

Research into Pre-service English Teachers' Intercultural Communicative Competence (ICC) in Turkish Context

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ABSTRACT This study aims at exploring pre-service English teachers' intercultural communicative competence (ICC) in a Turkish setting and examining whether such factors as study abroad, gender and academic achievement reveal any differences in their ICC. A total of 89 participants completed the Intercultural Communicative Competence Questionnaire. Results revealed that participants achieved a high level of ICC, with higher mean scores in the knowledge dimension. There were no significant differences in male and female participants' ICC levels. Correlational findings showed that there was no significant relationship between the participants' ICC and their academic achievement. However, further correlation findings showed strong positive correlations between the participants' studying abroad and their ICC levels. Studying abroad was strongly correlated with knowledge, skill, and attitude dimensions of ICC. This study concludes that encouraging pre-service teachers to participate in study abroad programs and giving them the opportunity to take elective intercultural education courses will promote their ICC.