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ENGLISH LANGUAGE EDUCATION PROGRAM



**COMPARISON OF INTERCULTURAL SENSITIVITY AND
ETHNOCENTRISM LEVEL OF ENGLISH TEACHERS
WORKING IN PUBLIC AND PRIVATE SCHOOLS
(SAMPLE OF TRABZON PROVINCE)**

Master's Thesis

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SAMSUN
2023

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I hereby declare and undertake that I complied with scientific ethics and academic rules in all stages of my Master's Thesis , that I have referred to each quotation that I use directly or indirectly in the study and that the works I have used consist of those shown in the sources, that it was written in accordance with the institute writing guide and that the situations stated in the article 3, section 9 of the Regulation for TÜBİTAK Research and Publication Ethics Board were not violated.

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ÖZET

DEVLET OKULLARINDA VE ÖZEL OKULLARDA ÇALIŞMAKTA OLAN İNGİLİZCE ÖĞRETMENLERİNİN KÜLTÜRLERARASI DUYARLILIK VE ETNİK MERKEZCİLİK SEVİYELERİNİN KARŞILAŞTIRILMASI: TRABZON İLİ ÖRNEĞİ

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Yüksek Lisans, Haziran/2023
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Gelişen teknoloji ve imkânlar sayesinde günümüzde toplum içerisinde farklı kültürel gruplara ait bireyleri gözlemlemek mümkündür. Bu kültürel çeşitlilik içerisinde kültürlerarası etkili iletişim becerilerine sahip olmak büyük önem taşımaktadır. Etnik merkezlikten uzak ve yüksek kültürlerarası duyarlılığa sahip olmak farklı kültürden insanlar ile etkili iletişim kurabilmenin temelini oluşturmaktadır. Kültürlerarası duyarlılık, farklı kültürlerden insanlara karşı önyargısız bir tavır ile yaklaşılmasıdır. Etnik merkezlik kişinin ait olduğu kültürel grubun değerlerini merkezileştirmesi olarak tanımlanmaktadır. Gelecekteki toplumların bu becerilere sahip bireylerden oluşması, günümüzdeki eğitim sistemi ile doğrudan ilişkilidir. Bu nedenle birçok ülkenin eğitim programlarına kültürlerarası iletişimi becerilerini geliştirmeye yönelik hedef ve kazanımlara yer verildiği görülmektedir.

Dil ve kültür arasındaki güçlü bağ, her iki unsurun devam eden etkileşimi dil öğrenimi sırasında kültürün de öğretildiğini açıkça göstermektedir. Temel becerilerinin yanı sıra, artık yabancı dil eğitiminde kazandırılmak istenen temel becerilerden biri de kültürel yeterlidir. Dolayısıyla, yabancı dil öğretmenleri de kendi kültürlerarası iletişim becerileri ve etnik merkezlik seviyelerini gözden geçirmelidirler. Bu nedenle kültürlerarası duyarlılığı yüksek bireyler yetiştirmek konusunda yabancı dil öğretmenlerinin üstlendikleri rol yadsınamaz bir gerçektir. Bu araştırmanın amacı, Trabzon'da özel okul ve devlet okullarında görev yapmakta olan İngilizce öğretmenlerinin kültürlerarası duyarlılık ve etnik merkezlik düzeylerindeki farklılıkları ve bu farklılıklara sebep olan etmenleri ortaya koymaktır. Bu çalışma 2022-2023 Eğitim-Öğretim yılında Trabzon'da özel okul ve devlet okullarında ilköğretim, ortaokul ve lise kademelerinde görev yapmakta olan 115 İngilizce öğretmenine uygulanmıştır. Veriler Chen, Starosta (2000) ve Neuliep ve McCroskey (1997) tarafından kültürlerarası duyarlılık ve etnik merkezliği ölçme amacıyla geliştirilmiş olan iki farklı ölçek aracılığıyla toplanmıştır. Verilerin analizinde ilişkisiz T testi, Mann Whitney U ve Kruskal Wallis testleri uygulanmıştır. Elde edilen sonuçlara göre öğretmenlerin kültürlerarası duyarlılık seviyelerinde uluslararası projelere katılım ve hizmet içi eğitim alma durumlarına göre istatistiksel anlamlı fark olduğu görülmüştür.

Anahtar Sözcükler: Kültür, Kültürlerarası duyarlılık, Kültürlerarası iletişim, Etnik merkezlik, Dil Eğitimi, İngilizce Öğretmenliği

ABSTRACT

COMPARISON OF INTERCULTURAL SENSITIVITY AND ETHNOCENTRISM LEVEL OF ENGLISH TEACHERS WORKING IN PUBLIC AND PRIVATE SCHOOLS (SAMPLE OF TRABZON PROVINCE)

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Master, June/2023

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Thanks to the developing technology and opportunities, it is possible to observe individuals coming from different cultural backgrounds. In this cultural diversity, it is of great importance to have effective intercultural communication skills. Out of ethnocentrism having a good level of intercultural sensitivity forms the basis of effective communication with people from different cultures. Intercultural sensitivity is approaching people from different cultures with an unprejudiced attitude. Ethnocentrism is defined as the centralization of the values of the individual's own cultural group. The formation of societies is directly related to the current education system. For this reason, it is seen that the educational programs of many countries include goals that aim to improve multicultural education and intercultural communication skills.

The strong bond between language and culture, the ongoing interaction of both elements clearly show that culture is also taught during language learning. In addition to listening, reading, writing and speaking skills, one of the basic skills to be gained in foreign language education is cultural competence. Therefore, foreign language teachers should also develop their intercultural communication skills and be aware of ethnocentrism. For this reason, the role of foreign language teachers in raising individuals with high intercultural sensitivity is an undeniable fact. The aim of this research is to reveal the differences and factors affecting the levels of intercultural sensitivity and ethnocentrism of English teachers working in private and public schools in Trabzon. This study was applied to 115 English teachers working at primary, secondary and high school levels in private and public schools in Trabzon in 2022-2023 academic year. In this study, the level of intercultural sensitivity and the level of ethnocentrism of English teachers have been examined. Chen, Starosta (2000) and Neuliep, McCroskey (1997) developed the scales to measure intercultural sensitivity scale and ethnocentrism level. The relationship between these levels were examined through two scales developed by Chen and Starosta (2000) and Neuliep and McCroskey (1997). Independent samples T tests, Mann Whitney U and Kruskal Wallis H, were used to analyze the data. Findings of the research showed that there is a statistically significant difference between teachers' intercultural sensitivity levels in terms of their participation in intercultural projects and training sessions.

Keywords: Culture, Cultural sensitivity, Intercultural communication, Ethnocentrism, Language education, English Language Teachers

ACKNOWLEDGEMENT

First of all, I would like to take the opportunity to express my gratitude to my thesis advisor Assoc. Prof. Dr. Zerrin EREN for the guidance and encouragement throughout my thesis writing process.

I would remiss in not mentioning my colleagues who kindly accepted to help me to contribute to my study by spending their time and effort.

I also would like to deeply thank to my beloved parents and my lovely sister. I would not succeed many things in my life without their endless support. I could not have undertaken this journey without their patience and faith in me. Thank you for supporting and believing me in every stage of my life.

The last but not the least, I would like to thank my fiancé who contributed to my journey while he was having the same thesis writing journey in Moscow.



Tuğba OTMAN

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SYMBOLS AND ABBREVIATIONS

ACTFL	: American Council on the Teaching Foreign Languages
EFL	: English as a Foreign Language
ELT	: English Language Teaching
ICC	: Intercultural Communicative Competence
ISS	: Intercultural Sensitivity Scale
N	: Number
SD	: Standard Deviation



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1. INTRODUCTION

1.1. Background of the Study

Each person is born in a society. While growing up, this person acquires the culture of the society in which s/he was born. Culture can be defined as a way of life, behaviours, values, norms, and values which is peculiar to a specific group of people. Culture possesses the unique characteristics of a specific group of people so it can be maintained that while a child is growing up, s/he internalizes the way of thinking and the way of behaving of that society. Therefore, it is possible to assert that culture makes the individuals of a society distinctive from other groups of people.

According to Mazari and Derraz (2015) “It is possible to say that the study of culture has two interrelated goals: to facilitate the use of language by learners and help them realize how much we are alike and how we are different from each other” (p.353). Regarding the strong relationship between culture and language, it is not possible to consider language only as a system of letters and words. Culture shows individuals how to act and interact with others; language enables them to improve their social interactions. Thus, learning a foreign language includes learning the culture of that language.

Learning a language does not mean learning the grammatical structures and rules of that language since learning only grammar cannot help the speaker to become a good communicator in the target language. Developing linguistic skills cannot meet the needs of today’s language learner. Many scholars state that the role of culture in language teaching is beyond teaching language structure. For instance, according to Kramsch (2013) “Language is not a bunch of arbitrary linguistic forms applied to a cultural reality that can be found outside of language, in the real world” (p.62). In other words, language does not only consist of linguistic signs with their dictionary definitions. Language and culture are two interrelated terms. According to Foley and Thompson (2003), culture plays an essential role in language acquisition, which is fundamentally a social activity connected to the broader cultural context. In other words it is not possible to expect the language learners to become proficient in the target language without being aware of the cultural context in which the language is going to be spoken. In addition to language proficiency, language teachers are also supposed to integrate culture and aim to develop cultural competency in their classes.

Today, individuals are required to interact with people from different cultures, these intercultural interactions expect the learners to develop various abilities. As Girik Allo (2018) mentions, due to intercultural encounters people start to realize the diversity among others and learn to understand the difference to accept it (p.160). Since learning a foreign language can also be considered as an example of intercultural encounter, language learners and teachers are also expected to develop their cultural skills.

In order to be a good communicator, individuals should develop certain abilities and one of these abilities is intercultural sensitivity. According to Chen and Starsota (2000), intercultural sensitivity can be treated as a mindset that helps individuals to distinguish how their counterparts differ in behaviour, perceptions, or feelings in the process of intercultural communication (p.4). In other words, intercultural sensitivity is to approach people from different cultures with an unprejudiced attitude. This attitude enables individuals to understand and respect people from different cultures with positive behaviours away from ethnocentrism.

Various definitions have been put forward by scholars to define ethnocentrism. A definition has been made by Bizumic, "Ethnocentrism is defined as a belief which supports the superiority of one's own group, including its values and practices, and often involves contempt, hatred, and hostility towards those outside the group" (Bizumic, 2015, p.2). Ethnocentrism can be defined as the act of centralization of an individual's own cultural values. In other words, an ethnocentric individual develops a perspective through which s/he accepts his/her own culture as superior to everyone else's. Considering the strong bond between culture and language, it is possible to state that in order to develop an unprejudiced attitude towards other cultures and communicate with other speakers with respect, interculturalism and ethnocentrism should be tackled in foreign language education in particular.

The aim of foreign language and the place of culture in foreign language education has changed in time. Linguistic proficiency was prioritized in schools when the grammar-translation method was popular in the 17th century. Through grammar-translation method students were expected to use the language by translating literary texts. In other words, communicative outcomes were not prioritized. In time, the aim and methods have changed and the importance of interaction in the target language gained importance. Students have been expected to communicate successfully in the target language and develop communicative competence.

However, only developing language proficiency and communicative competence cannot help the language learners to carry out successful communication in the current world, they should also develop intercultural proficiency. Language teachers are required to realize the influence of culture on the act of communication. In other words, it is the responsibility of language teachers to develop cross-cultural competence and an understanding of how diverse cultural perspectives influence the way how the students act. In order to contribute to the best learning outcomes, teachers should have awareness about intercultural sensitivity and ethnocentrism. For this reason, in order to develop the intercultural skills of language teachers it is a need for educational policy developers and teachers training departments of universities to find out the variables that may affect the English teachers' intercultural sensitivity and ethnocentrism levels.

1.2. Problem Statement

It is possible to state that developing intercultural understanding is not crucial only in multicultural countries such as the United Nations of America or China. It has become essential to develop intercultural communication skills for individuals in every part of the world. Thus, it has become necessary to place culture in the teaching curriculum in Turkey as well. When the gradually improved language teaching curriculum in Turkey is examined, it is possible to see that teaching programs in Turkey also include general objectives and achievements for intercultural communication skills. For instance, in the 2018 ELT curriculum the changes has been made according to intercultural communication need analysis of the learners. In addition to listening, reading, writing and speaking skills, cultural competence is one of the basic skills to be gained in foreign language education.

Since students will communicate with people from different cultures by using foreign language, foreign language teachers are expected to teach their students both the culture of the target language and the other cultures. However, language teachers' high levels of ethnocentrism or insufficient intercultural sensitivity level may lead the teachers to avoid teaching culture. In addition to that, some foreign language teachers may even avoid teaching culture, thinking that they are not cultural missionaries of another language. As mentioned above, there are significant factors affecting the success of integration of culture in language instruction. One of the important factors is the role of the foreign language teacher. Based on these

reasons, this study aims to reveal the differences in the levels of intercultural sensitivity, ethnocentrism of English teachers and the factors affecting their levels.

1.3. Aim and Scope of the Study

Given the strong bond between language and culture, it is possible to state that language teachers are increasingly responsible for placing culture in their classrooms. The intercultural dimension of language teaching requires the educators to be competent thus, teachers should adapt relevant teaching techniques to prepare the students for effective cross-cultural communication contexts. However, the competency of teachers in intercultural contexts is another important aspect to be discussed. It is necessary to examine the attitude of language teachers towards teaching culture. Therefore, it is significant to analyse the intercultural sensitivity and ethnocentrism level of teachers.

This study focuses on the comparison of intercultural sensitivity and ethnocentrism levels of English teachers working in public and private schools. The findings of the study may lead the English teachers to think more about the importance of their attitudes towards teaching culture. This study is restricted with the English teachers working in Trabzon.

1.4. Limitations of the Study

This study was applied to the teachers of English who work at state and private schools in Trabzon. Thus, the population place of this research can be regarded as one of the limitations of the study. In addition to the place of study, the number of the participants included in the study can be stated as another limitation of this study.

1.5. Research Questions

Developing students' intercultural communication skills is assumed to be one of the goals that foreign language teachers should attach importance to. For this reason, English teachers were selected to collect data in this study.

In line with the aim of the research, data will be collected from English teachers working in private and public schools working in Trabzon.

To achieve the aim of the study, this study attempts to find an answer to the following research questions and sub-questions:

- 1) What is the intercultural sensitivity and ethnocentrism level of English teachers working in private and state schools in Trabzon?
- 2) What are the factors affecting the level of intercultural sensitivity and ethnocentrism of English teachers?
 - a) Does the year of experience of English teacher have an impact on his/her intercultural sensitivity and ethnocentrism level?
 - b) Does the department English teachers have graduated have an impact on his/her intercultural sensitivity and ethnocentrism level?
 - d) Do in service trainings about culture the English teacher receive have an impact on his/her intercultural sensitivity and ethnocentrism level?
 - e) Do the international education projects the teachers take part in have an impact on his/her intercultural sensitivity and ethnocentrism level?
- 3) Is there a significant difference between the level of intercultural sensitivity and the level of ethnocentrism of English teachers working in public schools and private schools?
 - a) Does the institution the English teacher is working have an impact on his/her intercultural sensitivity and ethnocentrism level?

1.6. Definitions of the Terms

Culture: It defines different ways of everyday habits of people living in the same place by adopting the same characteristics. These characteristics can pass from generation to generation.

Mono-culture: It is the concept of prioritizing a single social or ethical group and its features along other cultures.

Cross-culture: It is the concept of realizing differences among cultures and developing an attitude of bridging different cultures.

Language teaching approaches: They involve various educational philosophies which aim to develop language skills of the learners from various ages.

Communicative competence: It refers having the capability to communicate in appropriate ways in different contexts.

Intercultural communicative competence: It refers having the skills and abilities to show understanding towards other cultures and communicate with the people from diverse cultural backgrounds without having any problem.

Intercultural Sensitivity: It describes the way how an individual develops awareness and appreciation towards other cultures.

2. REVIEW OF LITERATURE

This chapter consists of five main sections. The first section focuses on the definition of culture and it is followed by the second section focusing on the importance of culture in language learning. In the second section, intercultural communicative competence, theoretical frameworks of intercultural communicative competence and intercultural sensitivity are presented. The third section presents definition of term ethnocentrism and it is followed by the fourth section in which the term intercultural sensitivity is explained. The last section presents summaries of related studies. The studies aimed to examine teachers' attitudes towards teaching culture, analyse the ethnocentrism and intercultural sensitivity level of students and teachers.

2.1. Defining Culture

In order to define the interdisciplinary term culture, various definitions have been put forward by the field of sociology, psychology, anthropology, literature, business and many others fields. All of the disciplines stated above define the poly semantic term culture from different viewpoints. It is possible to define culture as the collective ideas, traditions, skills and beliefs which are peculiar to a group of people. "Culture is the collective programming of the mind which distinguishes the members of one group from another. As every generation adds something of its own, culture is transmitted from generation to generation and it changes all the time" (Hofstede et al., 2010, p.5). Considering Hofstede's definition of culture, it is possible to state that culture possesses unique features of a specific group of people and these features are changeable in time. With the unique features culture distinguishes members of a specific cultural group from other cultural groups. As each individual belongs to his/her own cultural group, in order to be able to communicate with other people in society, it is necessary to develop intercultural sensitivity.

Culture can also be defined as a guide for individuals of a particular community, with the help of culture and its features an individual of a cultural group learns how to behave and react towards the expectations of his/her cultural environment. In order to be able to act and communicate appropriately in a new cultural group it is necessary to learn the characteristics of that group. Culture enables an individual to learn the core principles, habits, vision, norms and many

other characteristics of a group. Without the guidance of culture it can be stated that it not possible to conduct a successful communication with a speaker from another culture. In an intercultural conversation, with the help of cultural knowledge, individuals represent behaviours and reactions that are not against the cultural norms of the other speakers.

Among other scholars' definitions and explanations of culture, Peter Berger and Luckmann (2008) has come up with a new perspective and defined culture by dividing the term into two subcategories as *objective culture* and *subjective culture*. Objective culture constitutes the art, music, cuisine and other products of that culture such as the political and economic systems. Subjective culture mainly refers to the experiences of the individual in a cultural context. It can be stated that subjective culture constitutes the cognitive aspects of cultural elements. For instance, beliefs, roles and values are some of the parts of subjective culture.

As culture is a very broad term, another classification has been made by American anthropologist Edward Hall. During World War II, Hall was serving in Europe and the Philippines and he had the chance to make observations in cross-cultural settings (Beaman, 2008, p. 38). In 1976, Hall developed the iceberg analogy of culture. The visible part of the ice berg constitutes the external part of culture. It is also known as Big 'C' culture. Big 'C' culture refers history, geography, institutions, literature, art, and music. Culture with big 'C' forms art, economy, education and social constitutions of society. The invisible part of the ice berg below water constitutes the small 'C' culture or 'behaviour culture'. "Small 'C' culture has a broader meaning and it highlights culturally-influenced thoughts and perceptions" (Tomalin and Stempleski, 1993, p.6). It is possible to state that small 'C' culture refers to the interpersonal relations and values of social life. In other words, small 'C' culture consists of principles, standards, and ways of thinking that suit society's norms. Considering the definitions of culture stated above, it can be stated that culture shapes the complex nature of human life and serves as a unifying feature to keep individuals together. No matter if culture is categorized as objective and subjective culture, or is explained as big 'C' or small 'C' culture, all the components of culture are reflected through language. In accordance with the scope of this thesis, culture will be dealt with in the context of English language teaching.

2.2. English Language Teaching and Culture

Due to global changes and developments, English has become the major language of communication in the world. In former times, the aim of English language teaching was to develop linguistic proficiency; however, it cannot be the main aim of English classes at present. Culture has been placed among the target skills of language teaching. Contrary to popular belief, language teachers are not only supposed to teach linguistic structures.

According to American Council on the Teaching of Foreign Languages (ACTFL) language goals are defined with the 5 C's, the goals are communication, comparisons, communities, connections and cultures (Baroudi, 2017, p.9).). In other words, according to American Council on the Teaching of Foreign Languages teaching a foreign language should enable the learners to use the language by making comparisons of the studied culture and their own culture. It is also aimed to help the learner to participate and interact with people in multilingual communities by developing their perspectives. It is stated by ACTFL that language learners are required to study and reflect on various culture studies in foreign language education. It can also be stated that teaching English should not aim teaching only structures, but also instruct how English is used in different contexts. "Language learning involves culture learning as well and it useful for the language learner to study language in a context" (Richards and Rodgers, 2001, p.120). Thus, it is not possible to regard teaching English without enabling the language learner to understand the cultural aspects of the language.

Proficiency in language has always been considered as one of the main concerns of language teaching programs. However, in reality a high level of linguistic proficiency is not enough to have an appropriate interaction in the target language in today's world. It is required to be competent enough in the target language as well. Regarding that, it is necessary to define the term 'competency'. Hymes (1972) states that "competency should be considered as the most general term for the capabilities of a person. Competence is dependent upon both knowledge and (ability for) use" (p.282). In the sense of communicating in the target language, communicative competence has been at the topic of interest for a long time in the field of English language teaching.

In order to carry a successful and meaningful conversation it is crucial to be communicatively competent. “The concept of communicative competence cannot restricts itself to occurrences” (Hymes, 1972,p.286). In another saying, communicative competence is not only related with specific language practices, but it is generally what a speaker needs to know in order to be communicatively competent in speech communities. Although the concept of communicative competence was first introduced by Hymes, later it was developed by Canale and Swain (1980). The model below emphasises the components of communicative competence.

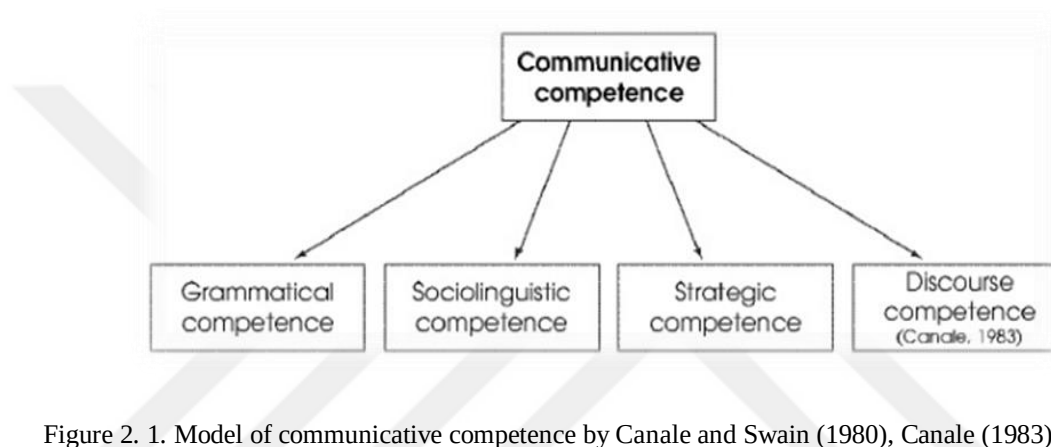


Figure 2. 1. Model of communicative competence by Canale and Swain (1980), Canale (1983)

The model of communicative competence by Canale and Swain (1980) consists of four subcategories which are grammatical competence, sociolinguistic competence, and strategic competence and discourse competence. As one of the sub-components of communicative competence, grammatical competence refers being proficient enough in the target language in terms of its linguistic functions. However, grammatical competence is not enough to carry a successful conversation. There are different elements that impact the interaction among speakers. Strategic competence refers the verbal-nonverbal strategies which help the speaker to avoid communication failures. According to Brown (2007) discourse competence can be regarded as the ability of the speakers to bind sentences to form a meaningful whole out of a series of utterances. In other words, discourse competence refers the ability to utter coherent and cohesive sentences in appropriate oral and written contexts.

Sociolinguistic competence refers to the appropriateness of the language use in settings. Due to changes in technology and increasing facilities in mobility, learners have more opportunities encounter with different dimensions of language use.

In order to be able to conduct successful communications in different global settings, individuals are expected to be aware of different cultures. In order to enhance communicative competence of the learners, classroom implementations should not prioritize only the grammatical structures of the language but also the function of it. It is also possible to state that sociolinguistic competence is directly linked with culture. In other words, it is not probable to develop sociolinguistic competence by neglecting the cultural aspect.

“In language teaching, the concept of 'communicative competence' takes this into account by emphasising that language learners need to acquire not just grammatical competence but also the knowledge of what is 'appropriate' language” (Byram et al., 2002, p.9). Thus, it has become a need for language teaching settings to promote sociolinguistic competence by integrating culture into the process. In other words, developing cultural competence gained more importance compared to former times.

Gaining cultural competence can be defined as having the ability to realize the differences relationships between different cultures and have a critical understanding of one's own and other cultures. It is also possible to state that cultural competence refers to having an depth understanding about a group and interact effectively. A culturally competent speaker, who respects and values the diversity, is able to communicate effectively in international settings.

“Cultural knowledge embedded in a language is important for its speakers, on one hand; and on the other, this knowledge has an impact on the philosophy of its learners” (Onalan, 2005, p.216). The way how culture is embedded in the language teaching process is a disputable topic for the teachers of English. It may be suggested that while integrating culture into ELT classes, the integration should not aim to teach the language only but also the content of different cultures. In the process of teaching, culture should not be regarded as a supplementary content. Cultural elements and the linguistic content can be unified in the teaching programs, so that the learners can develop both their language skills and cultural awareness. In addition to that it is possible to state that the more cultural elements are integrated into teaching process the better pragmatic language outcomes can be achieved.

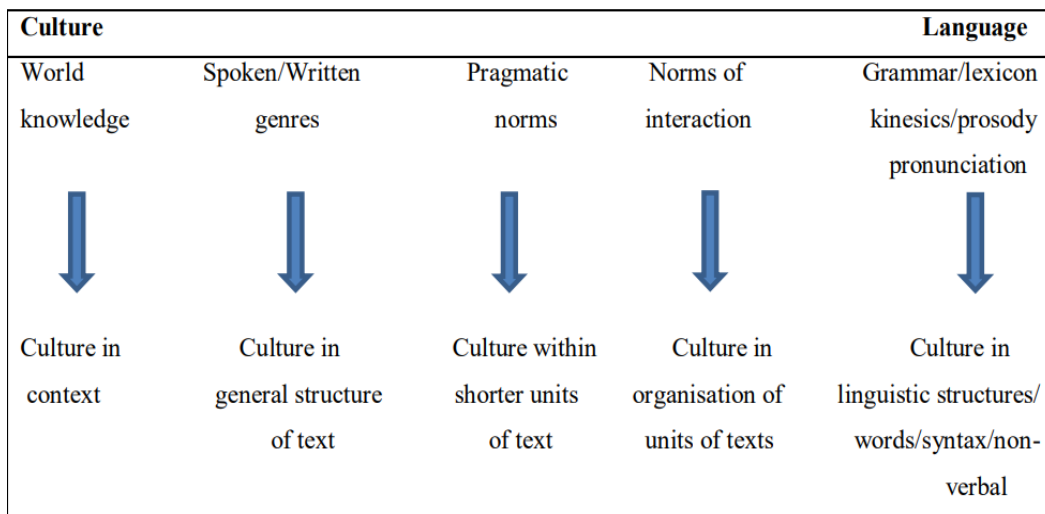


Figure 2. 2 . Points of articulation between culture and language (Lo Bianco et al., 1999, p. 116)

As reported by Ekmekçi (2017) “in order to be communicatively competent users of language in communicative situations, language learners should have adequate target culture knowledge and have access to the conceptual world of native speakers” (p. 59). It can be stated that a language learner cannot develop communicative competence without learning the culture and the concepts of the culture. Therefore, while teaching a foreign language it is not possible to neglect the cultural dimension of it.

“Culture is embedded in language as an intangible, all-pervasive and highly variable force” (Lo Bianco et al., 1999, p.116). The indispensable relationship between culture and language has been described by Lo Bianco et al. (1999) in Figure 2.2. The figure above shows that language can be broken down into distinct parts to describe how the cultural elements can be adjusted as teaching materials in ELT classes. According to Kramsch (2013) it is required to reflect culture in language. It should not be regarded as an additional skill. However, there is also a shift to treat language independently of the culture (Byram, 1989, as cited in Reid, 2015). It is possible to state that in order to avoid communication failures, students should not be equipped with only the lexical and grammatical knowledge of the target language but also the culture-related concepts as well. Though cultural elements can be categorized to be integrated in language classrooms, there is another crucial factor to consider while integrating culture into language classes, ‘teachers’.

While breaking traditional boundaries of language teaching, language teachers are expected to rethink their content of the lesson while integrating culture into their language classes. This can only be achieved by developing intercultural abilities of foreign language teachers. Without developing the awareness of language teachers

towards the concept of intercultural communication, it is not possible to develop intercultural abilities of students.

Gonen and Saglam (2012) state that teachers in different classrooms in different parts of the world still ignore the importance of teaching culture as a part of language study. In order to prevent the disconnectedness of language and culture, teachers are required to be competent in culture-related concepts in their teaching contexts. While teaching culture-related terms in their classes, the attitude of language teachers represent an important example for the language learners. Teachers are expected to represent an attitude that is similar to all cultures and does not prioritize one cultural group over the other. In other words, teachers should exemplify an attitude to his/her learners by respecting cultural differences. This is only possible when the language teacher develops a deeper understanding in intercultural sensitivity and raises awareness towards ethnocentrism.

2.3. Intercultural Communicative Competence

English has become the common language of communication in many contexts, in other words the language serves as the Lingua Franca. The lingua franca status of English makes it more likely to use the language where both of the interlocutors use it as a foreign language to communicate. In the contemporary world, technology and globalization gives individuals the chance to contact with people from other cultures, the interaction with the speakers from different cultures requires developing mutual understanding.

Culture is an integral part of English language and its teaching. Though teaching culture is an important aspect of foreign language teaching programs; mentioning the cultural facts and traditions in the classroom cannot serve the needs of today's learners. Today's language learners are required to conduct an effective communication with people from different cultures. Thus, it has become a necessity to gain intercultural communicative competence.

“Intercultural communicative competence can be defined as a person's ability to engage in productive intercultural dialogues of meanings and relationships with people from different cultural backgrounds” (Zhang et al., 2015, p.56). In other words, intercultural competence enhances the intercultural communication skills of the language learners and facilitates communication across cultures. Thus,

intercultural competence can be considered as the final stage of intercultural awareness process and it represents the individual's ability to interact effectively across cultures.

“We first refer to the language of the learners' own cultural background (their “mother tongue”) which contributes to shaping their identity. Regarding the statement by Huber and Brotto (2012), it is possible to state that language learning does not only serve the needs of the learners to shape their own identity but also it helps them to develop pluri-lingual competencies. In other words, language learning enables the students to perceive the world from multi perspectives. Hence, the intercultural communicative abilities of language learners and teachers have become a concern in the field of ELT.

2.3.1. Frameworks for Intercultural Communicative Competence

Intercultural communicative competence fosters intercultural dialogue. Since intercultural communicative competence is a very broad term which includes the development of intercultural sensitivity, ICC frameworks put forward by different scholars are presented below.

2.3.1.1. Byram's Multidimensional Model of Intercultural Competence

“The intercultural dimension in the teaching of foreign languages has become a special concern for teachers and researchers” (Atay et al., 2009, p.124). In order to integrate culture into language teaching contexts, various models have been built up by the scholars.

Michael Byram's model includes linguistic, sociolinguistic and discourse competences. It is based on personal cognitive and motivational aspects in relation to knowledge, skills and attitude. The components of this model are interdependent factors and they are preconditions to become a intercultural speaker of the language. Byram built up a Multidimensional Model of Intercultural Communicative Competence (Byram, 1997).

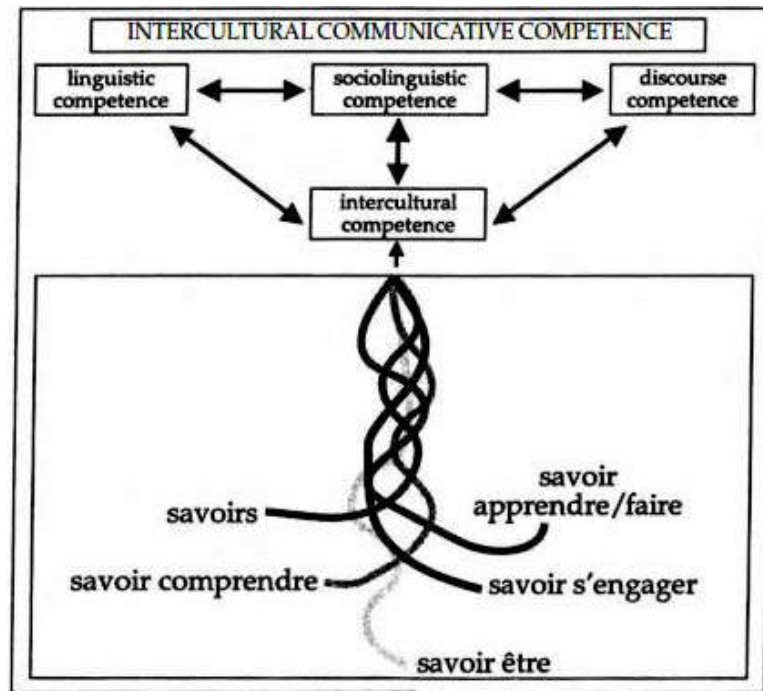


Figure 2. 3. Byram's Multidimensional Model of Intercultural Competence (Byram, 1997, p.73)

In the light of his model, Byram (1997) has also put forward the idea of 'intercultural citizenship' in education. He has supported his idea by stating that the intercultural components should be considered as the objectives of foreign language education. In order to have intercultural citizens in the classrooms, it is a prerequisite to develop intercultural skills of language teachers. Thus, in order to develop the intercultural sensitivity level of language educators and decrease their ethnocentric views it is necessary for language teachers to develop their level of ICC.

2.3.1.2. Deardorff's Process Model of Intercultural Competence

Darla Deardorff's model describes ICC as a continuous process in which after acquiring some abilities, the learners have the opportunity to move forward to the following aims. Deardorff's model consists of four main stages. These stages are attitudes, knowledge/comprehension, internal outcome and external outcome. The expected outcomes have also been categorized in two subcategories. In Deardorff's model, adaptability, flexibility, ethno-relative view and empathy are considered as internal outcomes. Behaving effectively and appropriately are considered as external outcomes.

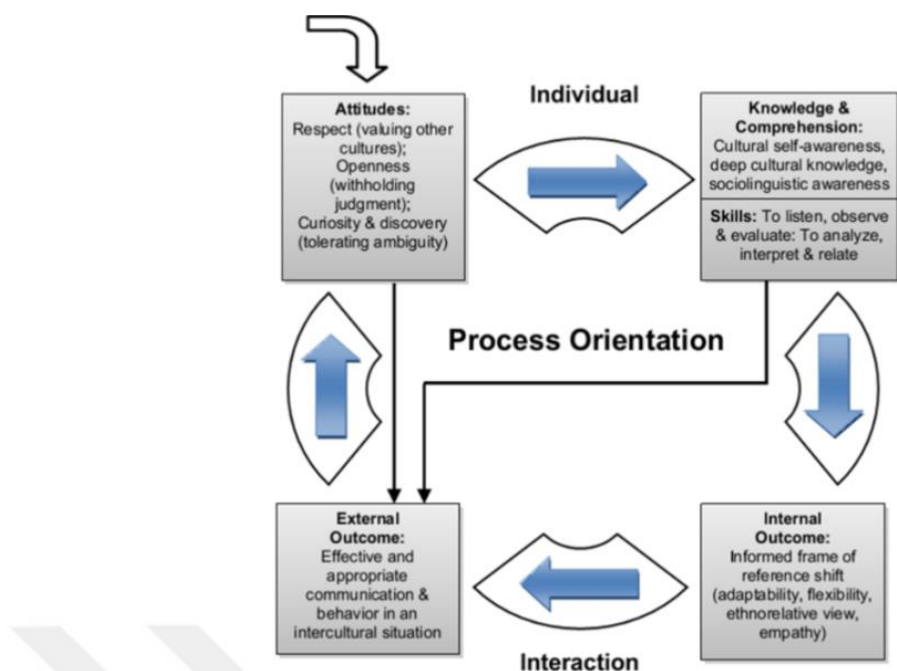


Figure 2. 4. The Process Model of Intercultural Competence (Deardorff, 2006, p.10)

Considering the expected outcomes of the ICC model above, it is possible to see that the ethno-relative view is one of the outcomes of Deardorff's model. An ethno-relative view consists of acceptance, adaptation and integration. In other words, ethno relative view denies the existence of ethnocentric view. An individual with ethno-relativist view develops an understanding by accepting the features of target culture and s/he adjusts himself/herself according to the cultural values of the community. The ethno-relativist view prepares the individual to integration process. It can be concluded that adapting the ethno relativist view of Deardorff model may help the language teachers to decrease their ethnocentrism level and may help them to develop a view of adaptability, flexibility and empathy towards other cultures. Thus, in order to enable the learners to achieve the outcome of developing an ethno-relativist view, language teachers should be aware of their position on this process model of intercultural competence and develop their own ethno-relativist perspectives.

2.3.1.3.Fantini's Intercultural Communication Competence Model

Another model of ICC is proposed by Fantini (2000) which mentions four components and they are the same dimensions of previously mentioned models' components, such as skills, attitude, awareness and knowledge.

In his model, Fantini (2006) highlights four levels of ICC, which are educational traveller, sojourner, professional and intercultural specialist. According to Fantini (2006), the learners move within these levels according to their competency in international cultures.

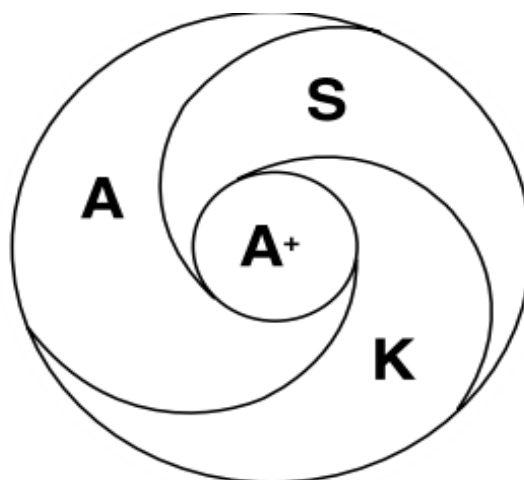


Figure 2. 5. Fantini's IC Model (Fantini, 2000, p.25)

Considering the ICC models presented above it can be stated that all of these intercultural communicative competence models emphasize the concept of intercultural sensitivity. It is possible to state that intercultural sensitivity is considered a precondition for gaining and developing intercultural skills. Thus, developing intercultural sensitivity has become a crucial aspect of intercultural communication abilities for everyone. In order to observe the best outcomes of students in intercultural abilities, it is necessary to observe and measure the intercultural sensitivity levels of teachers at first.

2.4. Defining Intercultural Sensitivity

In today's globalizing world the concepts of intercultural communication and intercultural sensitivity should be taken into consideration more than before. Nevertheless, these two concepts are not widely understood. "We use the term "intercultural sensitivity" to refer to the ability to discriminate and experience relevant cultural differences, and we use the term "intercultural competence" to mean the ability to think and act in intercultural appropriate ways" (Hammer et al., 2003, p.422). It can be said that 'intercultural competence' is often regarded as an umbrella term by the scholars since it consists many other skills such as intercultural sensitivity.

According to Straffon (2003) intercultural competence is a skill that cannot develop without developing a level of intercultural sensitivity (p.487). In other words, intercultural sensitivity is a prerequisite to develop intercultural competence. It can be stated that the awareness of intercultural sensitivity allows the individual to give appropriate responses to people from different cultures. Individuals who have intercultural sensitivity can appreciate cultural identity of speakers from different cultures by overcoming the challenges of differences. It may not be easy for every speaker to interact with people from different cultural backgrounds. Not every speaker has the ability to integrate oneself to new cultural experiences. Individuals with high intercultural sensitivity level can adjust themselves to new intercultural encounters accordingly. In other words, the developed level of intercultural sensitivity helps the speakers to overcome possible problems. Individuals who have a high level of intercultural sensitivity can adjust themselves affectively, cognitively and behaviourally to new cultural contexts. In other words, an individual with high intercultural sensitivity level would be eager to learn and understand diverse cultures and features of these cultures. Intercultural sensitivity enables the speaker to appreciate and accept differences among cultures.

In order to have individuals who appreciate differences among cultures, today's educational contexts should prioritize the aim of developing intercultural sensitivity of students. This aim can only be achieved by developing the same skills of teachers. Since English-learning environment creates a context for intercultural communication, it is necessary to measure and develop the intercultural sensitivity of English teachers. There are instruments which allow measuring the intercultural sensitivity level of individuals. Below mentioned, Developmental Model of Intercultural Sensitivity (Bennett, 2004, p.153) is used to explain how individuals perceive cultural differences.

2.5. Defining Ethnocentrism

Every individual gets different ways of living habits from the culture they are born into. While interacting with people from different cultures, the unfamiliar ways of living habits may lead to create an ethnocentric view in the individual's mind. When individuals encounter people from diverse cultural backgrounds, they may develop negative attitudes and perceptions towards other cultures. These negative attitudes can even lead to deny the values and characteristics of the other culture.

Misjudgements about other cultural groups can create negative views in mind of the speakers. Having negative views about other cultures can lead to create ethnocentrism, which is not only making incorrect judgements but also creating a view by regarding other cultures as inferior to one's own culture.

Ethnocentrism is a widespread tendency for people to favour their own group over another group. In other words it is a belief that one's own ethnic group or one's own culture is superior to other ethnic groups and cultures. "It denotes a cultural narrowness in which the ethnically centred individual rigidly accepted those of the in-group while rejecting those of the out-group" (Ogretir and Ozcelik, 2008, p.236). Considering Ogretir and Ozcelik's (2008) statement, it can be concluded that an individual with ethnocentric perspective refuses to acknowledge the cultural values of other cultural groups. According to Hammond and Axelrod (2006) "Ethnocentrism is a syndrome of discriminatory attitudes and behaviours that can negatively affect communication and the relationships between people of different cultural backgrounds" (p.1). As Hammond and Axelrod (2006) explains, ethnocentrism is a negative tendency which leads the speaker to make discriminations and affects the communication in a negative way.

Not many researchers have examined the impact of ethnocentrism in relation to foreign language teaching, particularly its influence on language learning objectives. The impact of ethnocentrism was examined by measuring psychological factors of ethnocentrism by Arasaratna and Banerjee (2011). According to the findings of their research, Arasaratna and Banerjee (2011) found that learners who were more ethnocentric were less likely to develop intercultural communicative competence and communicate with the people who speak the target language. It can be stated that ethnocentric view avoids individuals to interact with people from different cultures.

Regarding Bennett's intercultural sensitivity development model; it is possible to state that ethnocentrism consists of three different stages. These are denial, defence and minimization stages. In the denial stage, intentionally individuals would maintain distance from other cultures. They either observe cultural diversity or they have a tendency to make judgements based on their stereotyped beliefs. In the next stage, while defending their own culture people add positive generalizations to their own culture; however at the same time they tend to criticize the other cultures.

Therefore, compared to other cultures they start to regard their native culture as the most developed culture. Adapting such a perspective by prioritizing one's own culture and regarding it as the most developed culture can lead the individual to perceive the other cultures as inferior or underdeveloped. As a result, ethnocentrism creates a handicap for individuals to conduct a dialogue with people from different cultural backgrounds. It is possible to say that ethnocentrism affects the intercultural communication of the speaker in a negative way.

Neuliep and McCroskey define ethnocentrism as “concept which forms the basis for patriotism and the willingness to sacrifice for one's central group” (1997, p.389). However, same scholars also state that ethnocentrism presents challenges for intercultural communication. It is not possible to expect language learning outcomes from an individual who judges other cultures and does not perceive cultural differences. Instead of perceiving the differences as richness, an individual with ethnocentric perspective may have a tendency to criticize and humiliate the differences of other cultures. It can also be stated that developing an ethnocentric perspective creates a negative impact on the willingness of the speaker to interact with people from different cultures and learn about them. In order to be able to develop an ethno relativist perspective towards other cultures, first the language learners should develop their cultural self-awareness. In other words, in order to be able to develop tolerance and sensitivity towards other cultures, learners are also required to develop a greater understanding of their own culture. By doing that, language learners may become more tolerant and aware of different cultures.

It should be taken into consideration by English teachers that language learners may be at ethnocentric stages while learning the language. Thereby, the role of language teachers has become more important. Since students with ethnocentric views can negatively affect their peers in the classroom, teachers should pay attention to the students who do not come from the same cultural background of the majority of the classroom. Learners with ethnocentric view, may judge the others' behaviours and values 'wrong' and regard their own values and behaviours as 'correct'. In order to prevent this, language teachers are also expected to set an example for the language learners.

The effect of course books and educational programs should constitute relevant activities to foster intercultural sensitivity level of the learners. However, the role of

language teachers in teaching culture is not deniable. In order to be able set an example for language learners, the level of teacher ethnocentrism at this stage should also be low. Language teachers ought to be aware of the role they take in the language teaching process and develop their level of intercultural sensitivity. Some of language teachers may even avoid teaching culture because of their high level of ethnocentrism. Thus, it is necessary to observe and measure the intercultural sensitivity of language teachers.

2.6. Bennett's Developmental Model of Intercultural Sensitivity

Milton Bennett proposed a scale for intercultural sensitivity, this framework is also known as The Bennett Scale. In this model, the process of experiencing and engaging the cultural difference are explained with six stages. These stages are denial, defence, minimization, acceptance, adaptation and integration. The developmental stages of this model focus on the experience of the learner's own culture as well.

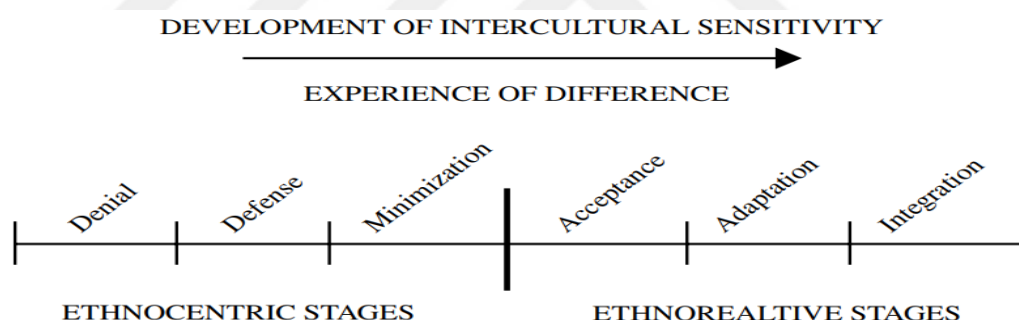


Figure 2. 6. Bennett's Developmental Model of Intercultural Sensitivity (Bennett, 2004, p.153)

The stages are divided into two subcategories which start with ethnocentrism and ends with ethno relativism. Regarding this model, it is possible to move through stages, movement through stages are inevitable. However, it is directly related with the intercultural competency development of the speaker. Similar to Bennett's framework, Fantini's Intercultural Communication Competence Model, Deardorff's Process Model of Intercultural Competence and Byram's Multidimensional Model of Intercultural Competence show that developing intercultural abilities does not mean prioritizing the culture of target language solely.

As opposed to the common practices, a mono-cultural approach should not be adopted while integrating culture in the class. Adopting a mono-cultural approach

may not foster the students to make comparisons among cultures and cannot help them to realize the differences/similarities as richness. Thus, in order to develop intercultural abilities and help the students to have a high level of intercultural sensitivity level, teachers are expected to be aware of the developmental stages of intercultural sensitivity model as well.

Regarding the models mentioned above, it may be concluded that increasing 'awareness' towards other cultures is highlighted in each model. It should also be noted that before developing intercultural competence, it is crucial to develop awareness towards the learners' own culture. In order to achieve these teachers should be competent enough in intercultural contexts and its teaching.

2.6. Review of Related Studies

2.6.1. Studies Carried out in Turkey About English Language Teachers' Intercultural Sensitivity and Ethnocentrism Level

Various studies have been conducted to analyse the intercultural sensitivity and ethnocentrism level of teachers in Turkey. In addition to that, diverse studies have been conducted to examine the culturally responsive teaching pedagogy of teachers. One of these studies has been conducted by Özüdoğru (2018) in Turkey. The study aimed to determine the readiness level of prospective teachers for culturally responsive teaching and find out if their readiness level differed in terms of gender and the department they were studying in. The study was carried out with 403 prospective teachers who were studying in their final year of different teaching departments. It is revealed by the study that pre-service teachers are personally ready and willing to teach in culturally diverse classrooms. However it is also concluded that undergraduate education programs of the universities do not equip the prospective teachers to be confident for culturally responsive teaching. In other words, the pre-service teachers are subjected to theoretical knowledge of culturally responsive pedagogy however; the courses do not meet the practical expectations of the prospective teachers' needs. In the scope of teaching culture, it is possible to state that teaching training programs in undergraduate education is an important point mentioned in the review of literature, affecting the level of intercultural sensitivity and ethnocentrism level of teachers.

Some of the previous studies have also examined the factors affecting the intercultural sensitivity and ethnocentrism level of teachers. Most of the factors stated in the studies can be listed as gender, demographic variables and the participation of in service training programs. Regarding the gender factor, Üstün (2011) conducted a study to find out the variables that may affect primary and secondary school teacher candidates' intercultural sensitivity and ethnocentrism levels. The study was conducted with 414 volunteer teacher candidates from different departments of Marmara University Atatürk Faculty of Education in the spring term of 2009-2010 academic year. The result of the study reveals that men tend to act more in ethnocentric manner of behaviours. This has also been explored in the study of Coban et al. (2010).

Coban et al. (2010) conducted a study to determine the perspectives of preservice teachers on cultural diversity and to find out the differences among demographic variables. "Perspectives towards Human Diversity Survey" was used as data collection tool. Considering gender as one of the demographic variables in this research, the results are parallel to above mention studies. In other words, it is concluded in the research findings that women appear to be more tolerant towards other cultures than men. The findings also demonstrate that there is a significant difference between preservice teachers who live in towns and teachers who live in cities.

Rengi (2014) conducted a study with 286 classroom teachers working in Kocaeli. The study was conducted with classroom teachers and it aimed to examine the intercultural sensitivity levels of the teachers. The results of the study show that there is not a significant difference between the classroom teachers' gender, year of service and intercultural sensitivity level.

In terms of the effect of teaching experience on intercultural abilities, the study of Rengi (2014) demonstrates similar results with this research study. Rengi (2014) found that the teaching experience of teachers does not create a significant difference on their intercultural sensitivity and ethnocentrism level. It is also necessary to state that Rengi's (2014) study aimed to examine the intercultural abilities of classroom teachers. In other words, further studies can be conducted to analyse the differences among teachers from different subject areas.

2.6.2. Studies Carried out in Foreign Context About Students' and Teachers' Intercultural Sensitivity and Ethnocentrism Level

Language teachers have different views on integrating culture in language teaching. Brooks indicates that “as language teachers we must be interested in the study of culture not because we necessarily want to teach the culture of the other country but because we have to teach it” (1960, p.85 cited from Purba, 2011, p.47). Regarding Brooks' phrase it is possible to state that the integration of culture into English language education programs is undeniable and the achievement of definitive results can start with an increase in English teachers' level of awareness on teaching culture. Therefore, it is crucial to raise the level of cultural sensitivity among English teachers, and culturally integrated teaching materials should be included in the language teaching curriculum. Teachers may adjust culture based teaching materials according to students' readiness and sensitivity level. Therefore many studies have been conducted to analyse the intercultural sensitivity and ethnocentrism level of students' and teachers' in abroad.

Moloney (2007) carried out a study to examine the characteristics of intercultural competence in young language learners in one Australian primary school. Milton Bennett's (2004, p.153) 'Intercultural Sensitivity Scale' (ISS) was used as data collection instrument in this study. The findings of the research indicate that teachers act as a role model for intercultural understanding of their students. The result of Moloney's (2007) study reveals that the attitudes and knowledge of language instructors has a direct impact on students' intercultural competency and may help students to enhance their intercultural competency. It is concluded that teachers' intercultural abilities are represented in the development of experiential learning activities and their encouragement of their students' linguistic and cultural links. Regarding the result of above mentioned research, it can be concluded that teachers play a great role on intercultural development level of the students. Moloney indicates that “teachers may facilitate intercultural competence in students” (2007, p .134). Hence, various studies have been conducted to examine the foreign language teachers' foreign language-and-culture teaching profiles. The role of teachers on developing students' intercultural sensitivity and competency has been discussed by a great number of authors in literature.

Clauss-Ehlers (2006) point out that, "good teaching is about developing good relationship and it only occurs in a classroom where educators are responsive to the diverse needs of the students" (p.3). It is not possible to deny the responsibility of teachers to prepare culturally inclusive lessons. Concerning this, the intercultural competency and sensitivity of teacher has been examined and discussed in several studies. Teaching English in the twenty-first century requires the teacher to raise awareness and develop themselves in many aspects. Particularly, foreign language education expects the teacher to be culturally responsive. The pedagogy of 'culturally responsive teaching' has been described by educator Gloria Ladson-Billing in 1995 (Muñiz, 2019, p.9). Culturally responsive teaching has been related with three criteria; they are the academic success of students, development of cultural competence of students, and the development of a critical consciousness of students that allows them to question the status the existing social order. In other words, culturally responsive pedagogy is an approach which uses cultural references while strengthening the learners' social, intellectual and emotional attitudes in a global context.

Some authors have carried out studies to investigate the background of the problem, which is developing teachers' intercultural competence skills. One of these studies has been conducted by Sercu (2006) to examine to what extent foreign language teachers' professional profiles meet the requirements of "foreign language and intercultural competence teachers". The international research has been carried out with teachers participating from Belgium, Bulgaria, Greece, Mexico, Poland, Spain and Sweden. The study has been conducted through questionnaires consisting of both closed and open questions. The findings of the research allow the conclusion that the majority of teachers participating in the research from all of the above mentioned countries, do not meet the expectations and do not represent the skills of the current intercultural competent foreign language teaching.

Focusing on the development of communicative competence in the target language and disregarding the new professional identity and skills may lead the teachers to neglect the cultural dimension of language teaching. Significantly, this attitude may become a habit for language teachers and they may develop a tendency to exclude cultural skills from foreign language learning aims. The effect of English language proficiency on Intercultural abilities has also been examined by a number

of researchers. Likewise, Rahimi and Soltani (2011) conducted a survey to examine the possible relationship between Iranian EFL learners' linguistic competence and intercultural sensitivity. When the participants' language proficiency and intercultural sensitivity level was analysed Rahimi and Soltani (2011) found that there is a statistically significant relationship between students' language proficiency and intercultural sensitivity. Regarding this data, it is possible to state that developing language proficiency directly contributes the language learners' intercultural communication abilities. "The study can encourage ELT practitioners to give due weight to intercultural competence as a crucial component of modern language education" (Rahimi and Soltani, 2011, p.110). Since this research examines the intercultural sensitivity and ethnocentrism level of English teachers, the effect of language proficiency is not addressed in this study. However, the results of previous studies demonstrate that there is a positive correlation between the level of language proficiency and intercultural sensitivity.

In the pioneering study, Jokikokko (2005) examined young teachers' conceptions of diversity and intercultural competence in a Finnish context. The data of this research have been collected through 10 theme-specific interviews. In this qualitative study, teachers' interpretation of intercultural competence in educational contexts has been analysed in three different subcategories (1) moral principles which consists the ethical perspective of the individual towards others; (2) efficiency organization, the ability of the individual to act in different situations and roles (3) intercultural and pedagogical competencies.

Considering above mentioned views of teachers' towards intercultural competence, the study shows that intercultural competence is directly connected to a holistic approach. In other words, intercultural competence is not perceived by the teachers as a concept which aims to develop particular skills and knowledge of the students. It is viewed as a philosophy which directs the individual's the way of thinking and attitudes. Besides, results of the study emphasize the importance of pedagogical skills in undergraduate teacher training programs. It is possible to state that teachers should be trained well in their undergraduate programs to solve problems that may arouse while teaching culture and the teaching programs should also lead the prospective teachers to develop courage as part of intercultural competence.

Besides the discussion of the teacher training programs on intercultural sensitivity and ethnocentrism, another issue discussed in the field of ELT is the pedagogic choices of teachers while teaching culture. What most researchers agree on is the fact that, the topic selection is an important aspect while designing the lesson. As has been previously reported in the literature by Singh and Doherty (2004), some English teachers have a tendency to choose subjects that can be controversial or sensitive for students from different cultural backgrounds.

Under today's circumstances, in the atmosphere of culturally diverse classrooms it has become a necessity for the teachers to raise awareness and plan more inclusive lessons for their students. As reported by Clauss-Ehlers (2006), "being a multicultural educator does not mean you must have expertise in every dimension of diversity. Rather, it means that you are open and flexible when faced with different aspects of diversity" (p. 208). And this can be accomplished only by making the correct pedagogic choices and developing one's own intercultural sensitivity and competency. Thus, this present study examines the level of intercultural sensitivity and ethnocentrism levels of English teachers.

3. METHODOLOGY

This chapter describes the methodological process of this study. The topics of this chapter are the research design and the participants of the research, data collection tools, data collection procedure, analysis of the data. The chapter ends with the chapter summary.

1.1. Research Design

The aim of this study is to reveal the differences in the levels of intercultural sensitivity and ethnocentrism of English teachers working in private and public schools in Trabzon. The study also examines whether demographic characteristics (gender, type of the school they work, the year of service, the department they graduated from, project participation) of English teachers working in Trabzon affect their intercultural sensitivity or ethnocentrism level.

According to Cohen et al. (2007) a descriptive research design is used to identify the characteristics of objects, societies, organizations and the mechanisms of events. Since this present study aims to compare the differences in the levels of intercultural sensitivity and ethnocentrism of English teachers, this it is a descriptive

comparative study. As this descriptive study gathers quantifiable data and analyzes the impact of variables statistically, this research is a descriptive quantitative research.

A descriptive comparative research design serves to describe differences between groups in a population without any manipulation (Cantrell, 2011). In a descriptive comparative research it is important for the researcher to find the appropriate data collection tool. The data can be collected through the instruments such as surveys, tests or observation. The data of this research are gathered through two scales and a demographic information form. Thus, this study is a survey research.

3.2. Population of the Study

The population of this study is constituted by English teachers working in both public and private schools in Trabzon. The total number of teachers who participated in this research was 115 teachers; however one of the participants' answers were not valid to analyse. The total number of the English teachers who gave valid answers was 114. 89 of the teachers were female participants, 25 of them were male participants. The majority of participant teachers were working public schools. 84 of the teachers work in public schools and the remaining 30 teachers work in private schools.

The participants of the study were mostly graduates of English language teaching department. 75 of the participants were graduates of English language teaching department, 27 of the participants were graduates of department of English language and literature, 3 of the participants were graduates of American language and culture department.

Regarding the years of teaching experience of the participants, most of the participants had 6-10 years of teaching experience, 35 participants had 0-5 years of teaching experience. 23 participants had 10-15 years of teaching experience and the remaining 18 teachers had more than 16 years of teaching experience. The majority of the participant teachers, 75 teachers, were working in middle school level, and 21 participants of this study were working in primary schools level. The remaining 18 participant teachers were working in high school level. When the answers of population are analysed in terms visiting abroad it is seen that 56 of them have never

been abroad before and 58 participants have been abroad. Considering the population of the participants in terms of receiving an in-service training about culture, it is possible to state that out of 114 participants only 16 of them received an in-service training about culture. Only 43 of the participants had the chance to participate in a project in which different countries and cultures collaborated. When Table 3.1. is examined below, it is seen that 78.1% of the participants were female and 21.9% of them were males. Regarding the department they graduated from, 65.8% of the teachers were graduates of English language teaching department. It was followed by English Language and Literature graduates (23.7%). 2.6 % of the participants were graduates of American Culture and Literature and 7% of the participants were graduates of other departments.

30.7% expressed that they had 0-5 years, 33.3% stated that they had 6- 10 years, 20.2% stated that they had 10-15 years of service and the remaining 15.8% stated that they had 16 years or more years of teaching experience. It was stated by the teachers that 73.7 % of them were working at state schools and 26.3% were working at private schools.

Table 3. 1. Distribution of the participants according to some demographic characteristics

Demographic Characteristics	n	%
Gender		
Male	89	78.1
Female	25	21.9
Department they graduated from		
English Language Teaching	75	65.8
English Language and Literature	27	23.7
American Culture and Literature	3	2.6
Translation and Interpreting	1	.9
Other	8	7.0
Year of service		
0-5 years	35	30.7
6-10 years	38	33.3
10-15 years	23	20.2
16 years and more	18	15.8
Type of schools they work		
State School	84	73.7
Private School	30	26.3
Working level		

	Primary	21	18.4
	Middle School	75	65.8
	High School	18	15.8
Receiving in-service training			
	Yes	16	14.0
	No	98	86.0
Visiting abroad			
	Yes	58	50.9
	No	56	49.1
Participating in projects of multicultural collaboration			
	Yes	43	37.7
	No	64	56.1

It can be stated that 65.8 % of the teachers were working in middle school, 18.4% of the teachers were working in primary schools and 15.8% of the teachers were working in high schools. 86% of the teachers did not receive in-service training about culture.

In other words, only 14% of teachers had the chance to receive in-service training about culture. 50.9 % of the participant teachers have been abroad before. 56.1% of the teachers did not participate in a multicultural collaborative project however 37.7% of the participants reported that they have participated in a multicultural collaborative project.

3.3. Data Collection Tools

Data collection instruments of the study are demographic information form, Intercultural Sensitivity Scale (ISS) and Ethnocentrism Scale. The demographic information form was prepared by the researcher. The scales were developed by Chen and Starosta (2000), Neuliep and McCroskey (1997). The Cronbach Alpha coefficient for Intercultural Sensitivity Scale was found to be 0.913 and the Cronbach Alpha coefficient for Ethnocentrism Scale was found to be 0.851

The questions of demographic information form are in line with the aim of the research questions. The demographic information form consists of questions such as years of working experience, the department of the participant s/he graduated from, the working institution and the cultural projects the participants have participated.

3.3.1. Demographic Information Form

The demographic information form used in this study was prepared by the researcher and it was administered to 115 teachers of English working at state or private schools in Trabzon in 2022-2023 academic year.

In order to determine the demographic characteristics of the participants, frequency analysis was used in the study and the findings were shown on frequency distribution tables. The distribution of the participants according to demographic characteristics is given in the previous section above.

3.3.2. Intercultural Sensitivity Scale and Ethnocentrism Scale

In order to analyse intercultural sensitivity and ethnocentrism two scales have been used in this study. The necessary permission was taken from Chen and Starosta via e-mail. Both of the scales used in this research were adapted to Turkish by Üstün (2011). The necessary permission was taken from Üstün.

Ethnocentrism Scale is developed by Neuliep ve McCroskey (1997). The scale measures the ethnocentric perspective level of the participant and it consists of 20 items. Ethnocentrism Scale does not include any sub-scales.

The scale is a five point Likert scale ranging from “strongly disagree” to “strongly agree” There are no sub-scales of this scale. There are some questions in this scale which are theoretically in conflict with the other questions of the scale. Thus, items 4, 7, 9, 11, and 14 were reverse coded items of this scale.

Intercultural sensitivity scale was developed by Chen and Starosta (2000) to measure the emotional aspects that are necessary for cross-cultural sensitivity. The scale is a five point Likert scale ranging from “strongly disagree” to “strongly agree”. Intercultural Sensitivity scale consists of 5 sub-scales including 23 items; these are participation in intercultural interaction (items 1,11,13,21 and 22), showing respect to cultural differences (items 2, 7, 8,16,18,19 and 20), having self-confidence in intercultural interaction (3, 4, 5, 6 and 10), enjoying intercultural interaction (items 9, 12, 15 and 23), and paying attention to intercultural interaction (items 14 and 17). The negatively worded items (items 2, 6, 7, 9, 12, 15, 18, 19 and 21) were reverse coded items of this scale and the statistical analysis were conducted accordingly.

3.4. Data Collection Procedure

Research data were collected during fall semester of 2022-2023 academic year. The teachers were sent a 'google form' to give answers. The form consists of three sections. The first section explains the content of the study and the remaining two sections consist of the demographic information form, intercultural sensitivity scale and ethnocentrism scale.

Every teacher participated in the study was informed about the purpose of the research. Before participating in the study the teachers were informed about what is expected from them and their legal rights. Teachers were informed in a written way that the information obtained from the study would be kept confidential and verbal consent was obtained from the teachers who agreed to participate in the study.

3.5. Permission

Before starting the data collection procedure, ethical approval was obtained from the ethics committee of Ondokuz Mayıs University. Since the research data are aimed to be obtained from English teachers working in Trabzon, the permission of Trabzon Provincial Directorate of National Education was obtained. By not requesting the participants' names, the confidentiality of this study was ensured.

3.6. Data Analysis

The sociodemographic characteristics of the teachers were identified by frequency analysis, and the results were presented on a frequency distribution table. Within the scope of descriptive statistics of this research, independent t-test for two samples were used. Non-parametric Kruskal Wallis Test, Mann Whitney U Tests were used in the analysis of the data. Since the normality results of this study did not show normal distribution non-parametric tests were used. Thus, the results of both the parametric tests of independent t test and a nonparametric procedure of the results of Kruskal Wallis Test and Mann Whitney U tests were presented in this study. Statistical Package for Social Sciences (SPSS) 28.0 software was used in the analysis of the data.

In order to determine the internal consistency of the responses given to the two scales, the Cronbach Alpha test was applied. The Cronbach Alpha coefficient for Intercultural Sensitivity Scale was found to be 0.913 and the Cronbach Alpha coefficient for Ethnocentrism Scale was found to be 0.851.

Table 3. 2. Cronbach's α reliability coefficient of the Ethnocentrism Scale and the Intercultural Sensitivity Scale and its sub-scales

	Cronbach Alpha
Ethnocentrism	.851
Intercultural Sensitivity	.914
Participation in Intercultural Interaction	.430
Showing Respect to Cultural Differences	.728
Having Self-Confidence in Intercultural Interaction	.858
Enjoying Intercultural Interaction	.764
Paying Attention to Intercultural Interaction	.696

Correspondingly, the data collected from the two scales were found to be reliable. Since Ethnocentrism scale does not consist of any sub-scales, the analysis has been conducted accordingly. The table above presents the Cronbach Alpha coefficients of the Ethnocentrism Scale and Intercultural Sensitivity Scales, subscales. As presented in the table above, the reliability coefficients obtained from the Intercultural Sensitivity sub-scales range from .430 to .858

Kruskal Wallis H test is rank-based nonparametric test which is used to determine if the significant differences between two or more groups of an independent variable or dependent variable. In order to compare teachers' intercultural sensitivity and ethnocentrism levels according to the department they graduated from and their year of teaching experience Kruskal Wallis H test was used.

3.6.1. Normality Test of the Scales and Its Sub-dimensions

A normality test is applied in order to determine if the sample data are taken from a regularly distributed population. In order to decide which statistical techniques to use, it was examined whether the data showed a normal distribution or not. To compare the impact of the working institution and participation to international projects on teachers' intercultural sensitivity and ethnocentrism levels, independent samples t-test was used. To analyse the impact of in-service training on teachers' intercultural sensitivity and ethnocentrism levels Mann Whitney U test have been used.

Firstly, Kolmogorov-Smirnov test was used to test the normality of the data. The results of this normality test were presented through a table. Since the data did not show a normal distribution, skewness and kurtosis values for normality have

been measured. Since the collected data didn't meet the assumptions of the parametric test, non parametric test were used in the following sections. The histogram graphs, skewness and kurtosis coefficients of the data were examined. The results presented in Table 3.6.1. below illustrates the results of normality test of the scale.

Table 3. 3. Normality test results of scale and its sub-dimensions

Scale/size	n	$\bar{X}$	S	Medi	Min.	Max.	Kolmogorov-Smirnov	p	Skewness	Kurtosis
Ethnocentrism	114	37.39	10.34	36	21	69	,112	,001	.97	.79
Intercultural sensitivity	114	96.58	12.65	97.50	62	115	,106	,003	-.53	-.52
Participation in intercultural interaction	114	20.71	2.56	21	14	25	,101	,006	-.35	-.36
Showing respect to cultural differences	114	30.66	3.89	31.50	19	35	,135	<,00	-.87	.26
Having self-confidence in intercultural interaction	114	19.99	3.98	21	9	25	,117	<,00	-.41	-.76
Enjoying intercultural interaction	114	16.89	2.87	17	8	20	,155	<,00	-.79	.09
Paying attention to intercultural interaction	114	8.32	1.62	8	4	10	,201	<,00	-.66	-.42

According to the Kolmogorov-Smirnov test results, the scores of variables do not show normal distribution ($p < .05$). However, the decision is not made on the basis of this test result. Skewness and Kurtosis values and histogram graphs were also

analysed. According to Skewness and Kurtosis coefficients, ethnocentrism (Skewness = .97 and Kurtosis = .79), cross-cultural sensitivity (Skewness = -.53 and Kurtosis = -.52), participation in intercultural interaction (Skewness = -.35 and Kurtosis = -.36), showing respect to cultural differences (Skewness = -.87 and Kurtosis = .26), having self-confidence in intercultural interaction (Skewness = -.41 and Kurtosis = -.76), enjoying intercultural interaction (Skewness = -.79 and Kurtosis = .09) and paying attention to intercultural interaction (Skewness = -.66 and Kurtosis = -.42) show normal distribution.

4. FINDINGS AND DISCUSSION

In this chapter the results of the statistical analysis of the data obtained from Intercultural Sensitivity Scale, Ethnocentrism Scales and demographic questions responded by 115 English teachers who work at state or private schools in Trabzon were presented and discussed. The results of the statistical analysis of the scales are given in this section..

4.1. Evaluation Criteria on the Ethnocentrism Scale and the Intercultural Sensitivity Scale

The evaluation criteria of the average scores of the participants on the Ethnocentrism Scale and the Intercultural Sensitivity Scale were determined and are presented in the in Table 4.1. below.

Table 4. 1. . Evaluation criteria for the participants' average scores on the Ethnocentrism Scale and the Intercultural Sensitivity Scale

$\bar{X}_{/k}$	Reasonable Degree
1.00 – 1.80	Very low
1.81 – 2.60	Low
2.61 – 3.40	Moderate
3.41 – 4.20	High
4.21 – 5.00	Very high

k:number of items

In this study the average scores of the Ethnocentrism Scale and the Intercultural Sensitivity Scale are graded between very low and very high. Regarding the data collected from this research, it can be asserted that participants of this study

have low level of ethnocentrism. It can be stated that the participants of this research study do not have a tendency to favour their own cultural group towards other cultural groups. On the contrary to the results obtained from ethnocentrism scale, the results of ISS show that teachers have high level of intercultural sensitivity. Considering the obtained data it can be concluded that intercultural sensitivity scale and ethnocentrism scales have negative correlation. The negative correlation of the scales is presented in Table 4.2 and 4.3 below.

4.2. Analysis of the Research Question 1- What is the intercultural sensitivity and ethnocentrism level of English teachers working in private and state schools in Trabzon?

The first research question of this study attempted to examine the intercultural sensitivity and ethnocentrism level of English teachers working in private and state schools in Trabzon. The obtained data of participants' ethnocentrism level are presented below in Table 4.2.

Table 4. 2. Ethnocentrism Levels of English Teachers

Scale/size	n	$\bar{X}$	S	k	$\bar{X}/k$	Degree
Ethnocentrism	114	37.39	10.34	20	1.87	Low

Regarding the ethnocentrism level of the participant teachers it is possible to state that teachers who participated in this study have low level of ethnocentrism. In other words, when these English teachers meet people from other cultures, during the course of communication with these people they do not exhibit negative attitudes and perceptions towards other cultures. These teachers do not have a tendency to prioritize their own cultural values. The reason behind these teachers' displaying ethno relativist attitudes can depend on particular personal experiences. Developing awareness about one's own cultural group can directly affect the attitudes towards other cultural groups. Thus, it is important for individuals to become aware of their own culture as well.

Table 4. 3. Intercultural Sensitivity Levels of English Teachers

Scale/size	n	$\bar{X}$	S	k	$\bar{X}/k$	Degree
Intercultural sensitivity	114	96.58	12.65	23	4.20	High
Participation in intercultural interaction	114	20.71	2.56	5	4.14	High
Showing respect to cultural differences	114	30.66	3.89	7	4.38	Very High
Having self-confidence in intercultural interaction	114	19.99	3.98	5	4.00	High
Enjoying intercultural interaction	114	16.89	2.87	4	4.22	Very High
Paying attention to intercultural interaction	114	8.32	1.62	2	4.16	High

It can be stated that the average scores of the Ethnocentrism Scale and the Intercultural Sensitivity Scale are rated and analysed in this study between very low and very high. Regarding the negative correlation of the two scales, it is possible to observe the highest scores on the sub-scales of intercultural sensitivity scale. Considering Table 4.3, teachers have a tendency to enjoy intercultural interaction at most and they also show respect to cultural differences. The reason for observing the highest score in the sub-scale of enjoying intercultural interaction can be related with the subject area of the teachers. Since all the participant teachers of this study are working as English teachers, it is possible to assert that language teachers may feel eager to interact with people from different cultures. If the same research has been conducted with teachers from different subject areas the obtained result may be different than the above mentioned data. A research has been conducted by Üstün

(2011) to question the effect of different variables on ethnocentrism and intercultural sensitivity level of the prospective teachers from three different departments of Marmara University Faculty of Education. The participants were from department of English Language Teaching, Social Studies and Religious Education. The results of Üstün's (2011) study demonstrated that prospective teachers of English represented the lowest level of ethnocentrism. This result supports the data presented in Table 4.3.

Similarly, Köse and Ayten (2020) conducted a study with 355 elementary school teachers. The study aimed to investigate the relationship between the participant teachers' attitudes towards foreign students and their level of intercultural sensitivity. Although the study of Köse and Ayten examined teachers' intercultural attitudes, the findings of the study revealed that there is a positive and medium level relationship between the attitudes of teachers towards foreign students and their intercultural sensitivity.

In line with the findings of this research, Köse and Ayten's study (2020) revealed that teachers with high intercultural sensitivity obtained higher scores than other teachers in Intercultural Interaction and Self-Confidence in Intercultural Interaction; Participation in Intercultural Interaction, Respect for Cultural Difference sub-scales. The result of Köse and Ayten's (2020) study and the data presented in Table 4.5 above indicate that teachers with high level of intercultural sensitivity have a tendency to enjoy interaction with other cultures and participate more in intercultural environments. It is also possible to state that teachers with high level of intercultural sensitivity feel more confident in intercultural interaction with other people and show more respect to cultural differences in their lives.

In order to develop the same intercultural attitudes and skills of students, teachers should pay attention not to display an ethnocentric attitude example to his/her students. An English teacher can have a higher level of intercultural sensitivity; however if the teacher cannot promote the same interculturally sensitive and confident behaviour of the students the very high level of intercultural sensitivity of the English teacher may not meet the needs of today's students.

The findings of the study indicate that the participants of this research show lower level of ethnocentric attitudes. The reason behind this data can vary according to different demographic factors such as the graduation department, working

institution and participation to intercultural projects. Some of the other factors affecting the intercultural sensitivity and ethnocentrism level of teachers are presented and discussed in the following sections.

4.3. Analysis of the Research Question 2- What are the factors affecting the level of intercultural sensitivity and ethnocentrism of English teachers?

Another question of this study aimed to examine the factors affecting the level of intercultural sensitivity and ethnocentrism of English teachers. Thus, the Intercultural Sensitivity and Ethnocentrism level of the participants have been analysed according to four different factors. These factors are teachers' graduation departments, service years, receiving an intercultural training and participating in an international education projects.

4.3.1. The Intercultural Sensitivity and Ethnocentrism Level of the Participants in Relation to the Year of Service

In order to analyse the impact of working experience of teachers on their ethnocentrism level, teachers were expected to answer the questions of Ethnocentrism scale. In order to do that, Kruskal Wallis H test was used. The results of this analysis are presented in Table 4.4. below.

Table 4. 4. Comparison of English teachers' ethnocentrism levels according to the year of service

Scale/size	Group	n	Mean Rank	sd	Chi-square	p	Post hoc
Ethnocentrism	0-5 years	35	63.77	3	1.994	.574	-
	6-10 years	38	55.97				
	10-15 years	23	54.74				
	16 years and above	18	52.06				

According to the obtained data, it is possible to conclude that working experience of teachers does not show a significant difference on their ethnocentrism level. The ethnocentrism level of an individual can vary according to different factors. For instance, personal experiences of an individual and interactions with people from different cultures may affect his/her level of ethnocentrism.

When a language teacher is considered, it possible to assume that a teacher with less teaching experience can have less opportunities to develop his/her intercultural abilities than a teacher with more teaching experience. However this assumption does not display the obtained data. According to the data above, it is not possible to relate the teaching experience of an English teacher with his/her intercultural sensitivity level. In other words, it is not likely to assume that experienced English teachers are intercultural more sensitive or less ethnocentric. It can be related with his/her personal cross-cultural interactions and experiences.

Table 4. 5. Comparison of English teachers' intercultural sensitivity levels according to the year of service

Scale/size	Group	n	Mean Rank	sd	Chi-square	p	Post hoc
Intercultural sensitivity	0-5 years	35	50.06	3	4.203	.240	-
	6-10 years	38	60.84				
	10-15 years	23	54.91				
	16years and above	18	68.22				
Participation in intercultural interaction	0-5 years	35	47.57	3	4.903	.179	-
	6-10 years	38	62.96				
	10-15 years	23	58.80				
	16 years and above	18	63.61				
Showing respect to cultural differences	0-5 years	35	50.21	3	3.805	.283	-
	6-10 years	38	65.12				
	10-15 years	23	57.11				
	16 years and above	18	56.08				
Having self-confidence in intercultural interaction	0-5 years	35	53.76	3	4.745	.191	-
	6-10 years	38	56.92				
	10-15 years	23	52.43				
	16 years/more	18	72.47				
Enjoying intercultural interaction	0-5 years	35	52.49	3	6.034	.110	-
	6-10 years	38	59.61				
	10-15 years	23	49.91				
	16yearsand above	18	72.50				

Paying attention to intercultural interaction	6-10 years	38	56.59
	10-15 years	23	63.00
	16 years and above	18	68.00

According to Table 4.3. it was determined that teachers' level of ethnocentrism ($\chi^2 = 1.994$, $p > .05$), intercultural sensitivity ($\chi^2 = 4.203$, $p > .05$), participation in intercultural interaction ($\chi^2 = 4.903$, $p > .05$), showing respect to cultural differences ($\chi^2 = 3.805$, $p > .05$), having self-confidence in intercultural interaction ($\chi^2 = 4.745$, $p > .05$), enjoying intercultural interaction ($\chi^2 = 6.034$, $p > .05$) and the level of paying attention to intercultural interaction ($\chi^2 = 4.836$, $p > .05$) does not show a statistically significant difference regarding the participant teachers' teaching experience. It can be concluded that regardless of the year of teaching experience, teachers obtained similar scores from the overall Ethnocentrism Scale and sub-dimensions of the Intercultural Sensitivity scale.

According to the results of this research, it is determined that teachers' year of experience and their level of intercultural sensitivity, ethnocentrism does not show a correlation. A similar study conducted by Çelik and İltar (2021) aimed to show the effect of working institution on the level of ethnocentrism. However, the study has been conducted with 185 teachers who teach Turkish as a foreign language in various state or private institutions.

Different from the research question of this study, the results of Çelik and İltar's study (2021) demonstrated another important correlation between the level of teachers' ethnocentrism and their age. It was seen in the above mentioned study that the youngest group of the participants have the highest level of ethnocentrism. This result can support the data of Table 5.4. On the contrary to teachers' year of experience, their age can be an important factor affecting the level of ethnocentrism and intercultural sensitivity. Thus, further studies are required to understand accurately this result.

4.3.2. The Intercultural Sensitivity and Ethnocentrism Level of the Participants in Relation to Department They Graduated From

One of the sub-question of this study attempted to determine whether there was any relationship between the English teachers' graduation department and intercultural sensitivity/ethnocentrism level.

Participants of this study were asked to respond to the questions of Demographic Information Form. After collecting the data through Demographic Information Form, The Intercultural Sensitivity and Ethnocentrism level of the participants have been analysed according to the department they graduated from and the graduation categories in the table below have been categorized in three sub-categories. These categories are "English Language Teaching", "English Language and Literature" and "Other".

Table 4. 6. Comparison of English teachers' ethnocentrism levels according to the department they graduated from

Scale/size	Group	n	Mean Rank	sd	Chi-square	p	Post Hoc
Ethnocentrism	English Language Teaching	75	56.79	2	.420	.811	-
	English Language and Literature	27	60.85				
	Other	12	54.38				

Regarding the number of participants of this study, it is seen that there are few participants in the "Other" category. Participants who were graduates of American Language and Culture Department and other Foreign Language departments are categorized under this group. In other words, most of the participant teachers of this study were graduates of English Language Teaching and English Language and Literature departments. As the participants who were the graduates of other departments were very few, Kruskal Wallis H test was used to examine their intercultural sensitivities and ethnocentrism levels.

When language teachers' ethnocentrism level was examined according to the department they graduated from, no a significant difference was found between ethnocentrism level and the department they graduated from. Learning a language enables an individual to improve multidimensional thinking skills and develop a

broader perspective to perceive other people and their cultures. Since the participants of this study are graduates of language field, it is possible to conclude that language teachers have the opportunity to develop a conscious perspective towards other cultures and this attitude creates a low level of ethnocentrism.

Table 4. 7. Comparison of English teachers' intercultural sensitivity levels according to the department they graduated from

Scale/size	Group	n	Mean Rank	sd	Chi-square	p	Post Hoc
Intercultural sensitivity	English Language	75	56.94	2	4.104	.128	-
	English Language and Literature	27	65.67				
	Other	12	42.63				
Participation in intercultural interaction	English Language	75	58.31	2	2.721	.257	-
	English Language and Literature	27	61.59				
	Other	12	43.25				
Showing respect to cultural differences	English Language	75	56.67	2	2.329	.312	-
	English Language and Literature	27	64.28				
	Other	12	47.42				
Having self-confidence in intercultural interaction	English Language	75	56.50	2	3.875	.144	-
	English Language and Literature	27	66.15				
	Other	12	44.29				
Enjoying intercultural interaction	English Language	75	56.52	2	2.936	.230	-
	English Language and Literature	27	65.15				
	Other	12	46.42				
Paying attention to intercultural interaction	English Language	75	57.09	2	2.012	.366	-
	English Language and Literature	27	63.09				
	Other	12	47.46				

When Table 4.7. was examined, it was seen that teachers 'level of ethnocentrism ($\chi^2 = .420$, $p > .05$), intercultural sensitivity ($\chi^2 = 4.104$, $p > .05$), participation in intercultural interaction ($\chi^2 = 2.721$, $p > .05$), showing respect to cultural differences ($\chi^2 = 2.329$, $p > .05$), having self-confidence in intercultural

interaction ($\chi^2 = 3.875$, $p > .05$), enjoying intercultural interaction ($\chi^2 = 2.936$, $p > .05$) and the level of paying attention to intercultural interaction ($\chi^2 = 2.012$, $p > .05$) does not show a statistically significant difference between the scores teachers obtained from the scales according to the departments they graduated from.

The department from which the participants graduated does not affect the levels of Intercultural Sensitivity of the teachers. The scores of teachers who graduated from English Language Teaching, English Language and Literature and other departments from the scales are similar. It can be stated that the participants who graduated from different departments may act in similar attitudes towards intercultural occasions. As a result of their teaching field, language teachers develop their thinking skills and perspectives in a multilingual sense. In other words, it is not unexpected to observe a high level of cross-cultural sensitivity in English teachers, Two cultures (English/Turkish) are always together in their lives. Thus, it is highly possible to observe that English teachers make unprejudiced evaluations in intercultural interactions and display less ethnocentric behaviours.

Various studies have been conducted to question the effect of the different variables on ethnocentrism and intercultural sensitivity level of the participant teachers. In Üstün's (2011) study the Ethnocentrism and Intercultural Sensitivity level of prospective teachers' were examined. The obtained results are congruent with the results of this research. Since Üstün (2011) obtained the results from three different departments of Marmara University Faculty of Education the participants of her study were prospective teachers. Thus, the researcher examined the effect of graduated high school on intercultural sensitivity and ethnocentrism level. In spite of the difference on the variable which is questioned, the obtained result is congruent with this present study. Although the participants of Üstün's (2011) study were graduates of İmam-Hatip High Schools, Anatolian High Schools, Anatolian Teacher Training High Schools or Private High Schools the obtained data revealed that graduated school did not show a significant difference on the level of intercultural sensitivity and ethnocentrism level of the participants.

Despite the difference on the participants profile in her study, Üstün's (2011) study also revealed that there is a statistically significant difference between teacher candidates' ethnocentrism levels in terms of their departments the participants were studying at university. The participants were students of English Language Teaching,

Social Studies Education, Elementary School Education and Religious Education Departments. The result showed that students of English Language Teaching Departments have the lowest ethnocentrism level and have the highest intercultural sensitivity level. On the other hand, students of Religious Education Department showed the highest level of ethnocentrism and lowest level of intercultural sensitivity. There can be various independent variables behind this result. For instance, not the students of all the departments of universities have the same opportunity to interact with different culture. Thus, further comparative studies can be conducted to analyze the difference among departments of educational faculties.

Language teachers are often considered to be the ones who have the opportunities to visit abroad and have interaction with people from other cultures. However, unfortunately this it is not likely for all the teachers in our country. Not every language teacher has same possibilities during their pre-service and in-service years. In addition to that, not only the language teacher but also the prospective teachers from all the other departments should have the same opportunities to develop their intercultural communication and sensitivity skills. For instance, in order to be able to convey different historical, geographical, cultural elements to their students, and help them to learn these differences with sensitivity Social Studies teachers should also develop their intercultural communicative skills and attitudes. Thus, further studies can focus on the intercultural sensitivity and ethnocentrism level of Social Studies teachers.

4.3.3. The Intercultural Sensitivity and Ethnocentrism Level of the Participants in Relation to In-Service Training Participation

This research has also aimed to reveal the effect of in-service trainings on English teachers' intercultural sensitivity and ethnocentrism level. Regarding the number of participant teachers of this study, it is seen that there are a small number of teacher participated in-service training about culture. For this reason, Mann-Whitney U test was performed to examine their intercultural sensitivity and ethnocentrism levels according to their in-service training status. The results of the Mann-Whitney U test which was conducted regarding the comparison of the Intercultural Sensitivity and Ethnocentrism scores of the teachers included in the study according to their in-service training participation are shown below.

Table 4. 8. Comparison of English teachers' ethnocentrism levels according to in-service training participation

Scale/size	Group	n	Mean Rank	Total Rank	U	p
Ethnocentrism	Yes	16	50.56	809	673	0.365
	No	98	58.63	5746		

According to Table 4.8. the levels of Ethnocentrism of English teachers do not display a significant difference according to their in-service training status ($U = 673$, $p > .05$). In other words, the fact that the participants received in-service training about culture does not affect their level of Ethnocentrism. It can be stated that the participants who received in-service training on culture and the participants who did not receive in-service training have a similar level of ethnocentrism.

In addition to the data of Table 4.8, the ISS level of language teachers according to their in-service training participation is presented below in Table 4.9.

Table 4. 9. Comparison of English teachers' intercultural sensitivity levels according to in-service training participation

Scale/size	Group	n	Mean Rank	Total	U	p
Intercultural sensitivity	Yes	16	83.03	1328.50	375.5	<.001
	No	98	53.33	5226.50		
Participation in intercultural interaction	Yes	16	77.47	1239.50	464.5	0.009
	No	98	54.24	5315.50		
Showing respect to cultural differences	Yes	16	75.16	1202.50	501.5	0.020
	No	98	54.62	5352.50		
Having self-confidence in intercultural interaction	Yes	16	83.31	1333	371	<.001
	No	98	53.29	5222		
Enjoying intercultural interaction	Yes	16	81	1296	408	0.002
	No	98	53.66	5259		
Paying attention to intercultural interaction	Yes	16	79.84	1277.50	426.5	0.003
	No	98	53.85	5277.50		

When Table 4.9. was analysed, the scores of Intercultural Sensitivity of English teachers ($U = 375.5$, $p < .05$), participation in intercultural interaction ($U = 464.5$, $p < .05$), showing respect to cultural differences ($U = 501.5$, $p < .05$), having self-confidence in intercultural interaction ($U = 371$, $p < .05$), enjoying intercultural interaction ($U = 408$, $p < .05$) and paying attention to intercultural interaction ($U = 426.5$, $p < .05$) according to their in-service training status show a significant difference. In terms of intercultural sensitivity, the mean score of the participants who received in-service training is higher (83.03), than the teachers who did not receive training about culture (53.33).

Similarly, the mean score of teachers' who joined training has higher score on the level of participation in intercultural interaction (77.47), than the teachers who did not attend training about culture (54.24). In terms of showing respect to cultural differences, the mean score of participants who received in-service training (75.16) is higher than the average rank of participants who did not receive in-service training (54.62). Regarding the sub-dimension of having self-confidence in intercultural interaction, the mean rank of the participants who received in-service training is higher (83.31) than the average rank of the participants who did not receive in-service training (53.29).

The mean score of the participants who received in-service training have a higher score on enjoying Intercultural interaction (81), than the average score of the participants who did not receive in-service training (53.66). In terms of the sub-dimension of paying attention to intercultural interaction, teachers who received in-service training have a higher score (79.84) than the mean score of the participants who did not receive in-service training (53.85)

Various studies have been conducted to analyse the intercultural abilities of teachers. Nevertheless, there are not many studies examining the effect of providing cultural in-service training sessions to English teachers. Considering the collected data above, it can be concluded that receiving in-service training show a significant difference on the intercultural abilities, sensitivity and confidence level of English teachers. This result can lead the educational authorities to consider the effect of in-service training sessions. Developing intercultural communication skills is one of 21st century skills. In order to raise students equipped with 21st century skills, it should be

noted that teachers are also required to be assisted to feel confident and motivated in international contexts. Hence it has become necessary to provide more opportunities to language teachers to develop their intercultural communication skills. One of the best opportunities is in-service training sessions focusing on internationalization and intercultural learning.

Cross-cultural training programs are provided to people working in different field in many countries. In addition to that, cross-cultural in service training sessions can be provided in online settings to reach more teachers. Receiving cross-cultural training will provide teachers valuable information about different culture and help teachers to gain insights on different cultural topics. The above mentioned training sessions will also inspire language teachers to collaborate across borders and enable them to develop the intercultural skills of their learners.

4.3.4. The Intercultural Sensitivity and Ethnocentrism Level of the Participants in Relation to International Project Participation

This research study has also questioned the impact of international project participation of English teachers on their intercultural sensitivity/ethnocentrism level.

Independent sample t-test was performed to measure intercultural sensitivity and ethnocentrism level of English teachers. The obtained data has been presented in Table 4.10. below.

Table 4. 10. Comparison of English teachers' ethnocentrism levels according to international project participation

Scale/size	Group	n	$\bar{X}$	S	t	sd	p
Ethnocentrism	Yes	43	35.53	9.56	-1.574	105	.118
	No	64	38.67	10.46			

According to the table above, it can be concluded that teachers' participation to international projects does not affect their level of Ethnocentrism significantly ($t_{(105)} = -1.574$, $p > .05$). However the impact of participating in international project on the level of ISS level represents a different result. Since ISS has five sub-scales, there is a significant difference has been observed on the analysis of ISS sub-scales, with respect to international project participation.

Table 4. 11. Comparison of English teachers' intercultural sensitivity levels according to international project participation

Scale/size	Group	n	$\bar{X}$	S	t	sd	p
Intercultural sensitivity	Yes	43	100.27	11.39	2.597	105	.011
	No	64	93.89	13.12			
Participation in intercultural interaction	Yes	43	21.34	2.36	2.155	105	.033
	No	64	20.25	2.70			
Showing respect to cultural differences	Yes	43	31.21	3.79	1.179	105	.241
	No	64	30.30	4.01			
Having self-confidence in intercultural interaction	Yes	43	21.49	3.38	3.538	105	<.001
	No	64	18.81	4.11			
Enjoying intercultural interaction	Yes	43	17.74	2.32	2.644	105	.009
	No	64	16.31	3.00			
Paying attention to intercultural interaction	Yes	43	8.49	1.49	.847	105	.399
	No	64	8.22	1.69			

According to Table 4.11. Intercultural Sensitivity level of English teachers ($t(105) = 2.597, p < .05$), participation level in intercultural interaction ($t(105) = 2.155, p < .05$), self-confidence in intercultural interaction ($t(105) = 3.538, p < .05$) and the level of enjoying intercultural interaction ($t(105) = 2.644, p < .05$) scores show a significant difference according to their participation in international projects. However, the average intercultural sensitivity score of participants participating in international projects (= 100.27) is higher than the average score of participants not participating in international projects (= 93.89).

Regarding the dimension of participation in intercultural interaction, teachers who took part in international projects have higher average scores (= 21.34) than the average score of participants not participating in international projects (= 20.25). In terms of analysing the self-confidence in intercultural interaction, the average score of participants participating in international projects (= 21.49) is higher than the

average score of participants not participating in international projects (= 18.81) and teachers' participated in international projects have higher average score (= 17.74) in enjoying intercultural interaction than the average score of participants not participating in international projects (= 16.31).

When the Table 4.11. was examined, it can be concluded that teachers' respect for cultural differences ($t(105) = 1.179$, $p > .05$) and paying attention to intercultural Interaction ($t(105) = .847$, $p.05$) the levels do not differ significantly. Participation in international projects does not affect the scores of Ethnocentrism, respect for cultural differences and paying attention for intercultural interaction.

On the other hand, participating in intercultural projects does not show a difference in the level of intercultural sensitivity, self-confidence in intercultural interaction, and the level of enjoying intercultural interaction. The above mentioned data is in line with the obtained results of Kazazoğlu and Ece's study (2021). Kazazoğlu and Ece (2021) conducted a study with 88 prospective English teachers to analyze their perception of teaching "culture" and its effect on multicultural settings. Kazazoğlu and Ece's study (2021) revealed that participation to international projects can affect the intercultural sensitivity of English teachers in a positive way. In their study it is also emphasized that culture is an essential component for communication and it is concluded that culture is an integral part of English language teaching process which fosters intercultural sensitivity in the EFL classrooms. The fact that there is a strong correlation between the individual's intercultural sensitivity level and his/her exposure to individuals from different countries or cultures, has been proved by many other studies.

Another study has been conducted by Erdogan and Okumuslar (2020) to examine the intercultural sensitivity levels and ethnocentrism levels of 326 students studying in Necmettin Erbakan University Theology Faculty in Turkey. Despite the difference in the subject area of the participants, the findings of the above mentioned study are consistent with the result of this research. Erdogan and Okumuslar's study (2020) is one of the studies which determined that intercultural sensitivity of the participants who had an exposure to individuals from different countries or cultures was higher than the others. Although participation to international projects and events may contribute to the development of intercultural abilities of teachers, it is necessary to consider possible other solutions to enhance these abilities of teachers.

Yuen & Grossman (2009) conducted a study with prospective teachers in three different cities and they found that prospective teachers demonstrated difficulties to understand cultural diversity in various aspect. Thus, it is revealed in Yuen & Grossman's (2009) study that it is needed to implement systematic efforts to develop effective intercultural education to teachers in teacher training programmes.

Participating in national or international project has many outcomes for students. Students get the opportunity to develop their collaborative skills, raise awareness by interacting with people from different backgrounds, and improve their creativity and digital literacy skills as well. However, not only students benefit from these interactive organizations and projects but also educators do contribute to their professional competency and social skills.

4.4. Analysis of the Research Question 3 - Is there a significant difference between the level of intercultural sensitivity and the level of ethnocentrism of English teachers working in public schools and private schools?

Another sub-question of this study attempted to show the impact of working institution of English teachers on their intercultural sensitivity and ethnocentrism level. Independent t test is used to examine the relationship between quantitative variables in the two groups. Thus, in order to examine levels of intercultural sensitivity and ethnocentrism of English teachers according to the school they work, independent samples t-tests were performed. Below in Table 4.12. results of the independent t-tests are presented.

4.4.1. The Intercultural Sensitivity and Ethnocentrism Level of the Participants in Relation to the Type of School They Work

Table 4. 12. Comparison of English teachers' ethnocentrism levels according to the type of the school they work

Scale/size	Group	n	$\bar{X}$	S	t	sd	p
Ethnocentrism	State School	84	38.18	11.00	1.359	112	.177
	Private School	30	35.20	7.98			

According to the table above it is possible to conclude that teachers' level of ethnocentrism does not show a statistically significant difference between the scores teachers obtained from the scales according to the type of the school they work ($t_{(112)} = , p > .05$).

In other words, the working institution does not have an impact on the teachers' intercultural sensitivity and ethnocentrism level. Although there is a common belief that students and teachers of private institutions have more educational opportunities to interact with other countries, this may not be true in general. The effects of having interaction with other cultures on the ISS level is undeniable. However, the above mentioned result shows that the working institution of English teachers does not have an effect on their ISS level. There can be various reasons behind this result. For instance, the personal experiences of the teacher or the willingness of teachers to learn other cultures, the opportunities provided during their undergraduate/ in service years.

Table 4. 13. Comparison of English teachers' intercultural sensitivity levels according to the type of the school they work

Scale/size	Group	n	$\bar{X}$	S	t	sd	p
Intercultural sensitivity	State School	84	95.52	13.00	-1.501	112	.136
	Private School	30	99.54	11.31			
Participation in intercultural interaction	State School	84	20.58	2.54	-.897	112	.371
	Private School	30	21.07	2.63			
Showing respect to cultural differences	State School	84	30.43	3.99	-1.054	112	.294
	Private School	30	31.30	3.57			
Having self-confidence in intercultural interaction	State School	84	19.61	3.84	-1.739	112	.085
	Private School	30	21.07	4.24			
Enjoying intercultural interaction	State School	84	16.56	3.06	-2.574	112	.012
	Private School	30	17.83	2.00			
Paying	State School	84	8.35	1.50	.202	112	.841

attention to	Private School	30	8.27	1.93
intercultural				
interaction				

When Table 4.13. was examined, it is possible to state that the average score of private school teachers for Enjoyment of Intercultural Interaction (= 17.83) is higher than the average score of public school teachers (= 16.56). Except the sub-dimension of Intercultural Sensitivity Scale, which is the level of enjoyment in intercultural interaction, the rest of the scores of participant teachers do not show a significant statistical difference. The table showed that, teachers' level of intercultural sensitivity participation in intercultural interaction, showing respect to cultural differences having self-confidence in intercultural interaction and the level of paying attention to intercultural interaction does not show a statistically significant difference between the scores teachers obtained from the scales according to the type of the school they work ($t_{(112)} =$, $p > .05$).

Similar to the above mentioned result, various researchers have found a negative correlation between the teachers' intercultural ethnocentrism level and the institution they work. The effect of working institution has been examined by Çelik and İltar (2021) in their study. Çelik and İltar (2021) conducted a study with 185 instructors teaching Turkish as a foreign language in various state or private institutions. Their aim was to examine the ethnocentrism level of teachers of Turkish according to variables such as gender, age, and the MA program the educators graduated from. Findings of Çelik and İltar's (2021) study are congruent with the results of this research. It is possible to state that there is not a significant difference according to the variable of working institution of the teachers. The result of this study also shows that there is no difference regarding the language teachers' intercultural sensitivity and ethnocentrism level. The only score of enjoyment in intercultural interaction in of the sub-scales presented a positive difference in the favour of private school teachers. Private institutions are generally thought to provide more international organizations and projects to their students. However, most of the possibilities are provided and accessible to educators/students in many online platforms. Teachers should be motivated enough to benefit from these opportunities. It is also possible that teachers are not trained enough to participate in internationally organized projects. Thus, teacher training programmes should not disregard

educating and preparing prospective teachers for international organizations. As long as teachers are motivated and confident to prepare and participate international projects, students will follow the path of their educators.

5. CONCLUSION

5.1. Conclusion

The aim of this present research was to compare the Ethnocentrism and Intercultural Sensitivity level of the English teachers who work at state and private schools in Trabzon. This study aimed to find out the effect of the demographic characteristics on teachers' Intercultural Sensitivity and Ethnocentrism level. The results obtained from this research also examined the relationship between the abilities of intercultural sensitivity and ethnocentrism. According to the data, it can be concluded that as the score of Ethnocentrism scale increases, the Intercultural Sensitivity score decreases. In order to determine the internal consistency of the obtained answers the Cronbach Alpha test was applied.

After applying the test, the obtained Cronbach α coefficient for Ethnocentrism Scale was 0.851 and for Intercultural Sensitivity Scale was 0.913. The reliability coefficients obtained from the Intercultural Sensitivity sub-dimensions range from .430 to .858.

This study demonstrated that the levels of ethnocentrism and intercultural sensitivity of English teachers do not differ significantly according to their year of experience and working institution. However, having the opportunity to interact with people from different culture has a direct impact on teachers' intercultural sensitivity level. The result of this study showed that, regarding the graduation departments the overall scores obtained from Intercultural Sensitivity Scale, Ethnocentrism scale and the sub-scales were similar. It can be concluded that there is no significant relation between the variable of the department of graduation and intercultural sensitivity/ethnocentrism level. Since every English teacher from different graduation departments can have different intercultural connections and opportunities to develop himself/herself that is why the result is not an unexpected result.

Participating intercultural contextualized training sessions can provide opportunities for teachers to develop their intercultural communication skills. It has

become clear that the need of providing training sessions where teachers/students from different cultures come together and interact has become widespread. Various cultural interaction opportunities are provided to English teachers during their undergraduate and postgraduate years. However, the attendance to these culturally rich educational opportunities should be followed and promoted. The results obtained from this research showed that teachers participated in international projects or teachers who received in-service training about culture scored higher in the scales than the others participant teachers. In other words, it was found that the level intercultural sensitivity of English teachers differ significantly according to their participation in intercultural education sessions. It was seen that, regardless of the graduation department having the opportunity to communicate with people from different cultural backgrounds and learning about their way of life can directly affect one's self confidence in intercultural context.

The obtained result indicates the importance of providing in-service training sessions and international projects for every teacher. As long as the training sessions and international projects become widespread the intercultural abilities of teachers will develop accordingly. Observing and learning different cultural situations will help the teachers to integrate and teach culture in their classrooms.

5.1. Recommendations for Future Research

This study was conducted to English language teachers working at private and state schools in Trabzon. The universe of this study can be seen as one of the limitations of the study. Thus, the universe of the study can be widened in the future research by including all the teachers in different schools types. Since universities provide an important example of culturally diverse communities, examining the intercultural sensitivity and ethnocentrism level of educators can be analysed in detail in further research. Another research can be conducted by including the educators who work in preparatory schools of universities. Not only the educators but also the university students can be included in future studies of intercultural sensitivity and ethnocentrism analysis. This study can be widened by having a more inclusive participant group and it can be conducted with teachers working in different regions in Turkey. The results can be analysed according to the regions and provide new insights.

5.2. Recommendations for Ministry of Education

Intercultural abilities have been a matter of research in many subject areas recently. Because of the fact that teaching culture and developing intercultural sensitivity has become a necessity, a considerable amount of literature has been published on this theme. Since culture has become a part of education, there are a number of studies including teachers' and students' intercultural sensitivity and ethnocentric attitudes. In this study, the issue was examined from the aspect of English teachers. The issue whether different variables affect the level of English teachers' intercultural sensitivity and ethnocentrism was discussed in this study.

It was observed that having an experience of interacting with people from different cultures, learning about different cultural backgrounds can motivate and encourage the teachers to participate and develop cultural projects. In order to achieve that, teachers should have the chance to reach enough intercultural projects, educational trainings. It is not likely to achieve these training opportunities only in undergraduate years. Teachers should have enough number of in-service trainings about intercultural interaction and communication during their service years. Hence, teachers can be motivated to develop their own projects with their students.

International project platforms like eTwinning should be introduced more to English teachers and creating projects on these platforms can be encouraged by schools administration or local educational authorities. Projects promoting intercultural mobility can be suggested or organized. In order to have more feasible and cost-effective project unions initially, online international activities can be organized and presented to language teachers. Teachers can plan collaborative and thematic partnership not only in international context but also across the country. Students and teachers from different cultural backgrounds can work on specific themes and develop their intercultural abilities.

The results of the study revealed that participation to cultural in-service training sessions are not widespread among English teachers. Thus, it has become crucial to contribute to English teachers' intercultural development. Ministry of Education provides various training sessions to English teachers, participating in intercultural training sessions can be promoted by educational authorities. As demonstrated in this research and previous ones, developing teachers' intercultural intelligence and sensitivity should be a part of today's teacher training programmes.

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APPENDICES

Appendix 1. Questionnaires

Devlet Okullarında ve Özel Okullarda Çalışmakta Olan İngilizce Öğretmenlerinin Kültürlerarası Duyarlılık ve Etnik merkezcilik Seviyelerinin Karşılaştırılması

Değerli katılımcı,

Katılacağınız bu çalışma, “Devlet Okullarında ve Özel Okullarda Çalışmakta olan İngilizce Öğretmenlerinin Kültürlerarası Duyarlılık ve Etnik merkezcilik Seviyelerinin Karşılaştırılması” adıyla, Ondokuz Mayıs Üniversitesi Yabancı Diller Eğitimi Ana Bilim Dalı yüksek lisans öğrencisi Tuğba Otman tarafından, Doç.Dr. Zerrin Eren danışmanlığında 2022-2023 Akademik Eğitim yılı dahilinde yapılacak bir araştırma uygulamasıdır.

Araştırma T.C. Milli Eğitim Bakanlığı’nın ve okul/kurum yönetiminin izni ile gerçekleştirilmektedir. Araştırma uygulamasına katılım tamamıyla gönüllülük esasına dayalı olmaktadır. Çalışmada sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Veriler sadece araştırmada kullanılacak ve üçüncü kişilerle paylaşılmayacaktır.

Katılımınız için şimdiden teşekkür ederiz.

Uygulamalar, kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden rahatsız hissederseniz cevaplama işini yarıda bırakabilirsiniz.

Araştırmacı : Tuğba OTMAN

1. Demografik Bilgi Formu

1) Cinsiyetiniz:	☐ Kadın	☐ Erkek
2) Mezun Olduğunuz Bölüm:	☐ İngilizce Öğretmenliği ☐ İngiliz Dili ve Edebiyatı ☐ Amerikan Kültürü ve Edebiyatı ☐ Mütercim Tercümanlık ☐ Diğer..... (lütfen belirtiniz)	
3) Mesleki tecrübeniz:	☐ 0-5 yıl	☐ 6-10 yıl ☐ 10-15 yıl
		☐ 16 yıl ve üzeri
4) Şu an çalışmakta olduğunuz kurum:	☐ Devlet okulu	☐ Özel okul
5) Hangi kademedede çalışmaktasınız:	☐ Ortaokul	☐ Lise
6) Kültürel öğeleri ve öğretimini içeren bir hizmet içi eğitim aldınız mı ?	☐ Evet Cevabınız evet ise lütfen eğitimin adını belirtin. ☐ Hayır	
7) Daha önce yurt dışında bulundunuz mu ?	☐ Evet	Amaç: Süre:
Cevabınız evet ise hangi amaç ve ne süreyle?	☐ Hayır	
8) Farklı ülkelerin ve kültürlerin ortaklık ettiği herhangi bir projede yer aldınız mı?	☐ Evet	Proje Adı:
..... Cevabınız evet ise,lütfen proje bilgilerini belirtiniz. Amaç:.....	Projenin	
	☐ Hayır	

2. Etnik Merkezilik Ölçeği (Üstün,2011)

Aşağıda belirtilen ifadeleri lütfen okuyun ve ilk izleniminize göre cevap verin. Cevaplarınızı 1 ile 5 arasında, düşüncenizi en iyi tanımlayan numara ile ifade edin. Bu ölçekte “doğru” veya “yanlış” cevaplar olmadığını unutmayın ve mümkün olduğu kadar içten cevaplar vermeye özen göstermenizi rica ederim.

	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamen Katılıyorum
1. Diğer birçok kültür benim kültürümle kıyaslandığında geri kalmıştır.	()	()	()	()	()
2. Benim kültürüm diğer kültürlerle örnek olmalıdır.	()	()	()	()	()
3. Diğer kültürlerin insanları benim kültür ortamıma gelince tuhaf davranırlar.	()	()	()	()	()
4. Diğer kültürlerdeki yaşam biçimleri de benim kültürümdekiler kadar meşrudur (geçerlidir).	()	()	()	()	()
5. Diğer kültürler benim kültürüme daha çok benzemeye çalışmalıdır.	()	()	()	()	()
6. Diğer kültürlerin değerleri ve gelenekleriyle ilgilenmiyorum.	()	()	()	()	()
7. Benim kültürümdeki insanlar başka kültürlerdeki insanlardan pek çok şey öğrenebilir.	()	()	()	()	()
8. Diğer kültürlerdeki pek çok insan kendileri için neyin iyi olduğunu bilmiyorlar.	()	()	()	()	()
9. Diğer kültürlerin değerlerine ve geleneklerine saygı duyarım.	()	()	()	()	()
10. Pek çok insan benim kültürümdeki insanlar	()	()	()	()	()

gibi yaşasaydı, daha mutlu olurdu.					
11. Farklı kültürlerden pek çok arkadaşım var.	()	()	()	()	()
12. Benim kültürümdeki insanlar neredeyse dünyadaki en iyi yaşam biçimine sahiptir.	()	()	()	()	()
13. Diğer kültürlerdeki yaşam biçimleri benim kültürümdekiler kadar meşru değildir.	()	()	()	()	()
14. Diğer kültürlerin değerlerine ve geleneklerine karşı çok ilgiliyim.	()	()	()	()	()
15. Benden farklı olan insanları da kendi değerlerimle yargılayım.	()	()	()	()	()
16. Kendime benzeyen insanları erdemli olarak görürüm	()	()	()	()	()
17. Benden farklı insanlarla işbirliği yapmam.	()	()	()	()	()
18. Benden farklı olan insanlara güvenmem.	()	()	()	()	()
19. Diğer kültürlerden insanlarla etkileşim kurmaktan hoşlanmam.	()	()	()	()	()
20. Diğer kültürlerin değerlerine ve geleneklerine karşı çok az saygım var.	()	()	()	()	()

3. Kùltùrlerarası Duyarlılık Òlçeđi (Chen and Starosta,2000)

Ařađıda belirtilen ifadeleri lùtfen okuyun ve ilk izleniminize göre cevap verin. Cevaplarınızı 1 ile 5 arasında, dűřüncenizi en iyi tanımlayan numara ile ifade edin. Bu òlçekte “dođru” veya “yanlıř” cevaplar olmadıđını unutmayın ve mùmkùn olduđu kadar içten cevaplar vermeye òzen göstermenizi rica ederim.

	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamen Katılıyorum
1. Farklı kùltùrlerden olan òđrencilerle etkileřim kurmaktan hořlanırım.	()	()	()	()	()
2. Bence, diđer kùltùrlerin insanları dar gòrűřlűdűr.	()	()	()	()	()
3. Farklı kùltùrlerden insanlarla etkileřim kurma konusunda kendimden oldukça eminim.	()	()	()	()	()
4. Farklı kùltùrlerden insanlarla etkileřim kurarken istediđim kadar sosyal olabilirim.	()	()	()	()	()
5. Farklı kùltùrlerden insanlarla etkileřim kurarken sòze nasıl bařlayacađımı daima bilirim.	()	()	()	()	()
6. Farklı kùltùrlerden insanların ònűnde konuřmak bana çok zor gelir.	()	()	()	()	()
7. Farklı kùltùrlerden insanlarla vakit geçirmekten hořlanmıyorum.	()	()	()	()	()
8. Farklı kùltùrlerden insanların deđerlerine saygı duyarım.	()	()	()	()	()
9. Farklı kùltùrlerden insanlarla etkileřim kurarken çabuk gerilirim.	()	()	()	()	()
10. Farklı kùltùrlerden insanlarla etkileřim kurarken kendime gűvenirim.	()	()	()	()	()

11. Kùltùrleri farklı akranlarım hakkında bir izlenim oluřturmadan önce bekleme eğiliminde olurum.	()	()	()	()	()
12. Farklı kùltùrlerden insanlarla birlikteyken sık sık cesaretim kırılır.	()	()	()	()	()
13. Farklı kùltùrlerden insanlara karşı açık görüşlüyümdür.	()	()	()	()	()
14. Farklı kùltùrlerden insanlarla etkileřim kurarken çok iyi gözlem yaparım.	()	()	()	()	()
15. Farklı kùltùrlerden insanlarla etkileřim kurarken sıklıkla kendimi işe yaramaz hissederim	()	()	()	()	()
16. Farklı kùltùrlerden insanların davranış biçimlerine saygı duyarım.	()	()	()	()	()
17. Farklı kùltùrlerden insanlarla etkileřim kurarken mümkün olduđu kadar çok bilgi edinmeye çalışırım.	()	()	()	()	()
18. Farklı kùltùrlerden insanların fikirlerini kabul etmem.	()	()	()	()	()
19. Bence, benim kùltürüm diğerkùltùrlerden daha iyidir.	()	()	()	()	()
20. Etkileřimimiz sırasında kùltürel olarak farklı akranıma sık sık olumlu tepkiler veririm.	()	()	()	()	()
21. Kùltürel olarak farklı insanlarla uğrařmak zorunda kalacađım durumlardan kaçınırım.	()	()	()	()	()
22. Kùltürel olarak farklı akranıma, sözlerimle ve hareketlerimle onu anladığımı sık sık belli ederim.	()	()	()	()	()
23. Kùltürel olarak farklı olduđum akranımla aramdaki farklılıklardan zevk alırım.	()	()	()	()	()

Appendix 2. Permissions for the Usage of the Questionnaires

elif üstün 1 Nisan Cum 22:29 (3 gün önce) ☆ ↶ ⋮
Alıcı: ben ▾

Merhaba,
Öncelikle çalışmalarınızda kolaylıklar diliyorum. Ölçeği araştırmanızda elbette kullanabilirsiniz. YÖK veri tabanında yayınlanmış olan tezimin "Ekler" bölümünden ölçeğe; "Yöntem" bölümünden ise ölçeğe ilgili istatistiksel verilere ulaşabilirsiniz.
Başarılar.
Elif Üstün Kıran

[Android için Outlook'u edinin](#)

Merhabalar, gerekli bilgileri sizinle paylaşıyorum ek'de. Başarılar dilerim.
Öznur RENGİ

tuğba Otman 19 Mart Cmt 13:53 (3 gün önce) ☆
Dear Professor Chen, I am a master's student at the Ondokuz Mayıs University/Turkey. I am completing a thesis in the English Language Teaching programm...

Guo-Ming Chen 21 Mart Pzt 18:58 (18 saat önce) ☆ ↶ ⋮
Alıcı: ben ▾

Dear Tuğba, thanks for the request. Yes, you have our permission to use the IS Scale for non-profit research purposes.

Best.

guo-ming

...

Appendix 3. Ethics Committee Approval



ONDOKUZ MAYIS ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER ARAŞTIRMALARI ETİK KURUL KARARLARI

KARAR TARİHİ	TOPLANTI SAYISI	KARAR SAYISI
29.04.2022	4	2022-407

KARAR NO: 2022-407
Üniversitemiz Lisansüstü Eğitim Enstitüsü öğrencisi Tuğba OTMAN' ın Doç. Dr. Zerrin EREN danışmanlığında "Devlet Okullarında ve Özel Okullarda Çalışmakta Olan İngilizce Öğretmenlerinin Kültürlerarası Duyarlılık ve Etnikmerkezcilik Seviyelerinin Karşılaştırılması (Trabzon İli Örneği) isimli yüksek lisans tezine ilişkin ölçek çalışmasını içeren 60900 sayılı dilekçesi okunarak görüşüldü.

Üniversitemiz Lisansüstü Eğitim Enstitüsü öğrencisi Tuğba OTMAN' ın Doç. Dr. Zerrin EREN danışmanlığında "Devlet Okullarında ve Özel Okullarda Çalışmakta Olan İngilizce Öğretmenlerinin Kültürlerarası Duyarlılık ve Etnikmerkezcilik Seviyelerinin Karşılaştırılması (Trabzon İli Örneği) isimli yüksek lisans tezine ilişkin ölçek çalışmasının kabulüne oy birliği ile karar verildi.

Appendix 4. Permission to Apply Questionnaires to Ministry of Education Schools in Trabzon



T.C.
TRABZON VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-82438636-605.99-54968221
Konu : Araştırma İzni
(Tuğba OTMAN)

10.08.2022

DAĞITIM YERLERİNE

İlgi: Ondokuz Mayıs Üniversitesi Rektörlüğü'nün 282255 sayılı yazısı.

Ondokuz Mayıs Üniversitesi Lisansüstü Eğitim Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı tezli Yüksek Lisans Programı öğrencisi Tuğba OTMAN'ın, Doç. Dr. Zerrin EREN danışmanlığında hazırlamakta olduğu "**Devlet Okullarında ve Özel Okullarda Çalışmakta Olan İngilizce Öğretmenlerinin Kültürlerarası Duyarlılık ve Etnikmerkezcilik Seviyelerinin Karşılaştırılması (Trabzon İli Örneği)**" adlı çalışması kapsamında İlimiz özel ve resmi okullarında görev yapan gönüllü 100 İngilizce öğretmeniyle çalışma yapma isteği Müdürlüğümüzce uygun görülmüş olup, olur ve ölçeklerin üniversite tarafından çıktı alınıp araştırmacıya verilmesi, ilçe milli eğitim müdürlüklerince okullara duyuru yapılması hususunda;

Bilgilerinizi ve gereğini rica ederim.

Hüseyin Burak FETTAHOĞLU
Vali a.
İl Millî Eğitim Müdürü

Ek:
1-Valilik Oluru (1 sayfa)
2-Mühürlü Örnekler (4 sayfa)

DAĞITIM:

Gereği:
- Ondokuz Mayıs Üniversitesi Rektörlüğüne
(Lisansüstü Eğitim Enstitüsü)

Bilgi :
- 18 İlçe Kaymakamlığına
(İlçe Milli Eğitim Müdürlükleri)

Bu belge güvenli elektronik imza ile imzalanmıştır.

Adres : Trabzon İl Millî Eğitim Müdürlüğü Strateji Geliştirme Şubesi (Ar-Ge Birimi)
Telefon No : 0 (462) 223 55 52
E-Posta: argetrabzon@gmail.com
Kep Adresi : meb@hs01.kep.tr

Belge Doğrulama Adresi : <https://www.turkiye.gov.tr/meb-ebys>
Bilgi için: Fatma ER
Unvan : Öğretmen
Faks:4622302094

İnternet Adresi: <http://trabzonarge.meb.gov.tr>

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CURRICULUM VITEA

Contact Information :

ORCID ID : 0009-0000-9327-9888

Publications :

1. Otman T. (2022, December). “The Role Of Language Teachers In Intercultural Language Teaching”. 7. *International Asian Congress on Contemporary Sciences*, (1), 518-520.