towards different cultures and people and they also need to encourage learners' reflection on cultural differences. Through this "multifaceted awareness", it would be possible for

them to acquire positive attitude and thereby develop cross-cultural skills to discover and adapt to new culture (Harumi, 2002).

With growing international awareness, especially in foreign language education focus shift to the development of intercultural competence along with communicative competence in target language has become inevitable. In this respect, Byram and Zarate (1997) also emphasize a number of objectives which signify the coexistence of intercultural competence and linguistic competence in language education and relationship management with “an interlocutor from a specific cultural background”. In these objectives, they suggest that learners need to be trained to develop the ability of conflict identification between two communities, the ability of behavior and beliefs related conflict clarification, and the ability of conflict management through negotiation. They also need to be able to negotiate quality, and be able to construct a “system” shaped with the information based on that specific cultural background. Overall, one of the main goals of foreign language education is to develop intercultural competence which provides “a shared understanding” between people with different identities and to equip students with the ability of dealing with people “with multiple identities and their own individuality” (Byram et al., 2002). According to Byram et al. (2002), the components of intercultural competence are knowledge, skills, and attitudes. For Byram et al. (2002), as a first component, knowledge includes being knowledgeable about their behaviors and products of people of your own country and target country. Despite lack of variety and detailed definition, while defining intercultural competence participant educators mostly used the expressions of having “intercultural knowledge”, being aware of “different cultures and life styles”, and “developing positive attitudes towards others”. Having “communicative competence” and being competent in “target language” to take part into the “interaction” with target cultures were the linguistic points emphasized by the educators as a part of intercultural competence. The other stated but not highly emphasized important points given by educators were to have knowledge about your culture, other cultures, think critically, and have firsthand experience by living with different cultures. Next, for Byram et al. (2002), intercultural attitudes refer to the attitudes of being curious, open-minded, and being honest to face with your own prejudices about other cultures and own culture. Namely, they let you be more sincere and fair not only while judging your own cultural values but also learning about other cultures. In this sense, the affective elements of intercultural competence signaled out from educators’ responses were mainly “open-mindedness”,

“showing tolerance and respect to the cultural variety and differences”, “having empathy”, and “being unprejudiced to otherness”. As another component, the skills of interpreting and relating include the ability of making comparison and connection between documents and events belonging to own culture and other cultures. The skills of discovery and interaction, on the other hand, involve new cultural information acquisition and application of this information during interaction despite “real-time constraints”. Last intercultural competence factor is critical cultural awareness which is more about having criteria based on criticality while judging his/her culture and other cultures (Byram et al., 2002). The notions of “diversity awareness”, “critical attitude”, and “practice” are also echoed by Saez (2002) to emphasize the interculturality through actively participating in communication. For more democratic approach to this interaction, active participation needs to be fed with human rights (Byram et al, 2002).

Integrating of interculturality into foreign language education mainly aims (Byram et al., 2002) to equip learners not only with linguistic competence but also intercultural competence through training them to have interaction with other people and encouraging them to have understanding of different viewpoints, beliefs, and values caused by cultural diversity. At this point Byram et al. (2002) notify that teaching intercultural dimension needs to be beyond “transmission of information” and it should let students have insights about the nature of intercultural interaction, the roles of “social identities”, and the perceptions of the people they are interacting with. To achieve these goals language teachers should have the skills in creating an appropriate atmosphere for more learners’ thinking and feeling rather than focusing only on the knowledge of different cultures (Byram et al, 2002). According to Byram and Zarate (1997, p.11), foreign language learner should be viewed as a “specialist in the transit of cultural property and symbolic values”. For Harumi (2002), learners need to go a bit further and need to be “ethnographer” so that they could have scientific observation of people of different cultures. Again cited in Harumi (2002), Byram and Esarte-Sarries (1991) point out that through gaining the capacity of adaptation to intercultural situations, the aim is to prepare learners for the unpredictable intercultural situations rather than “for the predictable” ones.

A number of material options suggested by Fleet (2006) are the use of multimedia like newspapers, videos, internet for more updated and authentic cultural elements, virtual realia, and the presentations for developing the students’ critical thinking, awareness, and

knowledge in the target culture. In order to provide learners with the opportunities of analyzing the materials with critical standards and see comparative and contrastive relationship, the chosen authentic materials need to reflect multi perspectives rather than only one perspective (Byram et al., 2002). For more cross-cultural awareness and promotion of intercultural competence among students, educators also agreed that the exploitation of different materials and sources like videos, songs, reading texts, movies, websites, authentic materials, other informational technologies, and the use of group works were the essentials. As an option for the outside training and having intercultural experience, exchange programs were the other suggested intercultural development idea. Even they were not able to identify the procedure in detail, some of the educators also pointed out that critical thinking should be a part of intercultural competence development process. In line with the words of scholars' and participant educators' teaching suggestions for intercultural competence, Byram et al. (2002) state that regardless of being native or non-native, best teacher encourages learners to have curiosity about own culture and other cultures and helps his students to see how these cultures may be connected. Again, according to Byram et al. (2002), any kind of classroom activities need to take human rights into consideration and thereby, learners need to accept that all human beings have "equal dignity and equal rights" and need to be treated accordingly. In terms of their willingness of interculturalisation of their classrooms, teacher educators indicated that teaching language and culture should be treated equally, both positive and negative sides of target culture should be touched upon, not only the children of ethnic minority but also all pupils needed to be expected to develop intercultural competence. Additionally, they also believed that pupils would be more tolerant towards other cultures and be more successful in integrating cultural information into their language teaching process. However, while describing their actual teaching activities, being contradictive with the modern intercultural pedagogical alternatives, teacher educators mostly listed their teaching activities as cognitive and teacher –centered ones which include the information transfer regarding culture related aspects.

5.4 Instructional Behaviors of Teacher Educators related to the Integration of Critical Thinking Skills

Although CT may emerge and develop naturally, not to base this process on thoughtful steps more likely lead to its being contaminated with biases, partiality, or prejudices

(Duron et al., 2006; Scriven & Paul, 2004). With regard to its broadest nature, thinking critically bears itself a number of cognitive abilities like the identification of assumptions and arguments, interpretation, analysis, making inferences, evaluation, explanation, and self-regulation besides affective dispositions like inquisitiveness, caring to be well-informed, self-confidence, open-mindedness, flexible, and being honest to face with own biases etc. (Facione, 1990; Pascarella & Terenzini 1991, p.118). According to educators' definition of critical thinking, they indicated it as questioning the process, formulating questions, being skeptical about the given information, and connecting the new information with prior ones. Some of them also described critical thinking as analytical thinking. Based on these responses, it may be concluded that educators had their own definitions of critical thinking, which were to some extent in line with the literature like respecting different perspectives, (MacKnight, 2000). However, by defining critical thinking as a process of analysis shows that educators had very limited and distorted understanding of it as according to Elder and Paul (2008), critical thinking cannot be kept equal with "analytical thinking" as it also includes other dimensions like "evaluative and creative thinking". Additionally, besides analysis, questioning, and interpreting, it was not expressed by the educators that critical thinking was also taking responsibility of learning, having reflection, and self-regulation (Choy & Cheah, 2009; Elder & Paul, 1994). In addition to the cognitive aspect of critical thinking, educators pointed out some of the dispositional aspects that a critical thinker should possess like being inquisitive, confident, unbiased, and be open to criticism. However, the participants did not give a clear account about how to adapt these affective aspects into the development of intellectual traits like intellectual autonomy, humility, integrity, perseverance, fair-mindedness, alertness to the CT opportunities etc. (Elder & Paul, 1994; 2008; Facione, 1990). Regarding to educators' choices of instruction Horwitz (1989) states that it is the teachers' beliefs that shape the learning in their classrooms. Thus, Choy and Cheah (2009) and Duron et al. (2006) point out that teachers need to give a critical thought on their instructional choices and their personal beliefs; by this way they can achieve the incorporation of critical thinking into both teaching and learning process. According to Elder and Paul (1994), content is not an accumulation of disjointed concepts or principles rather it is an entity of "logical relationships, an organized structure of concepts, principles, and understandings". Traditional way of teaching this content without questioning and without the evaluation of students will end up only with undisciplined mode of thinking and "undisciplined thinkers"

(Elder & Paul, 1994). Critical thinkers, on the other hand, are the ones who can formulate and ask essential questions, know how to access and evaluate information, have open-mindedness and effective communication skills (Duron et al., 2006). In order to transform each student into one of this kind of critical thinker, objective choices made during the teaching need to take this goal into consideration. Through promoting more active learning and with more active learners who are not discouraged and hindered with more teacher talk and teacher thought (Browne & Freeman, 2000; Elder & Paul, 1994; Gokhale, 1995; Maiorana, 1991), the real agents of the classrooms, learners, may have more chances to activate their critical thinking. In this respect, concerning the teacher educators' thoughts related to the incorporation of critical thinking and its place in educational system, most of the teacher educators emphasized how crucial critical thinking was and how it would develop learners not only as a proficient language learner but also as a good citizen. For this reason, they emphasized that traditional way of teaching would not be a good solution as it was only about transferring information from teacher to students. They also added that students needed to have more word on choosing topics, materials, activities and in general on the way of language learning, which would help them to have more responsibility for their learning. However, regarding how to develop critical thinking and support learners to be more effective critical thinker, except for one participant who stressed the importance of strategies-based teaching and learning which to some extent includes some cognitive critical thinking skills, none of the participants were able to give any specific methodology that could be adopted in teaching process. Even one participant openly expressed that she did not have any idea how to promote critical thinking in her teaching even though she believed that it should be part of education. Although teacher educators' beliefs related to the ineffectiveness of conventional teaching in developing critical thinkers and learners are in line with literature (Duron et al., 2006) as these types of learning formats kill "active learning" and critical thinking, they do not know how to teach and assess it (Paul et al., 1997), which causes learners to have unrecognized or low thinking skills. Based on the classroom observations related to the participants' instructional choices in their actual teaching, it is easy to note that teachers had the predominance. Expressively, teacher-fronted activities outperformed student-centered activities. Most of the teacher educators' class time was allocated for previous topic revision, instruction of new topics, and teacher initiated questions which were the most part of the teacher-student interaction. The rest of the time was divided into reading materials; course book related activities, vocabulary

teaching, and role-plays based on the student-written dialogues or dialogues given in the course books. According to Browne and Freeman (2000), this mode of teaching based on pure lecturing put the teacher into speaker role and the learners of real information seeker into listener role, which limits learners' time of having practice the newly learned knowledge. Being to some extent obstructed with teacher dominance, learners had very limited time to talk and most of their learner talks revealed during question-answer section or speaking activities like role-plays.

As the throughout the teacher educators' teaching, the question-answer technique was the only incident in which students actively involved and had a chance of activating their critical thinking, teacher questions and given answers were put under the scrutiny. According to Duron et al. (2006), a well-designed lesson plan needs to aim to have the outcome of a "behavioral response", which can be also achieved through a "well-written question". Additionally, Duron et al. (2006) state that using questions has a great effect on learners to engage in critical thinking and interaction. The choice or the formulation of the teacher questions has a significant role. In other words, the quality and the efficiency of questions depend on the quality of behavioral response given by learners as a response to the teacher questions. For this respect, Walker (2003) points out questions can only be considered as good questions if they promise more quality response beyond "knowledge-recall level". With its thought-provoking nature, critical questions engage the responder to move from plain facts to more deep thinking, analysis, the identification of assumptions, generating implications, drawing conclusions, and the evaluation of reasoning (Browne & Freeman, 2000; MacKnight, 2000). In spite of their positive effects on learning, they are still "classroom rarities" (Browne & Freeman, 2000) as in our context. Based on the critical thinking cognitive skills (Facione, 1990) most of the questions asked by teacher educators covered interpretation or knowledge level respectively. Namely, with those questions at that level, participants asked students to display their knowledge, clarify the words, describe the events and given situations, and demonstrate basic understanding of the context or given information. As response to those questions, learners activated their basic cognitive skills of summarizing, recalling, explaining, defining, and paraphrasing. Even though they were relatively rare, in addition to interpretation, knowledge, and comprehension questions, participants also initiated some analysis and inference questions which entail the demonstration of abilities like identification of the conceptual relationships, conjecturing alternatives, and classification of information. Pertaining to

higher level of questions that require more critical thought and cognitive effort like synthesis, evaluation, self-regulation, and mixed type of critical questions the analysis of observation recordings provided some recorded samples that triggered more repeated and source oriented responses with little interlocutor's genuine reflections as not effectively supported by the educators. According to critical thinking (Facione,1990) and higher order thinking skills (Duron et al., 2006), through these level of questions which support more reasoned judgment learners can actively assess evidence and process, construct new information, evaluate their own learning and reasoning, and create own unbiased, complete, clear, deep, and multi-perspective information. Because of their inherent features like being more open-ended and having "state of doubt", critical questions do not require the responder to hunt for only one correct answer rather without "blind acceptance" or "sponging" the given answer, critical questions promote more active judgment and open and fair-mindedness to see the other alternative answers from different perspective and be more honest to oneself to change already acquired wrong information and beliefs (Browne & Freeman, 2000; Choy & Cheah, 2009; Duron et al., 2006). On the contrary, uncritical thinkers with their "ego-centric" perspective find themselves as the only sensible person and "their facts" as the only appropriate ones (Duron et al., 2006). Furthermore, with more critical questions, teachers can formulate and generate more questions, which are effective to spark more discussion and interaction (MacKnight, 2000; Walker, 2003). Based on the questioner and responder relationship between teachers and students in participants' classrooms due to the chosen questions it can be concluded that students had very poor interaction with their teachers, gave short responses of yes/no, simply defined the concepts or described the contexts.

5.5 Critical Intercultural Competence Model and Its Training (C-KAS)

To develop interculturally competent individuals in this increasingly interconnected and diverse world is "an ongoing, future-oriented, multidimensional, interdisciplinary" (Ellingboe, 1996, p.199) process which entails the endeavors of all stakeholders. However, despite the literature full of its definition and comprehensive information related to its aspects, the findings collected through intercultural competence studies put forward that only few institutions can manage to foster intercultural competence due to educators' having difficulty in indentifying its general nature and their lack of specification of its components (Deardoff, 2006b). With the aim of minimizing this challenge and presenting

an alternative way for critical application of intercultural competence in foreign language teaching, this study favors the definition of Byram's (1997) which is thought to be less blurred and comprehensive. According to Byram, intercultural competence is "knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others' values, beliefs, and behaviors; and relativizing one's self" (Byram, 1997, p. 34; Deardoff, 2006b). In a general sense, it is the acquisition of the ability of "effectively and appropriately" dealing with ethnicity, race, and religion by using own "intercultural knowledge, skills, and attitudes" (Deardoff, 2006b; Fantini, 2000, p.34-51). In a foreign language education context, learner is expected to play the "mediator" role between own and other cultures through effective and appropriate use of target language (Risager, 1998). Regarding to the components of intercultural competence adopted in this research, to check the effectiveness of criticality in fostering intercultural competence, the components were determined as critical knowledge, awareness, and sensitivity.

The knowledge dimension was generally covered with understanding of general aspects of both "home" and "other" cultures like knowledge of history, politics, economy, religion, language, customs, values, non-verbal behavioral patterns, gender roles etc (Deardoff, 2006b; Stier, 2006). In this study, it was integrated with critical thinking cognitive aspects to promote more deep understanding and critical cultural specific information related to other cultures in order to see the causal relationships behind the cultural aspects. As a second dimension, awareness in this study context refers to the critical cultural awareness that an individual is supposed to develop to have deeper understanding and consciousness of different world views, perspectives, and cultural diversity, which helps to have "deeper cognition", knowledge, and is a "key organizing concept" in promoting intercultural sensitivity (Bennett,1986; Fantini, 2000). It is the ability of recognizing how the cultural aspects involved in knowledge dimension such as geography, politics, religious, power differences, role expectations, non-verbal behaviors, customs and traditions, all of which affect intercultural interaction between home and other cultures (Sinicrope et al., 2007). Additionally, this dimension was chosen as it aims to have a growing realization of one's intercultural development, own values, and their impact, and it also aims to make people be more fully aware of how the different cultures view the people of other cultures (Fantini & Tirmizi, 2006). As a last component of intercultural competence, sensitivity was dealt in this context as personality traits and requisite attitudes for valuing others and relating oneself with others (Byram 1997). These general attributes are noted as respect, empathy,

openness, curiosity, tolerance for ambiguity, readiness to suspend disbelief about other cultures (Byram, 1997; Deardoff, 2006b; Fantini, 2000).

According to the study conducted by Deardoff (2006b), the assessment of intercultural competence needs to be based on the mixed method systemically including both qualitative and quantitative data collection tools, which is the research methodology applied in the assessment of our critical intercultural training. In line with the study carried out by Liaw (2006) which aimed to foster intercultural competence through collaboration with the speakers of other cultures, in our study the knowledge dimension stood out as one of the prominent intercultural aspects. The quantitative research findings related to the knowledge dimension indicated that even though both student groups showed almost the same performance in the pre-test stage, the experimental group having explicit exposure to intercultural knowledge with the intellectual criteria of critical thinking skills outperformed the control group at the end of the training. Under the critical intercultural knowledge, student teachers were asked to respond questions related to Geert Hofstede's cultural dimensions which categorize nations as individualistic/collectivistic, masculine / feminine, uncertainty avoidance, power distance, time perspective, and indulgence /restraint in order to check their background knowledge related to values that shape cultural behaviors of different nations. In addition to these dimensions, teacher candidates were also tested in terms of their knowledge related to intercultural competence aspects like politics, economy, religion, sex roles, non-verbal behaviors, and cultural traditions. Before the training stage, it was noted that most of the students had poor intercultural knowledge. Student teachers not only lacked familiarity with socio-political aspects, behavioral patterns, and values of the target culture but also their own culture. Their knowledge of traditions, customs, religious beliefs, language, and non-verbal communication was limited. In order to develop their intercultural knowledge, during the training stage, learners were exposed to a number of intercultural tasks that they were supposed to meet the critical thinking criteria to complete.

According to Volet (2004), internalization cannot be considered only as intercultural competence development process, it also needs to cover the development of critical thinking skills for the critical reflection of any related knowledge. Based on the Council of Europe's (2003) principles related to intercultural education and in specific for democratic citizenship, like experiential, active, and cooperative learning, critical thinking skills

should be essential components of democracy teaching. Thus, in order to activate their critical thinking skills, participants were asked to search, analyze, evaluate, and create their own synthesis related to intercultural aspects. While writing and presenting their own synthesis they were required to fulfill the intellectual standards such as clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness (Elder & Paul, 2008). After training stage, student teachers were tested with intercultural adapted test and it was recorded that the group that was trained for the acquisition of critical intercultural knowledge got significantly higher scores than the control group. Additionally, based on the qualitative findings regarding knowledge aspect, they also reflected positively. They indicated that they constructed a considerable knowledge of traditions, wedding, funeral ceremonies, different religious beliefs, proverbs, metaphors, political systems, power distance, and clothing etc. Moreover, some of the students also stated that before this course they had not known that these cultural aspects would cause cultural differences as they did. They pointed out that not only with their own effort but also through the other student teachers' views of other nations and cultures; they had detailed knowledge of different intercultural points.

For the acquisition of intercultural competence, the other intercultural component in this study model was intercultural awareness. As in the case of the development of intercultural knowledge, the research results collected related to the participants' pre conditions in terms of their awareness level in both their own culture and in other cultures were very basic and superficial. However, by deeply engaging with the values, beliefs, and behaviors of their culture and other cultures, they both quantitatively and qualitatively demonstrated a higher level of intercultural awareness. According to Nugent and Catalano (2015), foreign language education curriculum integrating critical cultural awareness creates learning environment in which learners have the opportunity of transferring their classroom learning to the real world while practicing their critical thinking skills. As the outcomes of our training, almost all students developed awareness in the various roles of economic, political, religious factors shaping cultures or triggering cultural differences; they had an understanding in intercultural situational variables like role expectations, hierarchical structure of the societies, differences related to power distance, and verbal or non-verbal communication styles etc. Some of the participants confessed that before the course they did not give that much importance even to the culture itself; but now, they stated that they realized that they had deep understanding not only in culture itself but also its dimensions.

The other student groups indicated that they recognized that they even were not totally aware of their own culture. One participant stressed that the more people interacted with other cultures, the more chance they could give their culture to live more and the more they could have good relationships with different cultures. Another student teacher stated that she had the awareness of inappropriateness of judging people with their cultural beliefs and she added she developed more awareness about the importance of human rights.

Developing intercultural sensitivity is the last component and the main departure point of this study. Expressively, developing intercultural knowledge and equipping student teachers with the awareness of intercultural aspects have been taken as a step further for the ultimate goal, which is to empower teacher candidates to be more intercultural sensitive. According to Bennett et al. (2003), being intercultural sensitive is the process of having “a mindset capable of understanding from within and from without both one’s own culture and other cultures”. In parallel with this ultimate aim, as a desired outcome of this intercultural training, concerning intercultural sensitivity participants demonstrated significant and positive changes. Feeling more comfortable living with the people who have different cultural backgrounds, being more willing in appreciating and acknowledging cultural differences, feeling less threatened about losing own cultural values, giving more chance to socialize with people having different cultural values and behaviors, being more brave in facing with own prejudices and stereotypes related to own culture, nation, and other cultures were some of the positive changes recorded in quantitative findings. Based on the excerpts from student teachers’ reflections, regarding to empathy which is cited in Sinicrope et al. (2007) as an ability of understanding the thoughts and feelings of other people, some participants stated that how they recognized that they were not as empathetic as they thought towards other people and cultures. The importance of basing the criticizing of other cultures on some criteria and being impartial in this process was another reflection given by the participants. In terms of valuing others, some of them stated that they had viewed themselves as open-minded and they thought that they had been open to new cultures but after the course they recognized that they had not been open at all and they added that they started to change to be more willing to learn and interculturalise. Even one of the participants pointed out that he thought that other cultures should carry the same features with his own cultures as he did not tolerate differences at all; but throughout the course he realized that his thoughts started to change by being more

familiar with other cultures and he added that now he thought that each culture was beautiful with their own unique features.

In parallel with our findings, the study carried out by Chen (2010) also indicated that having high level of intercultural sensitivity minimized the reluctance in engaging with the people of other cultures and the tendency of narrow-mindedly judging other cultures with own cultural norms. With the positive changes in test scores and participants' reflections on their intercultural development, we have seen that through basing intercultural competence on critical thinking cognitive skills and dispositions not only help students to be more knowledgeable, aware , and sensitive about cultural differences and interaction but also let them have more grounded change in developing personal traits like being more open-minded, unbiased, curious, respectful, flexible, and empathetic towards new people and cultures, which is totally comply with the intercultural sensitivity definition of Chen and Starosta (1997) that it is the ability of recognizing and thinking highly of cultural differences needed for "appropriate and effective behavior in intercultural communication".

CHAPTER 6

CONCLUSION

6.1 Critical Thinking and Intercultural Competence Beliefs and Objectives in SLTE

The teaching objectives provide details related to instructional process, adapted activities, chosen materials, and assessment procedures, all which guide teachers to systematically plan the optimal learning conditions for their learners' success in dealing with contemporary and future challenges. Mastering a language is a lifetime experience which needs to address the acquisition of the ability of critically thinking, evaluating, analyzing, communicating, and in short, living within internalization conditions. Obtaining successful and effective results in any language teaching necessitates the assurance of the application of integrated approach both into learning and teaching process. The development of language should be a shared responsibility of all subject teachers and needs to be integrated into other subjects as well (Fleming, 2010). Integrated approach to language teaching and learning education changes students to be more responsible individual and citizen (Fleming, 2010). At this point, active learning takes student at the center of the process and advocates teacher education for training teachers who are emotionally and professionally involved in planning and can signify students' guidance in learning (English, 1997). According to the Standards for Foreign Language Learning (1996), the learning goals based on language and culture can be grouped under the 5 Cs as communication, culture, connections, comparisons, and communities that is students competent both in language and culture can

- communicate with people belong to different cultures with the purpose of providing or gathering information

- understand written and spoken language based on various topics and can provide information regarding different topics to other people
- gain deep understanding of their language and culture
- possess self-awareness and understanding of other cultures
- take part in the global world and market
- develop proficiency in other languages and compare and contrast these studied languages to comprehend language nature
- possess different learning styles and adapt to different learning conditions
- acquire information in different subjects through target language
- use the language both in school context and outside
- be part of a life-long learning by using the language both for fun and personal growth

Gaining deep insight about the nature of teaching and classroom environment is based on the systematic research on the real actors of teaching. This systematic inquiry not only provides data about the teaching behaviors but also gives information about the cognition and beliefs that shape the instructional practices (Burns, 1992; Fang, 1996; Mayer, 1985). In this respect, the objectives chosen and adapted by teachers in their language classrooms are put under the investigation in order to develop a critical eye and raise teachers' consciousness about their decision making process, actual teaching, real practices, and the link between these practices and aforementioned learning goals highlighted in the foreign language education related literature. In accordance with the findings collected through the survey on foreign language teachers and their tendency for integrating intercultural competence (Sercu et al., 2005) in their instructional process, foreign language education objectives highly stated by teachers were grouped around more traditional language learning objectives, which are mostly based on the development of linguistic and communicative competence. In addition to training learners to be competent in communication in foreign language and studying literary works, enhancing learners' motivation and developing general skills including learning objectives that are related to learning in other curriculum subjects are the other highly rated objectives by the participant teachers. Regarding integrated language learning which targets the integration of culture and language, teacher educators preferred to put cultural learning objectives into third place in their importance ranking related to language teaching objectives. In contrast with

the modernization and internalization attempts in foreign language education to take it beyond borders and gain it global and intercultural standards, based on the participants' responses culture teaching objectives are still thought as objectives need to be developed separately from general language teaching objectives, which is far behind the principles of intercultural competence development in foreign language teaching and learning.

In accordance with the dimensions suggested by Sercu et al.'s model for culture teaching objectives (2005), the development of attitudinal dimension is the mostly stated by educators among other dimensions like knowledge and skills. Within this dimension, they put the emphasis on the promotion of positive attitudes or feelings development towards intercultural empathy, openness, and fairness towards different cultures and people. Additionally, they also indicated that raising learners' awareness of general and specific cultural essentials both in own culture and other cultures were the other objectives they had in their culture teaching objectives. Educators' language teaching objectives are mostly general and traditional language teaching objectives that ignore the culture teaching; however, when specifically asked, teacher educators indicate more modern approach to culture teaching objectives which are beyond pure knowledge transmission and aim to develop specific personal traits and intercultural sensitivity. With respect to Fleming (2010), for the purpose of achieving unity and multi-perspective in the objectives of foreign language education and culture teaching, it is necessary to view the development of cultural and intercultural competence as "personal growth and development" instead of the accumulation of superficial knowledge in own and other cultures, which entails taking culture teaching in foreign language education from discrete level to the integrated level. One of the most important ways to achieve this aim is to motivate and provide optimal conditions for the teachers both conceptually and financially to contribute with their professional development in interculturalising their instruction and to inspire the idea that they are life-long learners that need to cooperate with colleagues and reflect on their process (English, 1997).

Research on teacher' beliefs and how these beliefs shape their teaching have a long history as it is believed that teachers bring their own meanings into their teaching and professional development in accordance with their own beliefs and perspectives (Horwitz, 1985). Additionally, Brown and McGannon (1998) based their study on the teachers' language teaching beliefs and teachers' roles, Johnson investigated the beliefs of pre-service teachers

about second language teaching and classroom teaching, and Peacock (2001) searched the phenomenon of belief change among second language teachers (Borg, 2003). According to Richardson (1996), beliefs are world based mentally and emotionally shaped “understandings, premises, or propositions”. Considering language teaching context, being decision-makers, teachers construct their teaching or classroom behaviors with words, terms, images, theories, and questions, which are all based on knowledge and beliefs. In this sense, diving deep into their thinking and teaching practice entail more all-embracing research on this interrelation and “symbiotic relationships” between their cognition which is the belief part and the actual teaching (Cumming, 1989; Foss & Kleinsaaer, 1996).

The change in teaching practices is based on the change in teacher beliefs which are damaging for their teaching and learning process (Kennedy, 1996). With this respect in mind, we believe that the improvement of educational process essentially requires the understanding of how teachers undertake their profession and put their theoretical knowledge into practice during their actual teaching. In order to see the whole picture to have an idea about our educators’ views and practices related to critical thinking and critical pedagogy in language teaching and intercultural competence development, teachers’ beliefs about critical thinking and their teaching practices were the first part of our teachers’ beliefs search continuum. Regarding the definition of critical thinking, almost all of them uttered the difficulty of defining critical thinking either due to not putting thought on it or not being knowledgeable about it, which is in line with one of the challenges highly stated in critical thinking literature (Kennedy et al., 1991). Teachers’ being supported with more solid and concrete definition of critical thinking with more tangible examples will minimize the vagueness and increase teachers’ motivation in including critical thinking into their teaching (Fani, 2011; Thompson, 2011). Based on their challenging definitions, they defined critical thinking as a process of questioning any issue or conditions and having connection between the background knowledge and the newly acquired one before making any decision. Teachers’ beliefs and thought regarding critical thinking are a bit problematic and deficient as they do not contain the most important aspect of critical thinking which is to base own thinking on intellectual standards or criteria in order to have intellectual, fair, deep, broad, and impartial critical thinking (Facione, 1990; Paul & Elder, 2008).

With the aim of getting better results in language classrooms which are integrated with critical thinking, first of all teacher candidates' limited knowledge about critical thinking and their detrimental beliefs hindering its promotion in their language teaching need to be searched, changed, and teachers also need to be theoretically and practically supported with both cognitive and affective aspects of critical thinking.

Educators' identifications related to the cognitive skills included in critical thinking were listed as questioning, inquiring, interpreting, analyzing, synthesizing, and evaluating. Considering the cognitive critical thinking skills like decoding significance, clarification of meaning, examination of ideas, identification and analysis of arguments, assessing claims and arguments, questioning evidence, anticipating alternative hypothesis, drawing conclusions, presenting results, providing details related to procedures, self- assessing, and correcting as indicated in Delphi Report (Facione, 1990), student teachers have superficial understanding of the cognitive dimension of critical thinking. Based on the categorization of critical thinking into three dimensions (Paul & Elder, 2008) as analytic part that is dividing the studied whole structure into elements to study on; evaluative part that is related to making evaluative judgment of these structures, and the last stage creative part is related to bringing forth own outcome or conclusions based on the combination of evidence and own imagination, it can be indicated that teacher candidates have limited knowledge on the analytic and evaluative parts and almost no indicated personal expressions or explanations about the creative part of critical thinking. According to Norris (1985), besides using rational standards to evaluate own and others' thoughts, critical thinking also entails to be "productive" or creative in order to be more critical and sensitive to see the alternative views or conclusions. Having tendency, dispositions, to use critical thinking abilities is as important as having cognitive critical thinking skills (Ennis 1993; 1996; Facione, 1990; Halpern, 1999; Norris, 1985; Paul & Elder, 2008; Weinstein & Preiss, 2017). As well as using the "right skill", a critical thinker also needs to have that "inclination" or "habits of mind" to decide when, where, and how to use that right skill (Halpern, 1999; Tishman et al., 1995). Among the list of basic dispositions (American Psychological Association, 1990) that an individual thinker needs to develop to be an ideal critical thinker like being inquisitive, being well-informed, developing trust in investigation based on reasoning, having self-assurance in own reasoning, being open to different views, sensitive to viewpoints of other people, being honest to own biases, willing to perform honest reflection, being clear in putting forward the problem, being systematic

in dealing with complexity, showing persistence in finding out the essential information, and feeling the need of using reasonable criteria, the general thought that teacher candidates have that a critical thinker needs to possess the dispositions of being autonomous, inquisitive, open-minded, initiative, empathetic, unbiased, and self-conscious, which only refers to a small part of the whole spectrum of critical thinking dispositions.

As put forward by Halpern (1999), some certain critical thinking skills can be taught and integrated into teaching process. However, teaching critical thinking skills can be a demanding and tough process. In terms of promoting critical thinking skills in their language teaching, teacher educators also stated that they would like to integrate these skills into their teaching; nevertheless, due to a number of reasons they indicated that it was challenging to have an effective integration. One of the reasons given by the educators related to this challenging nature of critical thinking development was their already acquired teaching style and their teaching habits that did not comply with critical thinking. Thinking the new century and the intellectual attempts to infuse critical pedagogy into education of all subjects, a great number of teachers' conservative attitudes that promote more traditional teaching styles are still a big obstacle in appropriately and effectively teaching critical thinking skills (Portelli, 1994). Based on their these traditional approaches and attitudes, they think that critical thinking teaching is also an "objectifiable craft" which can be expressed and taught in one fixed and concrete manner which is free from context, learners, or any individual differences (Gay & Kirkland, 2003).

The next highly stated or implied reason was their superficial knowledge related to critical pedagogy both in theory and practice and educational background which was not enough supported with critical thinking. If teachers are not accustomed to the dimensions of critical thinking and how to teach them in an appropriate way, it will not be easy or possible for teachers to train their own students with these skills either (Fani, 2011). According to Paul et al. (1997), even though teachers attempt to integrate critical thinking skills into their teaching and their objective, they have difficulty in making distinction between the content and critical thinking. In addition to their teaching experiences, educators also highlighted one fact that it was not at all easy to break the students' reluctance to change and acquire new learning styles and strategies which are more conducive to develop critical thinking skills. In this respect, both teachers and learners need to be motivated to be a critical thinker. To achieve this aim, curriculum, teaching

objective, and teacher beliefs need to be critically re-assessed, and essential changes need to be done to open more room for critical thinking teaching and learning (Thompson, 2011).

Within its multifold feature that encompasses cultural elements from belief system, values, traditions, religion, family life to its literature, it is unavoidable for culture teaching to be shaped and enriched with all these entities. According to Kramsch (1993), communicating with the people that speak other languages is itself a cultural behavior. While shaping the culture itself, language also works as a “medium” of culture transfer (Paige et al., 1999). Thus, not taking this strong link between culture and its language, and being culturally ignorant in target culture and in the integration of the culture teaching into teaching process without any specific culture teaching goals can be shown another important reason behind ineffective and poor language learning (Nault, 2006). Bearing in mind culture teaching in the context of second and foreign language education, language classrooms need to appeal learners’ all senses by referring all aspects of own culture and other cultures as being familiar with the target culture requires being acquainted with own culture. Culture and language cannot be thought as separate and unrelated as they mutually affect, reflect, and are transferred through each other (Sun, 2013); therefore, providing culturally responsive language teaching, cultural diversity should be promoted and protected through sustaining “educational equity” by forming culturally and racially societies in school and out-of school (Gay, 2013). According to our participant educators’ responses related to what extent they believe that they are familiar with target culture, teacher educators stated that the topics of “daily life and routines, living conditions, food, and drink”, “literature”, “education, professional life”, and “youth culture” were the main aspects of the target culture that they believed that they had the required degree of information and familiarity to integrate them into their language teaching. According to Smylie (1995), educators’ being knowledgeable about the subject or teaching methodology about how to put this knowledge into practice is not enough for getting expected and high quality results from teaching, teachers’ beliefs and related perceptions also need to be changed. In this respect, for effectively presenting cultural diversity teachers should go through an attitudinal transformation through embracing children of different ethnicity, developing empathy and showing respect to the culture and life-styles of children. Additionally, they need to be honest and brave to face with the fallacies and shortcomings of traditional approaches and attitudes in promoting culturally responsive teaching, take action towards changing this

inadequacy of old system that has existed insufficiently for a long time, and finally they need to be willing to promote “equality” and “social justice” in their teaching (Nieto, 2005).

Concerning their teaching time distribution among language teaching and culture teaching, almost all participants expressed that half of their teaching time was devoted to culture teaching. Additionally, they notified that they spent this time for teaching more modern and intercultural oriented aspects of culture which involve attitudinal and skill development rather than traditional way of knowledge transmission. In contrast with the knowledge dimension of culture teaching, teacher educators also agreed that culture teaching needed to take attitudinal and skills dimension at the center. With reference to these two aspects, they reflected that they not only supported learners to develop positive attitudes toward other cultures but also provided them with more room to articulate their opinions through reflecting on their experiences. According to Paige et al. (1999), culture teaching needs to meet the culture learning needs of learners in developing cultural knowledge, skills, and attitudes that help them to communicate with the people of other cultures. Teachers of English language should incorporate language and culture teaching with the latest trends and need to update themselves about “whose culture should be taught, what goals should guide culture teaching, and how culture-related course materials should be designed and selected” (Nault, 2006). While fulfilling these procedures, they also need to take their learners’ cultural beliefs, feelings, and understanding into consideration (Crozet & Liddicoat, 1997).

According to Hall and Hall (1990), culture plays the role of decisive factor in our perceptions, reactions to different situations, and our relation with the people of other cultures. Even though culture has highly significant role in second and foreign language education, it still does not get the attention and concern it deserves (Nault, 2006). However, with the international endeavor in all area from politics to education, gaining global aspect to the language education has become the foremost objective in intercultural competence development in language teaching. In this sense, internationalization aims academic world to “have the ability to understand, appreciate, and articulate the reality of interdependence among nations” and train its staff and students to adapt this internationalization trend (de Wit, 2002). Concerning language education, intercultural competence targets a mutual awareness of other people with different identities or multi

identities and necessitates the development of sympathy toward their beliefs and feelings. According to Bennett (1993) this is the developmental continuum which starts with ethnocentrism and finalizes with the ideal intercultural sensitivity level of ethnorelativism. In this process, individual is expected to positively change from viewing the world only from own culture window to seeing all cultures as related with each other and recognizing the fact that understanding each culture and reaching a judgment related to each cultural behavior can only be done within the context of that culture (Bennett, 1993). Language teachers' role in this development process is to motivate themselves and their learners to bravely face with their stereotypes related to other cultures and to take action in order to be an interculturally competent individual who can consistently perform cultural empathy, openness, and sympathy toward other cultures and its people.

As it happened in the definition of critical thinking and stating their beliefs related to critical thinking, teachers educators participating in this study had difficulty in elaborating on intercultural competence in terms of theory or its practical application in their language classrooms. They enthusiastically agreed with its importance in language education and eagerly ready for integrating it into their instruction, as they believe as indicated by Hayward (1995), not effectively and appropriately equipped with international competencies, it will not be easy for students to survive in this new global world and they cannot be a global citizen. However, they accepted that defining intercultural competence was notoriously difficult for them to do. The general expressions used by them to explain it were "communicative competence", "knowledge", "awareness", "different cultures and life styles", "positive attitudes towards others", and "interacting with other cultures". In line with the intercultural theory suggested by Byram (1988; 1997), Bennett (1993), Bex, (1994), and Sinicrope et al.(2007), educators believe that they need to have knowledge not only related to their cultures but also other cultures. More specifically according to Thomas (2003), besides these aspects intercultural competence is fundamentally about being part of intercultural interaction with other cultures through showing effort to minimize negative thoughts and misinterpretations and through sharing a mutually agreed, "acceptable", and "productive" way to solve any intercultural problems. The attitudinal elements of intercultural competence pointed out by our participant educators' responses were mainly about being "open-minded", "showing tolerance and respect to the cultural variety and differences", having "empathy", and being fair in dealing with other cultures and their people. Besides cognitive and behavioral dimensions, as stated by our participants an

interculturally competent individual also needs to develop a number of affective elements and personal traits like being unprejudiced, open-minded, and being open to interaction (Chen & Starosta, 1997). On the point of applying intercultural components in language instruction, teacher educators provided a large spectrum of activity and material repertoire including pair and group works, discussion boards, videos, songs, passages, movies, websites, authentic materials, and related informational technologies, and they also emphasized that taking part in abroad projects should be in the agenda of teachers and student teachers. While stating these practical options, educators accepted one point that they did not know in detail and in a principled way about how to enrich their teaching and intercultural development within these teaching alternatives and materials. However, while describing the content of their actual teaching activities, the indicated activities were mostly knowledge-based and teacher-centered activities which include knowledge transfer.

Concerning practical issues in integrating culture into teaching process, according to Crozet and Liddicoat (1999), the principles of infusing cultural elements into language teaching, designing or applying materials that expose learners both to own culture and target culture, adapting multi and “cross-cultural perspective” with all cultural aspects, training teachers about this integration process, supporting and conducting research that explain the ways of language use in other cultures, and advocating more studies that provide idea about second culture acquisition and intercultural competence development need to be kept in mind.

The promotion of critical thinking skills in education aims to train learners as critical thinkers who can initiate and clearly and logically formulate critical questions, collect and check the credibility of the needed information, construct this information with abstract ideas, draw rational conclusions based on certain standards and intellectual criteria, adapt an open-minded approach to check the alternatives, and solve the problems through effective communication (Paul & Elder, 2008). As stated by Halpern (1999), there are distinguishable critical thinking skills that can be integrated into teaching process and can be learned within a systematic teaching and through this explicit teaching learner can transfer these skills across other subjects regardless of any domains. Considering the goals determined by education, promoting critical thinking skills has always been highlighted in all educational levels even though it still has not been fully regarded in classroom as it

deserves (Gelder, 2005). Despite being challenging and difficult to learn, the execution of critical thinking skills can be possible with practice and through making learners occupied with it (Gelder, 2005). However, in this sense practice does not mean aimless “repetition of skills”, rather, it is the training of critical thinking knowledge, appropriate strategies, developing awareness, and the application of the essential criteria and standards (Bailin et al., 1999).

In addition to a great number of sub-skills like interpretation, analysis, inference, evaluation, explanation, and self-regulation, learners also need to have right thinking dispositions to use these cognitive skills (Facione, 1990). Being “self-directed, self-disciplined, self-monitored, and self-corrective” thinking, critical thinking is a conscious process that needs to be backed with appropriate attitudes, traits, and dispositions to be effectively activated in the right place (Paul & Elder, 2008; Halpern, 1999). Being open-minded, fair-minded, having “the desire for truth”, and being inquisitive are the rest of the other “sensitivities” necessary for mind to be programmed for critical thinking (Bailin et al., 1999). For our participant teacher educators, critical thinking is mainly about “questioning, having doubts about the information”. In addition to these cognitive skills, they defined critical thinking as having some personal traits like being curious, unprejudiced, open-minded, and tolerant of others’ criticisms. However, according to Pascarella and Terenzini (1991) critical thinking is more complex and comprehensive notion that encompasses the abilities of decoding main points and assumptions, distinguishing the relationships, drawing conclusion based on reason and evidence, and checking the credibility and reliability of the conclusions and the evidence. It is a kind of thinking that let you have decision and control on your beliefs and actions (Ennis, 1985). Comply with its importance in education at all levels; adapting more active learning atmosphere is the first principle for critical thinking teaching highlighted by the participants. They elaborated this active learning process as students’ having right to decide topics, teaching materials, and classroom activities. Even though participants have a schema in their minds regarding active learning and its place in critical thinking teaching, they still have difficulty in providing details in integrating critical thinking skills into this teaching and learning process. From the attitudinal perspective, teachers believe that criticality should be a consistent part of language education or any academic domain; however, in terms of theoretical point they accept they adopted an ignorant teaching methodology.

Compared with the teachers' stated classroom activities which are more about active learning, classroom observations showed that in their real teaching teacher educators applied just the opposite teaching methodology which was more teacher fronted and dominant teaching which includes lecture, reading activities, and question-answer procedure. The only instructional modes they used that provide opportunities for critical thinking were teacher questions. The detailed analysis of these teacher-initiated questions were mostly display questions that functioned for checking students' previous knowledge and displayed students' knowledge related to topics. The thought-provoking questions which are more referential and entail students' thinking effort to criticize the content and put forward own thoughts were either too limited or did not serve for its purpose. On the other hand, according to Bailin et al. (1999), teacher can employ many teaching techniques to develop critical thinking like through "direct instruction", being model, providing a teaching and learning atmosphere which values the use of critical thinking skills and dispositions, and giving constructive and meaningful feedback. In these instructional choices, the use of proper question-answer technique is only one of the ways in promoting critical thinking skills in an active learning (Browne & Freeman, 2000).

In accordance with the framework of critical thinking cognitive skills (Facione, 1990), the questions initiated by teacher educators were in the category of interpretation, analysis, knowledge, and comprehension level. Within these questions, students are expected to show their understanding related to content, define any words or concepts, and give detailed information related to any situation or event. The answers given by the students were mostly not communication oriented or lacked any expressions of personal thoughts, which made the interactional flow lack of authenticity of real communication. Regarding the other critical thinking cognitive questions involved inference, evaluation, explanation, or self-regulation sub-dimensions were very rare in teacher-student interaction pattern. According to Halpern (1999), recalling information is not enough for developing critical thinking; rather, teachers purposely and consistently need to train their learners to have "the ability to judge the credibility of an information source". As the asked questions did not require long responses, clarification, or new formulation of responses, in their responses students mostly recalled, summarized, defined, or paraphrased already learned information. In very limited incidents, they were not at all scaffolded to produce new information, draw new conclusion, present possible alternative responses, or in general provide own thoughts related to topics. Having knowledge about critical thinking will not

guarantee its development, learners need to “engage in critical thinking” (Gelder, 2005), which can be effectively done through asking right questions, engaging in meaningful and thought-provoking interaction.

6.2 Intercultural Competence Development in Second Language Education within Critical Thinking Skills

One of the buzzwords in education for 21st century is internationalization that can be defined as the endeavor of maximizing the importance of dependence of each other in the world through promoting international concepts, materials, and behaviors in society, education, and research (Ellingboe, 1997). Multicultural or internationalization ignorance in teachers will not take the teaching process further from a vicious circle which only turns around the concepts, ideas, and aspects that are limited only to the teachers’ own culture and society (Ladson-Billings, 1991). As educators design their teaching and classroom to prepare their learners for intercultural world, employers also seek employees that can work and adapt intercultural business (Sercu, 2004). However, due to being complex and multi-perspective concept, it makes the process of its adaptation, integration, and application in education challenging (Deardoff, 2006b). As in all sophisticated phenomena definition and clarification of the concept is the very first and important step in drawing a systematic path for its understanding, integration, and development, intercultural competence in our study context is based on the notion of having knowledge about oneself and others, developing skills for interpretation, discovery, and interaction, and appreciation of others’ beliefs and actions (Byram, 1997). Simply stated by Wierlacher (2003), intercultural competence is a “creative ability” needed to connect people with different cultural backgrounds. According to Fantini (2006), intercultural competence shapes this intercultural interaction to be performed in an appropriate and effective way. Specifically the dimensions adopted in this study context which primarily aims to foster intercultural competence in teacher candidates through the use of critical thinking skills are critical intercultural knowledge, awareness, and sensitivity within C-KAS model.

Basically, the knowledge component includes the understanding of all cultural elements, general and specific values, and behaviors both in own and other cultures. In order to get desirable outcomes and effectively integrate intercultural competence into language

teaching abide by human reasoning and human rights, within verbal and non-verbal aspects of target language, intercultural competence model aspects were prescribed in course syllabus (Byram et al., 2003). Based on the cognitive thinking skills and intellectual standards such as breadth, depth, clarity, accuracy, and fairness intercultural elements ranging from politics, economy, history to traditions and festivals were deeply studied within critical thinking dimensions in order to guide learners to have deep, fair, bias-free, and multi-perspective understanding not only in own culture and its people but also in other cultures and people. The second dimension, critical intercultural awareness is, on the other hand, refers to the development of consciousness and recognition in oneself, host culture, other cultures, and other people, which is both the cause and outcome of two other dimensions also. While playing a driving force and motivation to learn more about cultural issues and cultural diversity, intercultural awareness also lets the individual have a deep reflection on own experiences and intercultural exchanges with other people. Because of this, Fantini (2006) puts it at the center of the KASA paradigm. As a last dimension of our critical intercultural competence model, critical intercultural sensitivity shaped with intellectual virtues of critical thinking is a personal and attitudinal transformation to develop positive traits and attributes essential for life-long and consistent intercultural competence. According to Byram's (1997) model of intercultural competence, intercultural attitudes refer to the judgment of own beliefs and values from a larger point of view and they also refer to the process of appreciating others' cultural values and behaviors. For Chen (1997), this understanding and appreciation of cultural diversity within intercultural sensitivity is the cause for "appropriate and effective behavior" in intercultural communication. As students are the ones who live the culture and who are exposed to cultural differences, exchanges, and interpret the culture within their understanding and recognition, student teachers were taken as "participant" in the assessment in order to get their own interpretations and reflections related to the training (Paulson et al., 1991). As one of the main objectives of this study is to access the real meaning underlying the learners' experiences and attitudes triggered through this research, student teachers were especially encouraged to adopt a critical approach to their intercultural competence development and "reflect critically" on this process (Hallet, 2002).

Based on the study findings concerning critical intercultural competence development it was seen that teacher candidates in each study group control and experimental group did not show any significant difference in terms of their initial states. However, as an outcome

of intercultural training within critical thinking skills both cognitive skills and dispositions, explicitly being exposed to critical intercultural teaching let the experimental group be more successful in the development of critical intercultural competence components. While culture general objectives dealt with having a cultural identity, its role in communication, and the notion of cross-culture, culture specific goals were shaped around the cultural elements of politics, history, geography, beliefs, and interactional variables etc. (Göbel & Helmke, 2010). Concerning intercultural knowledge component which included the intercultural points of Geert Hofstede's cultural dimensions like individualistic/collectivistic, masculine / feminine, uncertainty avoidance, power distance, time perspective, and indulgence /restraint, and other cultural elements such as politics, religion, traditions etc, the deep analysis and interpretation of both quantitative and qualitative assessment procedures and tools indicated that teacher candidates could systematically and positively construct intercultural knowledge if they took part in any explicit and critical criteria based training.

Additionally, it was also noted that participants not only develop knowledge in other cultures and their people but also critically learn more about their own culture. For their development in critical intercultural awareness, besides test scores that show their positive change and success in developing awareness, participants also articulated detailed points related to this change and they accepted that they became more responsive to the cultural differences, beliefs, values, behaviors, situational variables, society structures, verbal and non-verbal variables. Based on the reflections, the integration of critical thinking skills into teaching process enhanced this awareness to be more reasonable, standard-based, less ego, and culture-centric. Interrelated with other two dimensions intercultural knowledge and awareness, intercultural sensitivity was the other dimension that let teacher candidates, as an individual and teacher, develop more appropriate and acceptable attitudes and personal traits to live, engage with other people from different cultures, be more honest and ready to see the already rooted own personal or cultural biases or stereotypes related to other cultures and people, be more empathetic and open-minded to see and judge the situations from other cultures' and people's perspective, and develop more ethno-relative perspective in themselves and their students to be more critical and active in new intercultural world. These positive outcomes attained through this study indicate that the change in teacher education which advocates more intercultural approach to teaching can be possible with teachers' developing consciousness in cultural differences and their effort in identification

and appreciation of their students' culture, point of views, and cultural experiences (Yuen, 2009)

6.3 Limitations and Suggestions for Future Research

The development of critical thinking skills and intercultural competence are the essential aspects of higher education and all levels of education. The primary objective of this study is to increase the teacher candidates' level of awareness, knowledge, and sensitivity within the criteria and standards of critical thinking dimensions. Therefore, this research study aims to provide theoretical and practical suggestions for the teaching critical intercultural competence. However, as may occur in any study, this research study also has some limitations that need to be stated and put into account before its findings and suggestions for the future research are evaluated and put into serious consideration by any researcher. The implementation of critical thinking skills in the development of intercultural competence model is primarily based on the definitions and scope of these two concepts. As one of the challenges and limitations of this study is the comprehensive nature and difficulty in defining the phenomena of critical thinking and intercultural competence. In addition to its significant roles in education, intercultural competence within the perspective of critical thinking is too broad concept that concerns every aspect of life as it mainly deals with being responsible, critical, and interculturally individual, professional, and democratic citizen. In order to minimize any misunderstandings or any theoretical vagueness, a broad literature search was conducted and the research phenomena were divided into sub dimensions and sub-skills. The other limitation that entails long and more critical thought and preparation before starting the data collection and training stage is the designing the syllabus, the selection and the adaptation of the activities and materials.

Determining criteria and standards in material choice and their integration is a sensitive and tough process; depending only on the pre-prepared materials or applying available activities do not effectively and sufficiently meet the needs of research foci. Not only creating a teaching environment appropriate for active learning and student-centred approach that accompany all students and classroom dynamism but also having all intercultural teaching procedures and resources in comply with the principles of critical thinking skills and dispositions requires more teacher thought, time, and commitment. Considering Information Age and internationalization which provide a large platform and media with wide range of information and cultural differences, equipping learners with

appropriate competence and strategies in order to succeed in carrying out a successful evaluation of information and to be part of this cultural diversity requires true and genuine understanding and internalization of intercultural competence enhanced with critical thinking.

The full and successful mastery of critical thinking and intercultural competence never ends and it is a life-long and complex process. 10 week period of time for data collection and training put highly significant limitations on any kind of skill development. Due to the other considerations related to the context and the dissertation, before drawing conclusions it should be kept in mind that this short amount of time allotted for this study restricted and influenced the interpretation and the generalizability of the findings. The development of critical thinking and fostering intellectual empowerment in any subject domain or individual is a complex process which includes cognitive psychology, affective dimension, and skills essential for problem-solving. Thinking as an entity, critical thinking promotion in intercultural not only depends on the willingness, readiness, and consistent motivation of teachers but also asks for the same performance from learner side. However, mental distortions, faulty reasoning, personal biases, lack of confidence in reasoning, and not showing enough courage to fight with readymade information, ego and ethnocentric beliefs and perceptions put the process of attaining study goals into jeopardy. At the end of this study, we had a chance of getting good results and witnessed the fact that within explicit teaching the development of intellectual quality in intercultural coexistence could be achieved in education and especially in language education. Nevertheless, sacrificing more time, getting more colleague support, and building institutional dynamism may promise more long-lasting and effective results.

In terms of providing recommendations for all the agents responsible for the integration of critical thinking and intercultural competence into education, research, and in other fields of life the first principle needs to be taken into consideration is that the development of these competencies of Information Age and global world should be a shared goal and endeavor of all people and institutions. Considering education, from very beginning level of education to higher education including all academic domains and from curriculum developers to parents, all members of this cycle need to be aware of their responsibilities and actively take action. Most importantly, teachers should work with other staff and collaborate with their colleagues regarding in each stage of fostering critical intercultural

competence from designing teaching goals, methodology to materials choice and assessment procedures.

In addition to teachers' own knowledge and awareness both in own subject and intercultural competence within critical thinking skills, learners also should be made consistently aware of the programme goals and should be explicitly taught about the motives that why they need to be a critical thinker and intercultural person and citizen. Within the own institutional policies, institutions also should be part of the movement of critical thinking in intercultural competence fostering. Adapting a systematic and comprehensive framework, institutions need to provide optimal conditions for the staff collaboration, staff and student exchange within different cultures, staff meetings, seminars, expert guidance, teaching and learning atmosphere with appropriate resources that support intellectual and intercultural development. The development of assessment techniques and tools that institutions and teachers may apply to assess their success in attaining institutional and teaching goals related to students' progress in critical intercultural competence development need to be another primary focus. For the further research suggestions, in order to develop a comprehensive conceptual framework related to critical thinking and intercultural competence, teacher educators', teachers, and students' perceptions and beliefs about critical intercultural competence should be searched in a detailed way so as to see to what degree the cognitions and beliefs of all parties are in line with and how the theoretical definitions and explanations given in literature are interpreted and reflected in teaching and learning environment. Language, culture teaching, and the acquisition of the theories need to be scrutinized within critical thinking and intercultural competence principles with the aim of minimizing the limitations and provide more practical suggestions about the promotion of critical intercultural competence in language classrooms. Additionally, curriculum products and teaching materials should be explored abide by the dimensions and principles of critical thinking and models of intercultural competence. In accordance with the needs of the new era and in order to see the possible curriculum solutions and material adaptations needed to maximize the incorporation of intellectual standards, traits, and cultural diversity, more classroom researches should be carried out and supported.

REFERENCES

- Agar, M.(1994).*Language Shock. Understanding the Culture of Conversation*. New York: William Morrow.
- Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001).*A taxonomy for Learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Addison Wesley Longman.
- Angeli, C., and Valanides, N. (2009). Instructional Effects on Critical Thinking: Performance on Ill-Defined Issues. *Learning and Instruction* 19 (4).
- Atkinson, D. (1997). A critical approach to critical thinking in TESOL.*TESOL Quarterly*, 31, 71-94
- Azkarai, A. & García Mayo, M. P. (2015). Task-modality and L1 use in EFL oral interaction.*Language Teaching Research*: 1-22.
- Bailin, S. , Case, R., , Coombs,R. J., & Daniels, B.L. (1999). Common misconceptions of criticalthinking. *Journal of Curriculum Studies*, 31:3, 269-283, DOI: 10.1080/002202799183124
- Banks, J. A., & Banks, C. A. M. (2009).*Multicultural education: Issues and perspectives*. John Wiley& Sons.
- Baumbusch, J. (2010). Semi-structured interviewing in practice-close research.*J Spec Pediatr Nurs* 15: 255-258.
- Bennett, M. J. (1984). *Towards ethnorelativism: A developmental model of intercultural sensitivity*. Paper presented at the Annual Conference of the Council on International Exchange, Minneapolis: Minnesota.
- Bennett, M. J.(1986). A developmental approach to training for intercultural sensitivity. *International Journal of Intercultural Relations*, 10(2), 179-195.
- Bennett, J. M. (1993). Cultural marginality: Identity issues in intercultural training. In R. M. Paige (Ed.), *Education for the intercultural experience* (pp. 109–135). Yarmouth, ME: Intercultural.

- Bennett N, Wise C, Woods PA.(2003) Distributed Leadership: A Desk Study. Nottingham: NCSL.
- Berger PL and Luckmann T (1991) The Social Construction of Reality. Penguin Books: London.
- Bex, A. R. (1994). The problem of culture and English language teaching in Europe.*IRAL*, 32 (1), 57-67.
- Beyer, B.K.(1985). Critical Thinking: What is it? *Social Education*, 49:270-276.
- Bhawuk, D. P. S., & Brislin, R. (1992). The measurement of intercultural sensitivity using the concepts of individualism and collectivism. *International Journal of Intercultural Relations*, 16, 413-436.
- Bird, A., & Osland, S. J. (2004). Global competencies: An introduction. In: H.W. Lane, M. L. Maznevski, M. E. Mendenhall & J. McNett (Eds.), *The Blackwell handbook of global management: A guide to managing complexity* (pp. 57-81). Malden, MA: Blackwell.
- Blattner, N.H. & Frazier, C.L.(2002). Developing a performance-based assessment of student's critical thinking skills.*Assessing Writing*, 8, 47-64.
- Bloom, B., Englehart, M. Furst, E., Hill, W., & Krathwohl, D. (1956).*Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. New York, Toronto: Longmans,Green.
- Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, 36 (2). pp. 81-109
- Borg, W. R. and Gall, M. D. (1989).*Educational Research: An Introduction* 5th. edn. New York: Longman.
- Brannen, J. (2005). *Mixed methods research: A discussion paper*. NCRM Methods Review Papers NCRM/005. Southampton, UK: National Center for Research.
- Bradshaw, A. C., Bishop, J. L., Gens, L. S., Miller, S. L., & Rogers, M. A. (2002). The Relationship of the World Wide Web to thinking skills. *Educational Media International*, 39,275-284.
- Brewster, J. (2009). Thinking Skills for CLIL.*Study for CLIL*. Retrieved from <http://www.onestopenglish.com/section.asp?docid=500472&catid=100077>
- Broadbear, J. T. (2003). Essential elements of lessons designed to promote critical thinking. *Journal of Scholarship of Teaching and Learning*, 3(3), 1–8.

- Brown, A. (1997). Transforming schools into communities of thinking and learning about serious matters. *American Psychologist*, 52, 399–413.
- Brown, H. D. (1994). *Teaching by principles: An interactive approach to language pedagogy*. Upper Saddle River, New Jersey: Prentice Hall Regents.
- Brown, J. & J. McGannon (1998). What do I know about language learning? The story of the beginning teacher. From <http://www.cltr.uq.edu.au/alaa/proceed/bro-mcgan.html>.
- Browne, M. N. ve Freeman, K. (2000). Distinguishing features of critical thinking classrooms. *Teaching in Higher Education*, 5 (3), 301-309.
- Bueno, G.A. (1996). Sociolinguistic and sociocultural competence in McLaren, N.; Madrid, D., *A Handbook for TEFL*, Alcoy, Marfil, pp. 345- 373.
- Burns, A. (1992). Teacher beliefs and their influence on classroom practice. *Prospect*, 7(3), 56-65.
- Burrell, G. & Morgan, G. (1979). *Sociological paradigms and organizational analysis*. London: Heinemann.
- Butler, G.; Heslop, S.; Kurth, L., (2015). A Ten-Step Process for Developing Teaching Units. *English Teaching Forum*.
- Byram, M. (1988). Foreign language education and cultural studies. *Language, Culture, and Curriculum*, 1, (1), 15-31.
- Byram, M. (1989). *Cultural studies in foreign language education*. Philadelphia: Multilingual Matters.
- Byram, M. and Esarte-Sarries, V. (1991). *Investigating Cultural Studies in Foreign Language Teaching*. Clevedon: Multilingual Matters.
- Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Clevedon, UK: Multilingual Matters.
- Byram, M. & Zarate, G. (Eds) (1997). *The sociocultural and intercultural dimension of language learning and teaching*. Strasbourg, Council of Europe).
- Byram, M., Nichols, A., & Stevens, D. (2001). *Developing intercultural competence in practice*. Clevedon, England: Multilingual Matters.
- Byram, M. Gribkova, B. & Starkey, H. (2002) Developing the intercultural dimension in language teaching – a practical introduction for teachers. *Language Policy Division*. Council of Europe, Strasbourg.
- Byram, M. (Ed.), Neuner, G., Parmenter, L., Starkey, H. & Zarate, G. (2003). Intercultural

- Competence. Strasbourg: Council of Europe. Retrieved 16 December 2015 from Garrote Salazar & Fernández Agüero Bellaterra *Journal of Teaching & Learning Language & Literature*.9.4 (Nov-Dec 2016) ISSN 2013-6196 56 http://www.coe.int/t/dg4/linguistic/Publications_EN.asp.
- Chance, P. (1986). *Thinking in the classroom: A survey of programs*. New York: Teachers College, Columbia University.
- Chen, G. M. & Starosta, W. J. (1996). Intercultural Communication Competence: A synthesis. In B. Burleson (Ed.), *Communication Yearbook 19* (pp. 353-383). Thousand Oaks, CA: Sage.
- Chen, G. M., & Starosta, W. J. (1997). A review of the concept of intercultural sensitivity. *Human Communication, 1*, 1-16
- Chen, G. M. (2010). The impact of intercultural sensitivity on ethnocentrism and intercultural communication apprehension. *Intercultural Communication Studies, 19*, 1-9.
- Chin, S., & Williams, J. (2006). A theoretical framework for effective online course design. *Journal of Online Learning and Teaching, 2*(1).
- Choy, S., & Cheah, P. (2009). Teacher Perceptions of Critical Thinking among Students and its Influence on Higher Education. *International Journal of Teaching and Learning in Higher Education, 20*(2), 198-206.
- Choy, S. C., & Oo, P. S. (2012). Reflective thinking and teaching practices: A precursor for incorporating critical thinking into the classroom. *International Journal of Instruction, 5*, 167-182.
- Clegg, J. (2003). *Teaching subjects through a foreign language in the primary school*. BC: Germany.
- Cogan, R. (1998). *Critical thinking: Step by step*. USA: University Press of America.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Earlbaum Associates.
- Cohen, D., Crabtree, B. (2006). Qualitative Research Guidelines Project. <http://www.qualres.org/HomeSemi-3629.html>
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. London: Routledge.
- Collins, A., Brown, J. S., & Newman, S. E. (1989). Cognitive apprenticeship: teaching the

- crafts of reading, writing, and mathematics. In L. B. Resnick (Ed.), *Knowing, learning, and instruction: Essays in honor of Robert Glaser* (pp. 453-494). Hillsdale, NJ: Erlbaum.
- Comte, A. (1988). *Introduction to Positive Philosophy*. Trans. F. Ferre. Indiana: Hackett Publishing Company.
- Connolly, P. (2007) *Quantitative data analysis in education: a critical introduction using SPSS*. London: Routledge.
- Cook, V. (2007). Integrating Schoolaged ESL Learners into the mainstream curriculum. In J. Cummins and C. Davison (eds). *The International Handbook of English Language Teaching* (pp. 487–504). New York: Springer.
- Corbett, J. B. (2003). *Intercultural approach to English language teaching*. Clevedon: Multilingual Matters
- Cornbleth, C. (1985). Critical thinking and cognitive processes. In W. B. Stanley (Ed), *Review of research in social studies education: 1976-1983* (pp. 11-55). Washington, DC: National Council for the Social Studies.
- Coulson, D. and Harvey, M. (2013). Scaffolding student reflection for experience-based learning: a framework, *Teaching in Higher Education*, 18:4, 401-413, DOI:10.1080/13562517.2012.752726
- Council of Europe. (2017). How interculturally competent are you?. Retrieved from <http://www.areyouintercultural.eu/>
- Coyle, D. (2006). Content and language integrated learning: Motivating learners and teachers. Retrieved from <http://blocs.xtec.cat/clilpractiques1/files/2008/11/slrcoyle.pdf>
- Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and language integrated learning*. Cambridge, England: Cambridge University.
- Creswell, J. W. (1994). *Research design: Qualitative and quantitative approaches*. Thousand Oaks, CA: SAGE.
- Creswell, J.W. (2003). *Research Design: Qualitative, Quantitative and Mixed Method Approaches*. Thousand Oaks, CA: Sage.
- Creswell, J.W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Crozet, C. & Liddicoat, A. J. (1997) *Teaching Culture as An Integrated Part of Language*:

- Implications for The Aims, Approaches and Pedagogies of Language Teaching In Liddicoat, A. J. & Crozet, C. (Eds.) *Teaching Languages, Teaching Cultures*. Melbourne: Applied Linguistics Association of Australia.
- Cumming, A. (1989). Student teachers' conceptions of curriculum: toward an understanding of language-teacher development. *TESL Canada Journal*, 7(1), 33-51.
- Cummins, J. (1984). *Bilingualism and special education: Issues in assessment and pedagogy*. Clevedon, England: Multilingual Matters.
- Cummins, J. (1992). Bilingual education. In W. Bright (ed.) *International Encyclopedia of Linguistics*. New York: Oxford University Press
- Dalton-Puffer, C. (2007). Discourse in content and language integrated learning: (CLIL) classrooms. *Language Learning and Language Teaching*, 20.
- Darder, A. (1991). *Culture and power in the classroom*. Westport, CT: Bergin & Garvey.
- Davies, S. (2003). Content Based Instruction in EFL Context. *The Internet TESL Journal*, 9(2). Retrieved from <http://iteslj.org/Articles/Davies-CBI.html>.
- Deardorff, D.K. (2006a) Assessing intercultural competence. In *New Directions for Institutional Research*, Wiley Periodicals, Inc. Published online in Wiley Online Library (wileyonlinelibrary.com)
- Deardorff, D.K. (2006b). The identification and assessment of intercultural competence as a student outcome of internationalization at institutions of higher education in the United States. *Journal of Studies in International Education*, 10(3), 241-266.
- Deardorff, D. K. (Ed.) (2009). *The Sage Handbook of Intercultural Competence*. Thousand Oaks, CA: Sage Publications.
- Demircan, Ö. (1988). *Dünden bugüne Türkiye’de yabancı dil*. [Foreign language in Turkey from yesterday to today] İstanbul: Remzi Kitabevi.
- Denzin, N. K. (1989). *Interpretive interactionism*. Newbury Park, CA: Sage.
- Denzin, N. K. (1970). *The Research Act in Sociology*. London: Butterworth.
- Denzin, N.K. (1978). *The research act: A theoretical introduction to sociological methods*. 2nd McGraw Hill; New York
- Dewey, J. (1910). *How we think*. Boston: D.C. Heath & Co..
- De Wit, H. (2002). *Internationalization of higher education in the United States of America and Europe: A historical, comparative, and conceptual analysis*. Westport, CT: Greenwood.

- DiCicco-Bloom, B., & Crabtree, B. F. (2006). The qualitative research interview. *Medical Education*, 40, 314-321.
- Dinkelman, T. (2000). An inquiry into the development of critical reflection in secondary student teachers. *Teaching and Teacher Education*, 16, 195-222.
- Dubin, F., & Olshtain, E. (1986). *Course design: Developing programs and materials for language learning*. Cambridge, Cambridgeshire: Cambridge University.
- Duron, R., Limbach, B., & Waugh, W. (2006). Critical thinking framework for any discipline. *International Journal of Teaching and Learning in Higher Education*, 17(2), 160-166.
- Eike, A. (2017). The joys and challenges of semi-structured interviewing. *The Journal of the Health Visitors Associations*, 83(7), pp.18-21.
- Elder, L., & Paul, R. (1994). Critical thinking: Why we must transform our teaching. *Journal of Developmental Education*, 18(1), 34-35.
- Elder, L. (2007). Our conception of critical thinking. Retrieved from The Critical Thinking Community website: <http://www.criticalthinking.org/starting/index.cfm#2425>
- Elder, L. & Paul, R. (2008). *The Miniature Guide to Critical Thinking Concepts and Tools*. Foundation for Critical Thinking Press.
- Elder, L. (1997). Critical Thinking: The Key to Emotional Intelligence. *The Journal of Developmental Education*. v 21 n1 p40-41.
- Ellingboe, B. J. (1996). *Divisional Strategies on Internationalizing Curriculum: A Comparative Five-College Case Study of Deans' and Faculty Perspectives at the University of Minnesota*. Unpublished master's thesis, Department of Educational Policy and Administration, University of Minnesota.
- Ellingboe, B.J. (1997). The most frequently asked questions about internationalization, University of Minnesota. Retrieved August 20, 2008, from <http://cehd.umn.edu/IntEduc/IntFAQs.html/>
- Emert, H.A., & Pearson, D.L. (2007). Expanding the vision of international education: Collaboration, assessment, and intercultural growth. *New Directions for Community Colleges*, 138, 67-75.
- English, T. (1997). Professional Development for Language Teachers: Implementing the Texas Essential Knowledge and Skills for Languages Other Than English. *Project ExCELL* website: <http://www.sedl.org/loteced/products/profdev.pdf>

- Ennis, R. H. (1985). The logical basis for measuring CT skills. *Educational Leadership*, 43(2), 44–48.
- Ennis, R. (1987). A taxonomy of critical thinking abilities and dispositions. In *Teaching thinking skills: Theory and practice*, ed. J. Baron and R. Sternberg. New York: W.H. Freeman.
- Ennis, R. H. (1992). John McPeck's Teaching critical thinking. *Educational Studies*, 23 (4), 462-472.
- Ennis, R. H. (1993). Critical thinking: What is it? In Henry A. Alexander (Ed.), *Philosophy of education* 1992. Urbana, IL: Philosophy of Education Society.
- Ennis, R. H. (1993). 'Critical thinking assessment', *Theory into Practice*, 32, 179–86.
- Ennis, R. H. (1996). *Critical Thinking*. Upper Saddle River, NJ: Prentice Hall.
- Ennis, R. H. (2011). Critical Thinking. *Inquiry: Critical Thinking across the Disciplines*, 26(2), 5-19.
- Eskicumalı, A., Türedi, H. (2010). The Rise of English Teaching in Turkish Curriculum. *International Online Journal of Educational Sciences*, 2010, 2 (3), 738-771
- Facione, P. A. (1990). *Critical thinking: A statement of expert consensus for purposes of educational assessment and instruction—The Delphi report*. Millbrae, CA: California Academic.
- Facione, P. A., Sanchez, C. A., & Facione, N. C. (1994). *Are college students disposed to think?* Millbrae, CA: California Academic Press.
- Facione, P. A. (2010). Critical thinking: What it is and why it counts (Rev. ed.). *Insight Assessment*. Retrieved from <http://www.insightassessment.com/9articles%20WW.html>
- Fang, Z. (1996). A review of research on teacher beliefs and practices. *Educational Research*, 38(1), 47-65.
- Fani, T. (2011). "Overcoming Barriers to Teaching Critical Thinking." *1st international conference on the Future of Education*, Florence, Italy
- Fantini, A. E. (2000). Assessing intercultural competence: A YOGA form. In *SIT Occasional Papers Series*, Brattleboro, VT: The School for International Training.
- Fantini, A. E., Tirmizi, A. (2006). Exploring and assessing intercultural competence. Available at http://www.sit.edu/publications/docs/feil_research_report.pdf

- Fantini, A.E. (2006). Assessment tools of intercultural communicative competence.Brattleboro, VT. Retrieved from http://www.sit.edu/SITOccasionalPapers/feil_appendix_f.pdf
- Fantini, A.(2009). Assessing Intercultural Competence: Issues and Tools.In D. K.Deardorff(ed.), *The SAGE Handbook of Intercultural Competence*. Thousand Oaks, Calif.: Sage.
- Farrell, T.S.C. (2012). Reflecting on reflective practice: Revisiting Dewey and Schön.*TESOL Journal*, 3(1), 7-16.
- Feuerstein, M. (1999).Media literacy in support of critical thinking.*Learning, Media and Technology*, 24 (1), 43 – 54.
- Fink, L.D. (2007).The power of course design to increase student engagement and learning. *Peer Review*, 99(1), 13–17
- Fleet, M. (2006). The Role of Culture in Second or Foreign Language Teaching: Moving Beyond the Classroom Experience.*ERIC*
- Fleming, M. (2010). The Aims of Language Teaching and Learning, Strasbourg, *Language Policy Division*, Council of Europe.
- Foss, D. H. & R. C. Kleinsasser (1996). Preservice elementary teachers' views of pedagogical and mathematical content knowledge. *Teaching and Teacher Education*, 12 (4), 429–42.
- Gaskaree, B. L., Mashhady, H., & Dousti, M. (2010). Using critical thinking activities as tools to integrate language skills. *Sino-US English Teaching*, 7(4), 33-45.
- Gay, G. & Kirkland, K. (2003). Developing Cultural Critical Consciousness and Self-Reflection in Preservice Teacher Education, *Theory Into Practice*, 42:3, 181-187, DOI: 10.1207/s15430421tip4203_3
- Gay, G. (2013). Teaching to and through cultural diversity.*Curriculum Inquiry*,43(1), 48-70. doi:10.1111/curi.12002.
- Gelder, V. T. (2005). Teaching Critical Thinking: Some Lessons From Cognitive Science, *College Teaching*, 53:1, 41-48, DOI: 10.3200/CTCH.53.1.41-48
- Gill, P., Stewart, K., Treasure, E., & Chadwick, B. (2008).Methods of data collection in qualitative research: interviews and focus groups. *British Dental Journal*, 204(6), 291 - 295. DOI: 10.1308.bdj.2008.192

- Göbel, K. and Helmke, A. (2010). Intercultural learning in English as foreign language instruction: The importance of teachers. Intercultural experience and the usefulness of precise instructional directives. *Teaching and Teacher Education* 26, 1571–1582
- Gökhale, A. A. (1995). Collaborative learning enhances critical thinking, *Journal of Technology Education*, 7(1), 22–30.
- Graves, K. (2000). *Designing language courses*. Boston: Heinle & Heinle.
- Graves, K. (2008). The Language Curriculum: A Social Contextual Perspective. *Language Teaching*, 41(2): 147–181
- Greene, J. C. (2007). *Mixed methods in social inquiry*. San Francisco: Jossey-Bass.
- Grossman, R. (2009). Structures for Facilitating Student Reflection, *College Teaching*, 57:1, 15-22, DOI: 10.3200/CTCH.57.1.15-22
- Groves, R. M., Fowler, F. J., Couper, M. P., Lepkowski, J. M., Singer, E., & Tourangeau, R. (2004). *Survey methodology*. Hoboken, NJ: John Wiley & Sons.
- Haase, J. E. & Myers, S. T. (1988). Reconciling paradigm assumptions of qualitative and quantitative research. *Western Journal of Nursing Research* 10: 128–137.
- Hall, E.T. and Hall, M.R. (1990). *Understanding Cultural Differences: Germans, French and Americans*. Yarmouth, ME: Intercultural.
- Hall, J. (1995). (Re)creating our worlds with words: A sociohistorical perspective of face-to-face interaction. *Applied Linguistics*, 16, 206-232.
- Hallet, W. (2002). *Fremdsprachenunterricht als Spiel der Texte und Kulturen*. Trier: Wissenschaftlicher Verlag Trier.
- Halpern, D. F. (1993). Assessing the effectiveness of critical thinking instruction. *Journal of General Education* 42: 238–254.
- Halpern, D. F. (1997). *Critical thinking across the curriculum*. Mahwah, NJ: Erlbaum.
- Halpern, D. F. (1999). Teaching for critical thinking: Helping college students develop the skills and dispositions of a critical thinker. *New Directions for Teaching and Learning*, 80, 69-74. doi:10.1002/tl.8005
- Halpern, D. F. (2003). *Thought and knowledge: An introduction to critical thinking* (4th edn). Mahwah, NJ: Erlbaum
- Halpern, D. F. (2006). The nature and nurture of critical thinking. In R. Sternberg, R. Roediger, & D. F. Halpern (Eds.). *Critical thinking in psychology* (pp. 1-14). Cambridge, MA: Cambridge University.

- Hammer, M.R., & Bennett, M.J. (2001). *Intercultural development inventory*. Portland, OR: Intercultural Communication Institute.
- Hammer, M. R., Bennett, M. J., & Wiseman, R. (2003). Measuring intercultural sensitivity: The intercultural development inventory. *International Journal of Intercultural Relations*, 27, 421-443.
- Hanvey, R. (1976). *An attainable global perspective*. New York: Center for Global Perspectives.
- Hanvey, R.G.(1987). Cross-culture awareness. In L.F. Luce & E.C. Smith (eds.), *Toward internationalism*. Cambridge, MA: Newbury, 13-23
- Harumi, I. (2002). A New Framework of. Culture Teaching for Teaching English as a Global Language, *RELC Journal*, Vol. 33, No. 2, pp. 36-57.
- Hatton, N. & Smith, D. (1995). Reflection in teacher education Towards a definition and implementation. *Teaching & Teacher Education*, 11, 33-49. doi10.1016/0742-051X(94)00012-U.
- Hawkins, M., & Norton, B. (2009). Critical language teacher education. Retrieved from <http://educ.ubc.ca/faculty/norton/Hawkins%20and%20Norton%202009>.
- Hayward, F. M. (1995). *Internationalization of U.S. Higher Education*. Washington, DC: American Council on Education.
- Hemming, H. (2000). Encouraging critical thinking: "But...what does that mean?" *McGill Journal of Education* 35(2), pp.173-186
- Hickey, M. (1990). Reading and social studies: The critical connection. *Social Education*, 54, 175-179.
- Hillyard, S. (2011). First steps in CLIL: Training the teachers. *Latin American Journal of Content. & Language Integrated Learning*, 4(2), 1-12.
- Horwitz, E. K. (1985). Using student beliefs about language learning and teaching in the foreign language methods course. *Foreign Language Annals*. 18, 333-340.
- Horwitz, E. K. (1989). Facing the blackboard: Student perceptions of language learning and the language classroom. *ADFL Bulletin*, 20(3), 61-64.
- Houghton, M. (1993). *The American Heritage College Dictionary of the English Language*, Third Edition, Boston: Houghton Mifflin Company.
- Howatt, A. P. R. (1984). *A History of English Language Teaching*. Oxford: Oxford University.

- Huhta, M., Vogt, K., Johnson, E. & Tulkki, H. (2013). *Needs Analysis for Language Course Design. A holistic Approach to ESP*. Cambridge: Cambridge University.
- Huitt, W. (1995). *Success in the information age: A paradigm shift*. Valdosta, GA: Valdosta State University. Based on a background paper developed for a workshop presentation at the Georgia Independent School Association, Atlanta, Georgia, November 6, 1995. Retrieved from <http://www.edpsycinteractive.org/topics/context/infoage.html>
- Johnson, B. R. (1997). Examining the validity structure of qualitative research. *Education*, 118(3), 282-292.
- Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a definition of mixed methods research. *Journal of Mixed Methods Research*, 1(2), 112-133. doi: 10.1177/1558689806298224
- Kelly, V. (1995). Reading to learn. In C. Brumfit (Ed.), *Language education in the national curriculum* (pp. 37-58). Oxford, UK: Basil Blackwell.
- Kember, D. (1997). A reconceptualisation of the research into university, academics' conceptions of teaching, *Learning and Instruction*, 7, 255–75.
- Kennedy, M., Fisher, M.B., & Ennis, R.H. (1991). Critical thinking: Literature review and needed research. In L. Idol & B.F. Jones (Eds.), *Educational values and cognitive instruction: Implications for reform*. Hillsdale, NJ: Erlbaum.
- Kennedy, J. (1996). The role of teacher beliefs and attitudes in teacher behaviour. In G. Tinker Sachs, M. Brock, & R. Lo (Eds.), *Directions in Second Language Teacher Education*. Hong Kong: City University of Hong Kong.
- King, F. & LaRocco, D. (2006). E-Journaling: A Strategy to Support Student Reflection and Understanding. *Current Issues in Education*, 9 (4).
- Knight, J. (1997). Internationalization of Higher Education: A Conceptual Framework. In: Knight, J.; De Wit. H. (eds). *Internationalization of Higher Education in the Asia Pacific Countries*. Amsterdam: European Association of International Education (EAIE). Pages 5-19.
- Koester, J., & Olebe, M. (1988). The behavioral assessment scale for intercultural communication effectiveness. *International Journal of Intercultural Relations*, 12, 233-246.
- Kohonen, V. (2000). Student reflection in portfolio assessment: Making language learning more visible. *Babylonia*, 1, 13-16.

- Kramsch, C. (1993). *Context and culture in language teaching*. Oxford: Oxford University.
- Krathwohl, D. (2002). A revision of Bloom's taxonomy: An overview. *Theory Into Practice*, 41(4), 212-218. Retrieved from http://www.unco.edu/cetl/sir/stating_outcome/documents/Krathwohl.pdf
- Kuhn, D. (1991). *The skills of argument*. Cambridge: Cambridge University.
- Kuhn, D. (1999). A developmental model of critical thinking. *Educational Researcher*, 28, 16-25.
- Kumaravadivelu, B. (2003). *Beyond methods: Macrostrategies for language teaching*. Hartford, CT: Yale University Press.
- Kvale, S. (1983). The qualitative research interview: A phenomenological and a hermeneutical mode of understanding. *Journal of Phenomenological Psychology*, 14, 171-196.
- Kvale, S. (1996). *InterViews: An Introduction to Qualitative Research Interviewing*, Sage, Thousand Oaks, CA.
- Ladson-Billings, G. (1991). Beyond multicultural illiteracy. *Journal of Negro Education*, 60(2), 147-157.
- Lai, E. R. (2011). Critical thinking: A literature review. Retrieved in 2016, June, from www.pearsons.com/hai/.../CriticalThinkingReviewFINA.
- Lange, D. L., and Paige, R. M. (2003). Interdisciplinary perspectives on culture learning in the second language curriculum: Introduction. In D. L. Lange and R. M. Paige (Eds.), *Culture as the Core: Perspectives on Culture in Second Language Learning. A Volume in Research in Second Language Learning* (pp. ix-xvii). Greenwich, CT: Information Age.
- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). New York, NY: Oxford University Press
- Lau, J.Y.F. (2011). *An Introduction to Critical Thinking and Creativity: Think More, Think Better*. John Wiley and Sons Inc., Hoboken, 26. <http://dx.doi.org/10.1002/9781118033449>
- Lavery, J., Hughes, W. (2008). *Critical Thinking: An Introduction to the Basic Skills*, 5th edn. Broadview.
- LeCompte, M. D., & Preissle, J. (1993). *Ethnography and Qualitative Design in Educational Research* (2nd ed.). New York Academic Press.

- Leech, N.L. and Onwuegbuzie, A.J. (2009) A typology of mixed methods research designs. *Quality & Quantity*, 43, 265-275.
- Leung, L. (2015). Validity, reliability, and generalizability in qualitative research. *Journal of Family Medicine and Primary Care*, 4, 324–327. doi:10.4103/2249-4863.161306
- Liaw, M.L. (2006). E-Learning and the Development of Intercultural Competence. *Language Learning & Technology*, 10 (3), 49-64.
- Lincoln, Y.S. Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage
- Lingard, L., Albert, M., & Levinson, W. (2008). Grounded theory, mixed methods, and action research. *British Medical Journal*, 337, 459–461
- Lipman, M. (1988). Critical thinking—What can it be? *Educational Leadership*, 46(1), 38–43.
- Lipman, M. (2003). *Thinking in education*. New York: Cambridge University.
- Little, D. (1991). *Learner Autonomy 1: Definitions, Issues and Problems*. Dublin: Authentik.
- Little, D. (1995). Learning as dialogue: The dependence of learner autonomy on teacher autonomy. *System*, 23 (2), 175-182.
- Macknight, C. (2000). Teaching critical thinking through online discussions, *Educause Quarterly*, No . 4, 2000. <http://net.educause.edu/ir/library/pdf/EQM0048.pdf>
- Maiorana, V. (1991). The road from rote to critical thinking, *Community Review* 11, 53-64.
- Malderez, A. (2003). Observation. *ELT Journal* 57/2, 179-181. doi.org/10.1093/elt/57.2.179
- Mason, J. (2002). *Qualitative Researching* (2nd ed.). London: Sage.
- Mayer, R. (1985). *Recent research on teacher beliefs and its use in the improvement of instruction*. Paper presented at the Annual Meeting of the American Education Research Association, Chicago
- Mayfield, M. (2001). *Thinking for yourself: Developing critical thinking skills through reading and writing*. (5th ed.). London: Harcourt College.
- McGuinness, C. (1993). Teaching thinking: new signs for theories of cognition, *British Journal of Educational Psychology*, 13, 305–16.
- McNamara, C. (2009). *General guidelines for conducting interviews*. Retrieved January 11, 2010, from <http://managementhelp.org/evaluatn/interview.htm>
- Mertes, L. (1991). Thinking and writing. *Middle School Journal*, 22, 24-25.

- Met, M. (1999). *Content-based instruction: Defining terms, making decisions*. NFLC Reports. Washington, DC: The National Foreign Language Center.
- Meyers, C. (1986). *Teaching students to think critically*. San Francisco, CA: Josey-Bass.
- Milroy, L. and Gordon, M. (2003). *Sociolinguistics: Method and Interpretation*. Malden, MA: Blackwell.
- Mohan, B. A. (1986). *Language and content*. Reading, MA: Addison-Wesley.
- Moller, A.J., and Nugent, K. (2014). Building intercultural competence in the language classroom. In S. Dhonan (Ed.), *Unlock the Gateway to Communication*. 2014 Report of the Central States Conference on the Teaching of Foreign Languages.
- Morse, J. M. (1991). Strategies for sampling. In J. M. Morse (Ed.), *Qualitative nursing research: A contemporary dialogue* (pp. 127-145). Thousand Oaks, CA: Sage.
- Morse, J. M. (1994). "Emerging from the data": the cognitive processes of analysis in qualitative inquiry. In: JM Morse, editor. *Critical issues in qualitative research methods*. Thousand Oaks, CA: Sage, 23-43.
- Mulnix, J. (2012). Thinking critically about critical thinking. *Educational Philosophy & Theory*, 44(5), 464-479.
- Murray, R. (2006). WebQuests celebrate 10 years: Have they delivered? *Action Research Exchange*, 5(1). Retrieved from http://teach.valdosta.edu/are/vol5no1/Thesis%20PDF/MurryR_ARE.pdf
- National Standards in Foreign Language Education Project (1996). *Standards for Foreign Language Learning: Preparing for the 21st Century* (SFFLL). Lawrence, KS: Allen Press.
- Nault, D. (2006). Going Global: Rethinking Culture Teaching in ELT Contexts, *Language, Culture and Curriculum*, 19:3, 314-328, DOI: 10.1080/07908310608668770
- Newman, D. R., Webb, B., & Cochrane, C. (1995). A Content Analysis Method to Measure Critical Thinking in Face-to-Face and Computer Supported Group Learning. *Interpersonal Computing and Technology Journal*, 3, 56-77.
- Neuliep, J. W. (2014). *Intercultural communication* (6 th ed.) Sage.
- Nieto, S. (Ed.). (2005). *Why we teach*. New York: Teachers College.
- Nieto, S. (2010). *Language, culture, and teaching: Critical perspectives*. New York: Routledge.
- Norris, S. P. (1985). Synthesis of Research on Critical Thinking. *Educational Leadership*, 42- 8, 40-45

- Norris, S. P., & Ennis, R. H. (1989). *Evaluating critical thinking*. Pacific Grove, CA: Critical Thinking Press and Software.
- Nugent, K. and Catalano, T. (2015). Critical cultural awareness in the foreign language classroom .Faculty Publications: Department of Teaching, *Learning and Teacher Education*. 194. <http://digitalcommons.unl.edu/teachlearnfacpub/194>
- Nunan, D. (1988). *Syllabus design*. Oxford: Oxford University.
- Olson, C. L. & Kroeger, K. R. (2001). Global competency and intercultural sensitivity. *Journal of Studies in International Education*, 5, 116-137.
- Onosko, J. (1991). Barriers to the promotion of higher-order thinking in social studies. *Theory and Research in Social Education*, 19(4), 341-366.
- Onwuegbuzie, A.J., and Collins, K.M. T.(2007). “A Typology of Mixed Methods Sample Designs in Social Science Research.” *The Qualitative Report* 12(2): 281-316. <http://nsuworks.nova.edu/tqr/vol12/iss2/9>
- Paige, R. M., Jorstad, H., Siaya, L, Klein, F., & Colby, J. (1999). Culture learning in language education: A review of the literature. In R. M. Paige, D. L. Lange & Y. A. Yeshova (Eds.), *Culture as core: Integrating culture into language curriculum* (pp. 47-113). Minneapolis, MA: University of Minnesota.
- Pajares, M. F. (1992). Teachers’ beliefs and education research: cleaning up a messy construct, *Review of Educational Research*, 63, 307–332.
- Pallant, J. (2007). *SPSS survival manual—A step by step guide to data analysis using SPSS for windows* (3rd ed.). Maidenhead Open University Press.
- Parker, W. (1991). Achieving thinking and decision making objectives in social studies. In J. Shaver (ed.) *Handbook of research on social studies teaching and learning* (pp. 345-356). Toronto: Collier Macmillan.
- Pascarella, E., and P. Terenzini (1991). *How College Affects Students: Findings and Insights from Twenty Years of Research*. San Francisco: Jossey-Bass.
- Patton, M. Q. (1990). *Qualitative research and evaluation methods* (2nd ed.). Newbury Park, CA: Sage.
- Patton, M.Q. (2002). *Qualitative research and evaluation methods*. 3rd Sage Publications; Thousand Oaks, CA
- Paul, R. (1990). *Critical thinking: What every person needs to survive in a rapidly changing world*. Rohnert Park, CA: Center for Critical Thinking and Moral Critique.

- Paul, R. (1990). *Critical thinking*. Rohnert Park, CA: Center for Critical Thinking and Moral Critique, Sonoma State University.
- Paul, R., Elder, L. & Bartell T. (1997). *California Teacher Preparation for Instruction in Critical Thinking: Research Findings and Policy Recommendations*. Sacramento California: California Commission on Teacher Credentialing. Foundation for Critical Thinking.
- Paul, R., & Elder, L. (2000). Critical thinking: The path to responsible citizenship. *High School Magazine*, 7(8).
- Paul, R., & Elder, L. (2008). *The thinker's guide to the nature and functions of critical & creative thinking*. Dillon Beach, CA: Foundation for Critical Thinking
- Paul, R., & Elder, L. (2012). *Critical thinking: Tools for taking charge of your learning and your life*. Boston: Pearson.
- Paulson, F., Paulson, P., & Meyer, C. (1991). What makes a portfolio a portfolio? *Educational Leadership*, 48(5), 60-61.
- Peacock, M. (2001). Pre-service teachers' beliefs about second language learning: A longitudinal study. *System*, 29, 177-195.
- Peck, D. (1998). Teaching Culture: Beyond Language. Retrieved July, 2016 from <http://www.yale.edu/ynhti/curriculum/units/1984/3/84.03.06.x.html>
- Pennycook, A. (2001). *Critical applied linguistics: A critical introduction*. Mahwah, NJ: Lawrence Erlbaum.
- Perkins, D.N., Jay, E., & Tishman, S. (1993). Beyond abilities: A dispositional theory of thinking. *Merrill-Palmer Quarterly: Journal of Developmental Psychology*, 39(1):1-21. <http://psycnet.apa.org/psycinfo/1993-20281-001>.
- Pessoa, R. R. & Freitas, T.D.(2012). Challenges in Critical Language Teaching. *TESOL Quarterly*. 46(4):753-776
- R.T. Pithers, R.T. & Soden, R. (2000) Critical thinking in education: a review, *Educational Research*, 42:3, 237-249, DOI: 10.1080/001318800440579
- Plath, D., English, B., Connors, L. and Beveridge, A. (1999) 'Evaluating the outcomes of intensive critical thinking instruction for social work students', *Social Work Education*, 18, 2, pp.207-217.
- Portelli, J. (1994). The Challenge of Teaching for Critical Thinking. *McGill Journal of Education*, Vol. 29 No.2

- Punch, M. (1986). *The Politics and Ethics of Fieldwork: Qualitative Research Methods*, Vol. 3, Sage, London.
- Qu, S. Q., & Dumay, J. (2011). The qualitative research interview. *Qualitative research in accounting & management*, 8(3), 238-264
- Quinton, S., and Smallbone, T. (2010) Feeding forward: using feedback to promote student reflection and learning – a teaching model, *Innovations in Education and Teaching International*, 47:1, 125-135, DOI: 10.1080/14703290903525911.
- Raths, L. E., Wasserman, S., Jonas, A. and Rothstein, A. (1966). Teaching for Critical Thinking: *Theory and Application*. Columbus, Ohio: Charles-Merrill.
- Reed, A.J.S., & Bergemann, V.E. (2001). *A guide to observation, participation, and reflection in the classroom*. Boston: McGraw Hill.
- Rezaei, S., Derakhshan, A., & Bagherkazemi, M. (2011). Critical thinking in language education. *Journal of Language Teaching Research*, 2(4), 769-777.
- Richards, J. C., & Rodgers, T. (2014). Learners, approaches, and methods. In Jack C. Richards (Ed.), *Approaches and methods in language teaching* (3rd ed., pp. 331–345), Cambridge: Cambridge University Press.
- Richardson, V. (1996). The role of attitudes and beliefs in learning to teach. In J. Sikula (Ed.), *Handbook of Research on Teacher Education*. New York: Macmillan.
- Risager, K. (1998). Language teaching and the process of European integration. In M. Byram & M. Fleming (Eds.), *Language learning in intercultural perspective* (pp. 242-254). Cambridge University Press.
- Robson, C. (2002). *Real World Research: A Resource for Social Scientists and Practitioner- Researchers*. Oxford: Blackwell.
- Ryan, F., Coughlan, M., & Cronin, P. (2009). Interviewing in qualitative research: The one-to-one interview. *International Journal of Therapy and Rehabilitation*, 16(6), 309–314.
- Ryle, G. (1971). *Collected papers. Volume II collected essays, 1929-1968*. London: Hutchinson.
- Ruben, B. D. (1976). Assessing communication competency for intercultural adaptation. *Group and Organization Studies*, 1, 334-354.
- Ruben, B. D., & Kealey, D. (1979). Behavioral assessment of communication competency and the prediction of cross-cultural adaptation. *International Journal of Intercultural Relations*, 3, 15-48.

- Sáez, F. T. (2002). Towards interculturaliity through language teaching: argumentative discourse. CAUCE, *Revista de Filología y su Didáctica*, No. 25: 103-119
- Salazar, M.G, Agüero, M.F.(2016).Intercultural competence in Teaching: Defining the Intercultural Profile of Student Teachers.*Bellaterra Journal of Teaching & Learning Language & Literature*.9(4), 41-58
- Sandelowski, M. (2000). Combining qualitative and quantitative sampling, data collection and analysis techniques in mixed methods studies research. *Research in Nursing and Health*,23(3), 246-255.
- Sandelowski, M. (2000).Whatever happened to qualitative description?*Research in Nursing& Health*, 23,334–340
- Saunders, M. N. K. ,Lewis, P. and Thornhill, A. (2009). *Research Methods for Business Students* , 5th ed., Pearson:Harlow.
- Scheid, M. (2000).*The impact of diversity. School for International Training*, Brattleboro, Vermont 05302 USA
- Schofield, J. W. (1990). Increasing the generalizability of qualitative research.In E. W.Eisner & A. Peshkin (Eds.), *Qualitative inquiry in education: The continuing debate* (pp. 201-232). New York: Teachers College Press.
- Scriven, M., Paul, R. (1987).*Defining critical thinking*. [Online] Available: http://www.criticalthinking.org/aboutCT/define_critical_thinkng.cfm.
- Scriven, M., & Paul, R. (1992).*Critical thinking defined*. Handout given at Critical Thinking Conference, Atlanta, GA.
- Scriven, M., & Paul, R. (2004).*The Critical Thinking Community*. Retrieved July, 2016, from <http://www.criticalthinking.org/aboutCT/definingCT.shtml>
- Sercu, L. (2004). Assessing intercultural competence: a framework for systematic test development in foreign language education and beyond, *Intercultural Education*, 15:1, 73-89, DOI: 10.1080/1467598042000190004
- Sercu, L., Bandura, E., Castro, P., Davcheva, L., Laskaridou, C., Lundgren, U., Mendez Garcia, M., & Ryan, P. (2005).*Foreign language teachers and intercultural competence: An international investigation* (Vol. 10). Clevedon: Multilingual Matters.
- Sercu, L. (2006). The foreign language and intercultural competence teacher: The acquisition of a new professional identity. *Intercultural Education*, 17(1).

- Sercu, L. (2010). Assessing Intercultural Competence: More Questions than Answers. In Paran A. & Sercu L. (eds.) *Testing the Untestable in Language Education*, pp. 17-34. Clevedon: Multilingual Matters.
- Shirkhani, S., & Fahim, M. (2011). Enhancing critical thinking in foreign language learners. *Procedia*, 29 (2011) 111 – 115
- Schulz, R. A. (2007). The challenge of assessing cultural understanding in the context of foreign language instruction. *Foreign Language Annals*, 40(1), 9-26.
- Siegel, H. (1988). *Educating reason: Rationality, critical thinking and education*. New York: Routledge.
- Silverman, D. (1993). *Interpreting Qualitative Data: Methods for Analysing Talk, Text and Interaction*. London: Sage.
- Silverman, D. (2005). Instances or sequences?: Improving the state of the art of qualitative research. Forum: *Qualitative Social Research*, 6(3), Art. 30. Retrieved from <http://www.qualitative-research.net/fqs-texte/3-05/05-3-30-e.htm>
- Singleton, R.A., Straits, B.C., & Straits, M.M. (1993). *Approaches to Social Research*. New York: Oxford University Press.
- Sinicrope, C., Norris, J., Watanabe, Y., (2007). Understanding and assessing intercultural competence: A summary of theory, research and practice (Technical report for the foreign language program evaluation paper), in *Second Language Studies*, 26 (1), 1-58.
- Smylie, M. A. (1995). Teacher learning in the work place: Implications for school reform. In T. R. Guskey & M. Huberman (Eds.), *Professional development in education: New paradigms and practices* (pp. 92-113). New York: Teachers College Press.
- Snow, M. A. (1991). Content-based instruction: A method with many faces. In J. Alatis (Ed.) *Linguistics and language pedagogy: The state of the art* (pp. 461-470). Washington, D. C.: Georgetown University Press.
- Stake, R.E. (2010) *Qualitative Research: Studying How Things Work*, Guilford Press
- Stanley, W. B. (1991). Teacher competence for social studies. In J. Shaver (Ed.), *Handbook of research on social studies teaching and learning* (pp. 249-262). New York: Macmillan.
- Sternberg, R. J. (1996). *Successful intelligence*. New York: Simon & Schuster.
- Sternberg, R. J., Roediger, H. L., & Halpern, D. F. (Eds.). (2007). *Critical thinking in psychology*. New York: Cambridge University Press

- Stier, J. (2002). *Internationalization in higher education: unexplored possibilities and unavoidable challenges*, paper presented at the European Conference on Educational Research, University of Lisbon, 11- 14 September 2002
- Stier, J. (2003). Internationalization, ethnic diversity and the acquisition of inter-cultural competencies. *Journal of Intercultural Education*14(1):77–91.
- Stier, J. (2006). Internationalisation, intercultural communication and intercultural competence. *Journal of Intercultural Communication*11: 1-12.
- Stryker, Stephen and B.L.Leaver, eds.(1997). *Content-Based Instruction in Foreign Language Education: Models and Methods*. Washington DC: Georgetown Press.
- Sudhoff, J. (2010). CLIL and Intercultural Communicative Competence: Foundations and Approaches towards a Fusion.*International CLIL Research Journal*1 (3):30–37.
- Sun, L. (2013).Culture teaching in foreign language teaching. Theory and Practice in Language Studies, 3(2), 371–375
- Sylwester, R. (1995). *A Celebration of Neurons: An Educator's Guide to the Human Brain*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Szabo, Z., & Schwartz, J. (2011). Learning methods for teacher education: The use of online discussions to improve critical thinking. *Technology, Pedagogy and Education*, 20(1), 79-94. doi: 10.1080/1475939X.2010.534866
- Taylor, P.C., & Medina, M.N.D. (2013). Educational research paradigms: From positivism to multiparadigmatic. *Journal for Meaning- Centered Education*,1. <http://www.meaningcentered.org/journal/volume-01/educational-research-paradigms-from-positivism-tomultiparadigmatic/>
- Terenzini, P. T. and M. L. Upcraft.(1996). Assessing Programs and Service Outcomes. In M. L. Upcraft and J. H. Schuh (Eds).*Assessment in Student Affairs: A Guide for Practitioners*.San Francisco: Jossey-Bass Publishers.
- Thomas, A. (2003). Interkulturelle Kompetenz: Grundlagen, Probleme und Konzepte. *Erwägen, Wissen, Ethik*14 (1), 137_221.
- Thompson, C. (2011). Critical thinking across the curriculum: Process over output. *International Journal of Humanities and Social Science*, 1 (9): 1-7
- Thorne, S. (2000) Data analysis in qualitative rsearch. *Evidence-Based Nursing*,3,68-70.
- Tishman, S., Perkins, D., & Jay, E. (1995).*The Thinking Classroom*. Boston: Allyn and Bacon.

- Torff, B. (2005). Developmental changes in Teachers' Beliefs About Critical Thinking. Available from https://www.researchgate.net/publication/232606723_Developmental_Changes_in_Teachers%27_Beliefs_About_Critical-Thinking_Activities
- Turner, D. W. (2010). Qualitative Interview Design: A Practical Guide for Novice Investigators. *The Qualitative Report*, 15(3), 754-760
- UNESCO, (2001). Universal declaration on cultural diversity. Available from http://portal.unesco.org/en/ev.phpURL_ID=13179&URL_DO=DO_TOPIC&URL_SECTION=201. Html
- UNESCO, (2013). *Intercultural competences. Conceptual and operational framework*. Paris: UNESCO. United Nations Economic Scientific and Cultural Organisation
- Verloop, N. J., Driel, V., & Meijer, P. C. (2001). Teacher knowledge and the knowledge base of teaching. *International Journal of Educational Research*, 35(5), 441-461.
- Vidoni, K. L., & Maddux, C. D. (2002). WebQuests: Can they be used to improve critical thinking skills in students. *Computers in the Schools*, 19, 101-117.
- Volet, S. (2003). Challenges of internationalisation: Enhancing intercultural competence and skills for critical reflection on the situated and non-neutral nature of knowledge. In: 2003 Biennial Language and Academic Skills in Higher Education Conference, 24 - 25 November 2003, Student learning Centre, Flinders University.
- Vrasidas, C. (2000). Constructivism versus objectivism: Implications for interaction, course design, and evaluation in distance education. *International Journal of Educational Telecommunications*, 6(4), 339-362.
- Wallace, M (1991). *Training Foreign Language Teachers: A Reflective Approach*. Cambridge UP
- Walker, S. (2003). Active learning strategies to promote critical thinking. *Journal of Athletic Training*. 38:263-267.
- Webb, E. J., Campbell, D. T., Schwartz, R. D., and Sechrest, L. (1966). *Unobtrusive Measures: Nonreactive Measures in the Social Sciences*. Chicago: Rand McNally.
- Weinstein, S., Preiss, D. (2017). Scaffolding to promote Critical Thinking and Learner Autonomy Among Pre-Service Education Students. *Journal of Education and Training*. (4), 1
- Wilkins, D. A. (1976). *Notional syllabuses*. Oxford, Oxford University.
- Williams, R.L. (2005). Targeting critical thinking within teacher education: The potential

- impact on society. *The Teacher Educator*, 40(3), p. 163-187.
- Williams, R. L. (2015). *Higher-Order Thinking Skills: Challenging All Students to Achieve*. New York: Skyhorse Publishing.
- Wierlacher, A. (2003) Das tragfähige Zwischen. Erwagen, Wissen, *Ethik* 14 (1), 215-217.
- Yang, R. (2002). University internationalization: Its meanings, rationales and implications. In *Intercultural Education*, 13(1) 89-95.
- Yuen, C. (2009). Dimensions of diversity: Challenges to secondary school teachers with implications for intercultural teacher education. *Teaching and Teacher Education*, 26(3), 732-741.
- Zaare, M. (2013). An investigation into the effect of classroom observation on teaching methodology. *Procedia-Social and Behavioral Sciences*, 70, 605-661.
<http://dx.doi.org/10.1016/j.sbspro.2013.01.099>

APPENDICES

Appendix I: Foreign Language Teachers and Intercultural Competence Survey

How long have you been teaching foreign languages?

I have been teaching foreign languages for _____ years

A. What do you try to do as a teacher?

The following four questions ask you to make a forced choice. For every pair of statements please tick the statement that best matches your view regarding your teaching. We know it will often be difficult for you to choose, that one choice may only have a slight edge over the other.

1

- a) I want to be on good terms with my pupils.
- b) I want to fulfill the curricular requirements for my subject.

(2)

- a) I try to impart to my pupils the skills, knowledge and attitudes which they will need in life.
- b) I try to enthuse my pupils for my subject.

(3)

- a) I try to impart to my pupils the skills, knowledge and attitudes they will need to further their proficiency in the foreign language they are learning.
- b) I try to coach my pupils on their way to adulthood.

(4)

- a) I want to pass on expert knowledge regarding my subject to my pupils.
- b) I want to support my pupils when they have personal problems.

B. How do you perceive the objectives of foreign language teaching?

Below, eight possible objectives of foreign language teaching have been listed. Please rank them in order of importance through assigning each objective a number between 1 and 8. You assign the number '1' to the objective which you consider most important, '2' to the objective which you consider second in importance, and so on. You have to assign a number to each objective, and you can only assign each number once.

_____ Enthuse my pupils for learning foreign languages.

_____ Promote my pupils' familiarity with the culture, the civilization of the countries where the language which they are learning is spoken.

_____ Assist my pupils to acquire a level of proficiency in the foreign language that will allow them to read literary works in the foreign language.

_____ Assist my pupils to acquire skills that will be useful in other subject areas and in life (such as memorize, summarize, put into words, formulate accurately, give a presentation, etc.).

_____ Promote the acquisition of an open mind and a positive disposition towards unfamiliar cultures.

_____Promote the acquisition of learning skills that will be useful for learning other foreign languages.

_____Promote the acquisition of a level of proficiency in the foreign language that will allow the learners to use the foreign language for practical purposes.

_____Assist my pupils in developing a better understanding of their own identity and culture.

C. What do you understand by “culture teaching” in a foreign language teaching context?

Below, nine possible objectives of culture teaching have been listed. Please rank them in order of importance through assigning each objective a number between 1 and 9. You assign the number '1' to the objective which you consider **most important**.

_____Provide information about the history, geography and political conditions of the foreign culture(s).

_____Provide information about daily life and routines.

_____Provide information about shared values and beliefs.

_____Provide experiences with a rich variety of cultural expressions (literature, music, theatre, film, etc.).

_____Develop attitudes of openness and tolerance towards other peoples and cultures.

_____Promote reflection on cultural differences.

_____Promote increased understanding of students' own culture.

_____Promote the ability to empathize with people living in other cultures.

_____Promote the ability to handle intercultural contact situations.

D. How is your teaching time distributed over “language teaching” and “culture teaching”? Please tick the option that best corresponds with the average distribution of teaching time over “language teaching” and “culture teaching”.

- a) 100% language teaching–0% culture teaching
- b) 80% language teaching–20% culture teaching
- c) 60% language teaching–40% culture teaching
- d) 40% language teaching–60% culture teaching
- e) 20% language teaching–80% culture teaching
- f) 100% integration of language-and-culture teaching

E. Do you have the feeling that you would like to devote more time to “culture teaching” during your foreign language teaching classes, but that somehow you never get round to it? Please tick the answer that best matches your opinion.

- a) Yes, very much so
- b) Yes, up to a certain extent
- c) No, not particularly
- d) No, not at all
- e) No opinion

F. To what extent do you agree or disagree with the following statements? Below you find some statements regarding your pupils. Please indicate the degree to which you agree with each statement. Please select a number ranging from 1.to 10. If you **agree completely** you assign '10'. If you **do not agree** at all you assign '1'.

My pupils are very motivated to learn the foreign language I teach.

1 2 3 4 5 6 7 8 9 10

My pupils think learning the foreign language I teach is very difficult.

1 2 3 4 5 6 7 8 9 10

My pupils are very knowledgeable about the culture of the foreign language I teach.

1 2 3 4 5 6 7 8 9 10

My pupils have a very positive attitude towards the people associated with the foreign language I teach.

1 2 3 4 5 6 7 8 9 10

G. How frequently do you think your pupils are in contact with the foreign country primarily associated with the language you teach most hours?

(1) Travel to the foreign country (holiday with family)

A)Often B)Once in a while D)Never

(2) Watch one of the country's television channels.

A)Often B)Once in a while D)Never

(3) Read one of the country's newspapers or magazines.

A)Often B)Once in a while D)Never

(4) Read literature written by authors living in the foreign country or originating from the foreign country.

A)Often B)Once in a while D)Never

(5) Use the Internet to learn more about the foreign country

A)Often B)Once in a while D)Never

H.How often do you get into contact with the foreign culture/ people/ country primarily associated with the foreign language of which you have most hours while you are at home?

1) Media contacts (via newspapers, television, radio)

A)Often B)Once in a while D)Never

(2) Visits to the cultural institute representing the foreign country in my country

A)Often B)Once in a while D)Never

(3) Contacts with people originating from the foreign country who live in my country

A)Often B)Once in a while D)Never

(4) Contacts with foreign language assistants (usually natives from the foreign country) in my school

A)Often B)Once in a while D)Never

(5) Contacts with foreign teachers or pupils who visit my school

A)Often B)Once in a while D)Never

I. How familiar are you with the country, culture, people primarily associated with the foreign language of which you have most hours?

- You choose **“very familiar”** when you feel you are so familiar with that topic that it would be very easy for you to talk about it extensively in your foreign language classroom.
- You pick **“sufficiently familiar”** when you feel you are familiar enough with a particular topic that you could say something about it during your classes.
- When you choose **“not sufficiently familiar”** you indicate that you yourself think that you are not well informed about a particular topic.
- You pick **“not familiar at all”** when you feel you don't really know anything about that particular cultural aspect.

	Very familiar	Sufficiently	Not sufficiently	Not familiar at all
History, geography, political system				
Different ethnic and social groups				
Daily life and routines, living conditions, food and drink etc.				
Youth culture				
Education, professional life				
Traditions, folklore, tourist attractions				
Literature				
Other cultural expressions (music, drama, art)				
Values and beliefs				
International relations (political, economic and cultural), with students' own country and other countries				

J. How frequently do you travel to the foreign country primarily associated with the foreign language of which you have most hours?

- (1) Tourist stays (lasting longer than two days) in the foreign country
 A)Often B)Once in a while D)Never
- (2) Visits to relatives or friends
 A)Often B)Once in a while D)Never
- (3) Participation in a teacher training programme or a language course
 A)Often B)Once in a while D)Never
- (4) School trips (one or two days)
 A)Often B)Once in a while D)Never
- (5) Work visits, e.g. within the framework of an exchange project
 A)Often B)Once in a while D)Never

K. What kind(s) of culture teaching activities do you practise during classroom teaching time?

Below a number of possible culture teaching activities have been listed. Please indicate for each activity how often you practise it during classroom teaching time.

	Often	Once in a while	Never
I ask my pupils to think about the image which the media promote of the foreign country.			
I tell my pupils what I heard (or read) about the foreign country or culture.			
I tell my pupils why I find something fascinating or strange about the foreign culture(s).			
I ask my pupils to independently explore an aspect of the foreign culture.			
I use videos, CD-ROMs or the Internet to illustrate an aspect of the foreign culture.			
I ask my pupils to think about what it would be like to live in the foreign culture.			
I talk to my pupils about my own experiences in the foreign country.			
I ask my pupils about their experiences in the foreign country.			
I invite a person originating from the foreign country to my classroom.			
I ask my pupils to describe an aspect of their own culture in the foreign language.			
I bring objects originating from the foreign culture to my classroom.			
I ask my pupils to participate in role-play situations in which people from different cultures meet.			
I decorate my classroom with posters illustrating particular aspects of the foreign culture.			
I comment on the way in which the foreign culture is represented in the foreign language materials I am using in a particular class.			
I ask my pupils to compare an aspect of their own culture with that aspect in the foreign culture.			
I touch upon an aspect of the foreign culture regarding which I feel			

negatively disposed.			
I talk with my pupils about stereotypes regarding particular cultures and countries or regarding the inhabitants of particular countries.			

L. If you can choose your own textbook, what criteria do you observe when selecting a textbook?

Below a number of textbook characteristics that may affect your choice against or in favour of a particular textbook have been listed. Please choose the six criteria that appear most important to you.

- a) The fact that additional materials come with the book (workbook, listening materials, tests, video, etc.)
- b) The layout
- c) The price
- d) The quality of the teacher's manual
- e) The degree to which the textbook meets the curricular requirements
- f) The degree to which the book is attuned to the level and the age of my pupils.
- g) The pace of the book, the speed with which the book progresses
- h) The amount of cultural information the book offers
- i) The degree to which the book can motivate my pupils
- j) The textbook authors' nationality
- k) The degree of matching between the amount of materials offered and the number of teaching periods assigned to my subject

M. Intercultural foreign language teaching:

In this section, we would like you to score a number of statements on a five-point-scale, ranging from “I agree completely” to “I do not agree at all”. The statements concern intercultural foreign language teaching.

	Agree completely	Agree to a certain extent	Undecided	Disagree to a certain extent	Disagree completely
(1) In a foreign language classroom, teaching culture is as important as teaching the foreign language.					
(2) Intercultural education is best undertaken cross-curricularly.					
(3) A foreign language teacher should present a positive image of the foreign culture and society.					

(4) Before you can teach culture or do anything about the intercultural dimension of foreign language teaching, pupils have to possess a sufficiently high level of proficiency in the foreign language.					
(5) Intercultural skills cannot be acquired at school.					
(6) It is impossible to teach the foreign language and the foreign culture in an integrated way.					
(7) I would like to promote the acquisition of intercultural skills through my teaching.					
(8) Intercultural education has no effect whatsoever on pupils' attitudes.					
(9) The more pupils know about the foreign culture, the more tolerant they are.					
(10) In international contacts misunderstandings arise equally often from linguistic as from cultural differences.					
(11) Foreign language teaching should enhance pupils' understanding of their own cultural identity.					
(12) All pupils should acquire intercultural competence, not only pupils in classrooms with ethnic minority community children.					
(13) When you only have a limited number of teaching periods, culture					

teaching has to give way to language teaching.					
(14) Every subject, not just foreign language teaching, should promote the acquisition of intercultural skills.					
(15) A foreign language teacher should present a realistic image of a foreign culture, and therefore should also touch upon negative sides of the foreign culture and society.					
(16) If one wants to be able to achieve anything at all as regards intercultural understanding one should use texts written in the mother tongue and discuss these texts in the mother tongue, even when in a foreign language classroom.					
(17) In the foreign language classroom pupils can only acquire additional cultural knowledge. They cannot acquire intercultural skills.					
(18) Only when there are ethnic minority community pupils in your classes do you have to teach intercultural competence.					
(19) Language and culture cannot be taught in an integrated way. You have to separate the two.					
(20) I would like to teach intercultural competence through my foreign language teaching.					

(21) Intercultural education reinforces pupils' already existing stereotypes of other peoples and cultures.					
(22) Providing additional cultural information makes pupils more tolerant towards other cultures and peoples.					
(23) Language problems lie at the heart of misunderstandings in international contacts, not cultural differences.					
(24) Foreign language teaching should not only touch upon foreign cultures. It should also deepen pupils' understanding of their own culture.					

Appendix II: Observation Protocol

Teacher	Date						Time/Module			
CT Cognitive Skills: INP: Interpretation AN: Analysis INF: Inference EV: Evaluation EX: Explanation SR: Self-Regulation IC:K: Knowledge A: Awareness S: Sensitivity										
	CT Cognitive Skills						CT Dispositions	IC		
	INP	AN	INF	EV	EX	SR		K	A	S
Classroom Interaction										
1 th (0-10min.)										
2 nd (10-20 min.)										
3 rd (20-30 min.)										
4 th (30-40 min.)										
5 th (40-50 min.)										

Appendix III: Cross-Cultural Awareness-Knowledge Test

Directions: The scale consists of 28 items concerning what you know or don't know about other cultures. Respond to each item on a scale of 1 to 5: 1=**definitely no**, 2=**not likely**, 3=**not sure**, 4: **likely**, and 5= **definitely yes**. Be as honest with yourself as possible in completing the scale.

1. _____ I can accurately list tree countries that are considered collectivistic.

2. _____ I can accurately identify three countries that have large power distances.

3. _____ I know the appropriate distance at which to stand when interacting with people in at least two other cultures.

4. _____ I know the appropriate touch rules in at least two other cultures.

5. _____ I can name the (political/governmental) leaders of four other countries.

6. _____ I understand and can practise appropriate gift giving in three other countries.

7. _____ I can identify some gestures appropriate in Turkey that are considered obscene in other countries (or appropriate in other countries but obscene in Turkey)

8. _____ I understand sex-role differences in at least two other countries.

9. _____ I can name the countries that are considered polychronic.

10. _____ I can name the United States' top three trading partners.

11. _____ I can name the currencies in four other countries.

12. _____ I can name the Abrahamic religions.

13. _____ I can tell the name of 5 different religious feasts.

14. _____ I know popular cuisines in at least six other countries.

15. _____ I can name scriptures followed in different religions.

16. _____ I can name at least three countries which are informal.

17. _____ I know the world' top 4 economies.

18. _____ I can accurately list three countries which are individualistic.

19. _____ I know at least three countries which are feminine.

20. _____ I can accurately list three countries which have high tolerance of ambiguity.

21. _____ I can accurately list three countries which belong to high context cultures.

22. _____ I can name at least three countries which are formal.

23. _____ I can accurately list three countries which have low tolerance of ambiguity.

24. _____ I know at least three hierarchical countries.

25. _____ I can name at least three countries that are more masculine.

26. _____ I can accurately list three countries which belong to low context cultures.

27. _____ I know five forms of government.

28. _____ I know the form of the government in Turkey.

Appendix IV: Test Your Intercultural Competence: Knowledge

The purpose of the research is to investigate the intercultural sensitivity of student teachers studying English Language Teaching. The present tool is intended to help you look at yourself, at your intercultural competence, and recognise your strong points as well as areas which need further development.

In what follows, one of the components which make up intercultural competence - knowledge - is divided into sub-components and each of these is accompanied by cartoons and questions for you to reflect about. All data acquired will be treated as confidential.

I understand participation is voluntary and the withdrawal from this survey at any time is possible without giving any reason.

Signature of Participant_____

Instructions: Reflect on the cartoons and the questions. Think of yourself in the context of the people in the pictures. These people can be the ones close to you or people from different regional, linguistic or religious backgrounds or with a different socio-cultural or socio-economic status.

- Read the statements carefully and mark a cross (×) to the appropriate spot.

KNOWLEDGE :Interaction



Do you take into consideration both verbal and non-verbal messages?

Never

Always

--	--	--	--	--



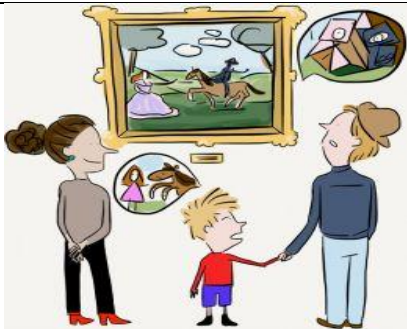
Do you clarify meanings to avoid misunderstandings?

Never

Always

--	--	--	--	--

Social practices



Do you show awareness of the fact that other people might think, behave and feel differently?

Never

Always

--	--	--	--	--



Do you actively explore the reasons behind different practices and reactions?

Never

Always

--	--	--	--	--

The role of social and political actors



Do you turn to the appropriate social, cultural or political actors when you need information or support?

Never

Always

--	--	--	--	--



Do you initiate action with the appropriate group of social or political actors when a problem occurs?

Never

Always

--	--	--	--	--

World views and belief systems

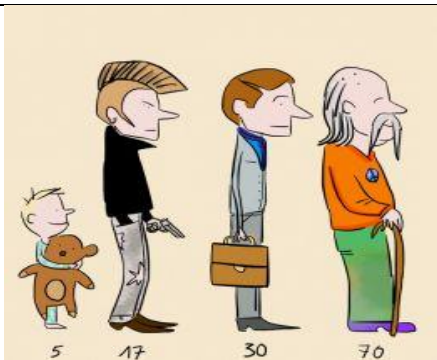


Do you recognise that spiritual and existential questions are important aspects of life?

Never

Always

--	--	--	--	--



Do you show understanding of the fact that world views and beliefs people hold are not static?

Never

Always

--	--	--	--	--

Appendix V: Intercultural Sensitivity Survey

The purpose of the research is to investigate the intercultural sensitivity of student teachers studying English Language Teaching. All data acquired will be treated as confidential.

I understand participation is voluntary and the withdrawal from this survey at any time is possible without giving any reason.

Participant _____ Signature of _____

GENDER: Male _____ Female _____

	Never Describes Me	Seldom Describes Me	Describes Me Some of the Time	Describes Me Well	Describes Me Extremely Well
1. I do not really notice cultural differences.					
2. I think that cultural diversity really only exists in other places.					
3. I feel most comfortable living and working in a community where people look and act like me.					
4. I have intentionally sought to live in a racially or culturally distinct community.					
5. I am surrounded by culturally diverse people, and feel like my cultural values are threatened.					
6. I sometimes find myself thinking derogatory(negative) things about people who look or act differently from me.					
7. I believe that aid to developing countries should be targeted to those efforts that help these countries evolve toward the types of social, economic, and political systems.					
8. I believe that certain groups of people are very troublesome and do not deserve to be treated well.					
9. I understand that differences exist but believe that we should focus on similarities. We are all human.					
10. I think that all human beings are subject to the same historical forces, economic and political laws, or psychological principles. These principles are invariable across cultures.					
11. I acknowledge and respect cultural difference. Cultural diversity is a preferable human condition.					
12. I believe that verbal (language) and nonverbal(gestures, bodily actions) behavior varies across cultures and that all forms of such behavior are worthy of respect.					
13. I think that cultural variations in behavior spring from different worldview assumptions (beliefs-feelings).					

14. I believe that my worldview is one of many equally valid (acceptable) worldviews.					
15. I have added to my own cultural skills new verbal(language) and nonverbal(gestures, bodily actions) communication skills that are appropriate in another culture.					
16. I believe that culture is a process. One does not have culture: one engages in(take part in) culture.					
17. I am able to temporarily give up my own worldview to participate in another worldview.					
18. I have two or more cultural frames of reference(criteria-values), and I feel positive about cultural differences.					
19. I am able to analyze and evaluate situations from one or more chosen cultural perspectives.					
20. When faced with a choice about how I am going to respond to a given situation, I am able to shift(move) between two or more cultural perspectives and consciously make a choice to act from one of these cultural contexts.					
21. I believe the world has become economically, environmentally, and politically interdependent.					
22. I am linguistically and culturally competent in at least one language and culture other than my own.					
23. I use a language other than my native language at least 25% of the time.					
24. I am interested and spend considerable time working on global issues.					
25. I have substantive(serious) competence in analyzing global issues and a working knowledge of concepts and methods that can describe, explain, and predict changes in global systems.					
26. I think the choice one makes at home have relevance for other countries and vice versa.					
27. I appreciate how people from other cultures are different from me.					
28. I am conscious of my own perspectives and culture.					
29. I want to continue to learn about the world's peoples, cultures, and issues.					
30. I question my own prejudices as well as all national and cultural stereotypes.					
31. I recognize that my worldview is not universal.					
32. I find people from other places exotic and unusual.					
33. I feel uncomfortable when I am with people who are speaking a language I do not know.					
34. I try to learn about people from other cultures so that we can work and socialize together.					
35. I incorporate the attractive aspects of other cultures into my own way of doing things.					
36. I have learned how to produce work with people from other places in the globe.					

37. I feel self-confident and comfortable socializing with people from other cultures.					
38. I have lived abroad and experiences intense interaction with a variety of people from this other culture.					
39. I have long-term friendships with several people from other cultures.					
40. I have the ability to deal flexibly with and adjust to new people, places, and situations.					
41. I have the ability to psychologically put myself into another person's shoes.					
42. I can act as a cultural mediator(person who ends disagreement between people) and serve as a bridge between people of different cultures.					

Appendix VI: Reflection on Critical Thinking Skills

Part A: Please take into consideration the following critical thinking skills while carrying out your research, seeking information, and preparing your assignment.

INTERPRETATION	<ul style="list-style-type: none"> *What is the main idea of the source? *What was intended to say by the author? *What are the beliefs, events, situations, and affective purports given in the content? *The categorization techniques used to group the data or information. *The categorization techniques (mind-maps, tables, figures etc.) that you use to simplify your data. *The paraphrasing techniques to clarify the meaning. 	
ANALYSIS	<ul style="list-style-type: none"> *Definition of abstract terms or concepts. *Comparing and contrasting ideas and statements related to informational content. *Detecting arguments that support or contradict with the intended message or messages. *Identifying the causal relationships between the ideas, arguments, or other given reasons. 	
EVALUATION	<ul style="list-style-type: none"> *Checking the credibility of the information or the statements. *Assessing claims and arguments to see whether they are logical or they have any fallacies. *The acceptability of the causal relationships or arguments or drawn conclusions. 	
INFERENCE	<ul style="list-style-type: none"> *Drawing own conclusions through gathering information and evidence. * Having own alternative explanations or solutions to the problems given in the content. *The use of reasoning techniques or conducting own observations or experiments to reach own hypotheses or arguments. 	
5.EXPLANATION	<ul style="list-style-type: none"> *Presenting or stating own ideas, arguments, or conclusions within the gathered evidence in a reasonable way. 	

	<p>*Providing details related to own followed methodology and reasoning that shape your arguments, your findings, and alternatives to the problems.</p> <p>*Elaborating more own reasons, interpretations, descriptions, and own standards.</p> <p>*The use of quotes, statistical information, examples for more detailed explanation.</p> <p>*Giving more details related to the organization of your work (classification, cause and effect, compare and contrast, definition, process, argumentative etc.)</p>	
<i>SELF-REGULATION</i>	<p>*Assessing and reflecting on own cognition and reasoning techniques.</p> <p>*Adopting a fair judgment and assessment of own ideas in order to have an objective view.</p> <p>*Developing awareness of own biases, stereotypes, or other mental distortions that may block own reasoning.</p> <p>*Taking action to do self-correction and correct mistakes.</p>	

Part B

- What have learned about yourself, your culture, and target culture (other cultures)?
- What are the similarities and differences between your culture and other cultures?
- What have you learned about language (English)? Have you learned new vocabulary, idioms, or other expressions?
- Did this assignment develop your personality? Have you gained new personal traits? Have you developed and positive thoughts about other cultures and people?(Have you become more open-minded, empathetic.....?)
- Did you break any stereotypes with this assignment?

Appendix VII: Reflection on Intercultural Competence Development through Critical Thinking (C-KAS)

Part I

(Knowledge, Awareness, Sensitivity)

Knowledge	
(Learning new cultural and intercultural information, having knowledge about cultural behaviors , other cultural aspects like politics, religion, family life, customs and traditions etc., marriage, and learning verbal (idioms, proverbs) and non-verbal (gestures, mimes, proximity) communication aspects)	
Think about the newly acquired cultural/ intercultural information and behaviors both in your own culture and other cultures.	
Awareness	
(Developing understanding and awareness of own and other cultures, recognizing the cultural differences and similarities, having consciousness of own stereotypes, cultural and intercultural responsibilities, and developing awareness about the importance of intercultural interaction with different cultures)	
Take into consideration the whole term and course, what have you recognized in your culture that you have never thought before and the intercultural aspects that you believe that you have developed awareness and more consciousness.	
Sensitivity	
(Attitudes, emotional change and development, openness, empathy, respect for cultural differences, having positive attitudes towards different cultures, willingness to learn different cultures, showing tolerance to cultural differences)	
What kind of attitudes, feelings, and personal traits have you developed about yourself, your culture, different cultures and people?	

Part II: Critical Thinking Dispositional Development

To have the awareness of our knowledge about a topic would be incomplete or incorrect	
To be able to confront intellectually and honestly with our prejudices or situations that we do not like	
To be able to set certain criteria while researching or trying to reach knowledge; not to be self-centered or ethno-centered while questioning the validity or reliability of the collected information	
To be able to empathize in order to better understand the opinions of others and honestly develop understanding about what they think.	
Showing respect and having equal treatment for all viewpoints	
To believe that the liberation of mankind and the achievement of peace can only be achieved through the pure and fair use of own reasoning and the development of intellectual virtues	
To be inquisitive and planned and showing thoughtfulness while searching for knowledge in many sources, and being decisive and able to concentrate on these points despite difficulties	
To be flexible and not rigid at the point of correcting misinformation	

Appendix VIII: Critical Intercultural Competencies

1.INTERPRETATION			2.ANALYSIS		
To comprehend and express the concepts, events, beliefs, and values related to cultural and intercultural topics. <ul style="list-style-type: none"> • Sub-classification of culture, intercultural competences, human rights, political systems, religious beliefs, and educational systems. • Decoding significance of information, social message, and emotions encoded in cultural or intercultural content. • Paraphrasing of complex or ambiguous concepts, statements, or behaviors related to one's own culture and other cultures in order to make it more accessible and clearly understood. 			To distinguish the how the given statements, concepts, or questions are related in a cultural context in order to identify the beliefs, values, experiences or opinions related to one's own culture or other cultures. <ul style="list-style-type: none"> • Figuring out the direct and indirect relationships among the concepts, questions, and statements regarding to any cultural phenomena like the roles of political and educational systems, religious beliefs in foreign affairs. • Identifying whether these relationships are supportive or contradictive. • Comparison and contrast of cultural beliefs, values, ideas, and behaviors. • Analysis of main conclusions and main idea of author in given cultural contents. 		
Categorization	Decoding Significance	Clarifying Meaning	Examining Ideas	Detecting Arguments	Analyzing Arguments
To approach intercultural problems without prejudice To categorize cultural information, data, or experiences through logical sub classifications.	To comprehend the individual and social significance of any intercultural phenomena. To detect the meaning and emotions given through verbal and non-verbal channels during intercultural interaction. To detect the cultural message, functions, intentions etc.	To reword the intended meaning given through ideas, concepts, events, beliefs related to one's own culture and the others' in order to achieve clarity. To make ambiguous expressions more explicit by using explanation, description, or metaphorical expressions.	To distinguish and figure out the intended and hidden relations between expressions, ideas, judgments, and questions playing linguistic or emotional roles in intercultural context. To identify the similarities and differences between cultural aspects or events.	To detect whether the given expressions, questions, or information displayed through graphics support each other or challenge.	To distinguish the main conclusion given in an intercultural readings or any audio-visual contexts. To identify stated, unstated cultural related reasons, claims, or the background information which support the reasoning of the author.

3.EVALUATION

To check the credibility of the sources, reliability of the statements, and see whether the statements are related in a logical way or not from the cultural and intercultural perspective.

- The assessment of political, educational, religious and other intercultural claims or arguments to see whether they are false, true, hypothetical or causal statements.

4.INFERENCE

To identify available information or think about other alternative information through reasoning techniques in order to draw conclusions or formulate own hypothesis related to own culture and other cultures.

- Identifying cultural information which will help to form logical conclusions
- Designing a plan to find out missing information needed to draw conclusions related to cultural and intercultural topics.
- Applying this plan through search or experiments
- Developing alternative hypotheses for cultural aspects and relations and solutions for any cultural or intercultural conflicts or any problems.

Assessing Claims	Assessing Arguments	Querying Evidence	Conjecturing Alternatives	Drawing Conclusions
To check whether the individual claims concerning any given cultural event or topics are false or true .	To assess whether the cultural arguments and conclusions based on these arguments are formulated with hypotheses or any reasoning shaped around a set of causes .	To develop a search plan or strategies to collect information for the premises of cultural arguments which have fallacies.	To suggest alternatives to solve a cultural conflict . To develop alternative hypotheses related to any cultural points. To estimate the possible difficulties or the benefits likely to emerge in relation to given decision related to intercultural topics.	To apply various reasoning techniques such as analogy , carrying out experiments , having statistical research which will approve or disapprove the possible conclusions based on the collected evidence related to any cultural phenomena .

5.EXPLANATION

6.SELF-REGULATION

To present results regarding any cultural or intercultural points which were obtained through the use of one's own reasoning and give logical explanations about the applied methodology which gives way to the collection of those results.

To play conscious effort and meta-cognitive assessment to check own reasoning, the use of thinking skills in collecting data and drawing conclusions about cultural aspects.

- To write or articulate appropriately the findings related to search about the political, economical, educational and religious aspects shaping the intercultural competence.
- The reliability confirmation of followed steps in order to collect cultural and intercultural data.
- Use of tables, charts or other graphs to present statistical findings.

- The self- assessment of own cognition, beliefs, values, or opinions related to one's own culture and other cultures.
- Elimination of own reasoning from any individual or cultural prejudices or stereotypes.

Stating Results	Justifying Procedures	Presenting arguments	Self-Examination	Self-Correction
To generate accurate interpretation or representations of the results collected through reasoning activities in order to carry out analysis and evaluation of the results will be basis for any argument or action related to any intercultural issues.	To give details about the research design, method, criteria , and other issues related to contexts which are used to form interpretations of the results. To provide rationales for the chosen test to get statistical information related to cultural points. To tabulate quantitative results and other data with appropriate graphics .	To provide reasons for the stated claims. To deal with the objections addressed to the applied method or used criteria with evidence or counter-evidence .	To think deeply about own reasoning. To reflect own lack of knowledge through a comprehensive meta-cognitive assessment . To be aware of own beliefs, values, attitudes so as to be more objective, open-minded, and unbiased .	To take action to compensate for deficiencies caused by one's own reasoning To remedy the fallacies caused by the choice of methodology or ignorance.

Appendix IX: Syllabus

WEEK	TOPICS	PRESENTATION&READING MATERIALS	TASKS
Week 1	CRITICAL INTERCULTURAL COMPETENCE	Reading I: Defining Culture and Identities Reading II: From Intercultural Awareness to Intercultural Empathy Reading III: Respect for cultural diversity is a prerequisite for dialogue Presentation: Cultural Stereotypes Video 1: Defining Intercultural Competence	Task I: Concept-Mapping <ul style="list-style-type: none">Designing wordle on intercultural competences (Openness, cultural empathy, respect...) Task II: Writing a Reflection Paper about Cultural Identity <ul style="list-style-type: none">How do you define yourself culturally? (ethnic group, gender, family structure, cultural values, any cultural stereotypes, experiences in intercultural contexts) Task III: Unearthing Cultural Stereotypes (Video& Photo Contest) <ul style="list-style-type: none">Students are going to take a photo or record a video related to how they perceive a specific culture
Week 2	*Critical Thinking Skills *What is culture? *Cultural Awareness *Intercultural Competence * Ethnocentrism & Ethnorelativism	Suggestions for Movie Analysis: <ul style="list-style-type: none">Crash (2004)The Color of Friendship (2000)Schindler's List (1993)Amazing Grace (2006)	
Week 3	HUMAN-RIGHTS *Human-rights-based Intercultural Competence *Civil Liberty and Political Rights *Economic, Social, and Cultural Rights *Collective Rights	Presentation and Discussion on Human Rights(1 st , 2 nd , 3 rd Dimensions) Poster Design about Human Rights Reading I: The Universal Declaration of Human Rights, 1948 Reading II: Building Human rights-based intercultural competences Reading III: Intercultural Competences: Conceptual and Operational Framework Reading IV: Promotion of ICTs and media as tools for capacity building in Peace and Non-Violence Video I: Human Rights Video II: Women's Rights, NGOs, Second Dimension Video III: Focus Human Rights: Violations, History Video IV: Fostering Gender Equality and Empowerment Suggestions for Movie Analysis: <ul style="list-style-type: none">American History X (1998)Jafar (Short Movie)Hotel Rwanda	Task I: Human Rights Violations <ul style="list-style-type: none">Doing a research and preparing a presentation about one of the Human Rights violations in history and today Task II: Human Rights Activists <ul style="list-style-type: none">Found an imaginary non-governmental organization (Have a group discussion about your name, logo, mission, and future campaigns)
Week 4			

Week 5	POLITICS & ECONOMY *Forms of Government (Democracy, Anarchy etc.)	Presentation and Discussion on Political Systems and Intercultural Policies Presentation I: Types of Government Reading I: Turning Intercultural Action into Policies Reading II: What Is an Intercultural Policy? A Comprehensive View Video I: Going Global Video II: An Introduction to Parliament	Task I: Intercultural Policies <ul style="list-style-type: none">Write a report about foreign and intercultural policies and related financial supports in different countries
Week 6	*Systems of Government (Unitary, federal etc.) *Intercultural Policies *Foreign Affairs and Policies		Task II: Intercultural Utopia <ul style="list-style-type: none">Build your own utopia with an ideal political and economical system which aims ideal intercultural unity in one society
Week 7	INTERCULTURAL & MULTICULTURAL EDUCATION	Presentation I: Intercultural & Multicultural Education Presentation II: Enhancing the Intercultural Dimension in Teacher Education Reading I: "What makes a global teacher?" Examining student responses to development and intercultural education. Reading II: Developing the intercultural dimension In language teaching Video I: Intercultural Education Video II: Intercultural Teaching Video III: The Levels Of Multicultural Education Video IV: Becoming a Culturally Responsive Teacher	Task I: Conducting Survey on Intercultural Competences of Teachers <ul style="list-style-type: none">Doing research and article analysis about the intercultural qualifications of teachers
Week 8			Task II: Intercultural Classrooms <ul style="list-style-type: none">Designing intercultural classroom activities and teaching materialsHow to accommodate cultural differences in one classroom?
Week 9	RELIGION & TRADITIONS	Reading I: Freedom of Religion or Belief Reading II: Tolerance – a Key concept for dealing with cultural and religious diversity in education Video I: The five major world religions - John Bellarmey Video II: Respect for every religion	Task I: Religious Freedom Project <ul style="list-style-type: none">How to define religious freedom and tolerance?How to sustain respect among different beliefs and religious preferences?
Week 10		Suggestions for Movie Analysis: <ul style="list-style-type: none">Life of Pi (2012)My Name is Khan (2010)	Task II: Integrating Different Traditions into Curriculum



GAZİLİ OLMAK AYRICALIKTIR..