

# PRE-SERVICE TEACHERS' ATTITUDE TOWARDS INTERCULTURAL COMMUNICATIVE COMPETENCE IN THE TEACHING/LEARNING OF ENGLISH AS FOREIGN LANGUAGE

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The relationship of culture, language and literature are amalgamated in every society. Relationship between these elements cannot be underestimated. Culture reflects in every aspect of the society i.e. language, religion, social life style of people, art, literature etc. People of a community symbolize their culture. Language bridges communication between different people and societies (Patil, 2015).

The current study is based on pre-service English teachers' cross-sectional survey to determine their attitude toward the variant aspects of Intercultural Communicative Competence (ICC) in the teaching of English as foreign language (EFL) in Pakistan. A self-structured questionnaire was used to collect the data. The results of the survey include teachers' perception about EFL and their attitude towards ICC in the teaching of EFL. Reasons for learning English by Pakistani pre-service teachers are also included in the study which determine that vocational purpose tops the list among various given causes.

The population of the current study included the future English teachers. The study was limited to the higher education institutes in the Southern Punjab, Pakistan. The sample of the study consisted of the students of English language studying at graduate level in the Southern Punjab Universities. The collected and tabulated data revealed that major part of the population was from urban background. Only a few of them had been to some English speaking country. Reading was decided as the major proficient language skill and the participants were least proficient in speaking. They considered language as the chief epitomizing symbol of a culture. The majority of the participants were learning English for occupational intentions. They believed that English is an international language. It is not the language of any particular country or nation and professional success in the modern world demands proficiency.



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## OPENING

*In the name of*

ALLAH

*The most Beneficent,*

*The most Merciful*

*“Guide us (O, Allah) to the path that is straight.*

*That path of those you have been blessed*

*Not of those who have earned your wrath*

*Not those who have gone astray”.*

*(Al-Fatihah 5-7)*

# DEDICATION

## *To My Parents:*

I will never take for granted  
how greatly I've been blessed;  
For when it comes to parents,  
Mom and Dad, you are the best!.

You nurtured and protected me  
and taught me with great care.  
And every time I've needed you,  
you were always there.

If you could look into my heart  
how quickly you would see,  
the special place you hold there,  
and how much you mean to me.

May you receive the blessings  
you are so deserving of  
for your caring, and your sharing,  
and each sacrifice of love.

And may you carry in your hearts  
these words forever true...  
No parents anywhere on earth  
could be more loved than you.

*Ken Tranner*

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**Zahida Parveen**

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## **List of Abbreviations**

CC	Communicative Competence
EFL	English as Foreign Language
ELL	English Language Learning
ELT	English Language Teaching
ESL	English as Second Language
FLE	Foreign Language Education
IC	Inter-culturally Competent
ICC	Intercultural Communicative Competence
ILC	Intercultural Linguistic Competence
ILL	Intercultural Language Learning
L1	First language/ Native language
L2	Second Language/ Target Language
PT	Prospective Teacher
TLC	Target Language Culture
TC	Target Culture
TL	Target Language

## **ABSTRACT**

The relationship of culture, language and literature are amalgamated in every society. Relationship between these elements cannot be underestimated. Culture reflects in every aspect of the society i.e. language, religion, social life style of people, art, literature etc. People of a community symbolize their culture. Language bridges communication between different people and societies (Patil, 2015).

The current study is based on pre-service English teachers' cross-sectional survey to determine their attitude toward the variant aspects of Intercultural Communicative Competence (ICC) in the teaching of English as foreign language (EFL) in Pakistan. A self-structured questionnaire was used to collect the data. The results of the survey include teachers' perception about EFL and their attitude towards ICC in the teaching of EFL. Reasons for learning English by Pakistani pre-service teachers are also included in the study which determine that vocational purpose tops the list among various given causes. The population of the current study included the future English teachers. The study was limited to the higher education institutes in the Southern Punjab, Pakistan. The sample of the study consisted of the students of English language studying at graduate level in the Southern Punjab Universities. The collected and tabulated data revealed that major part of the population was from urban background. Only a few of them had been to some English speaking country. Reading was decided as the major proficient language skill and the participants were least proficient in speaking. They considered language as the chief epitomizing symbol of a culture. The majority of the participants were learning English for occupational intentions. They believed that English is an international

language. It is not the language of any particular country or nation and professional success in the modern world demands proficiency. The participants had a positive attitude towards the learning of different cultural aspects of major English speaking countries to boost their communication skills in the natural situations. Further, the researcher also found that there was a significant relationship between the pre-service teachers' attitude toward Intercultural Communicative Competence (ICC) and their language proficiency and educational qualification. However pre-service teachers' residential background, age group, medium of instruction, language learning experience and gender differences had no significant effect on their attitude towards ICC on the teaching/learning of English as foreign language.

# **CHAPTER 1**

## **INTRODUCTION**

In this chapter, the researcher has conferred the basic concepts involved in the current study. The researcher has focused on the introduction of Intercultural Communicative Competence (ICC) and the related considerations. Brief introduction of the major terminologies and thoughts has been presented. Further, the research plan for the study has also been discussed briefly and comprehensively. Research objectives and research questions have been defined noticeably.

### **1.1 Communication in Modern World**

Our world has got the status of global village these days. Globalization and internationalization are the principal notions. Difficulties of traveling have been lessened. Far off lands are accessible easily. Transport is faster, safer and easier. A trip around the world costs hours only. People are communicating others professionally and personally (Kalsbeek, 2003). Business confined to local economies in past has been integrated with the world economy; information which was a slow process earlier has revolutionized nowadays. For a successful career in business, academics, medicine and other fields, one has to communicate with people in some other language than his own native tongue. Literal and figurative walls of detachment are sinking to ground. Despite the fact that concept of global village is not absolute yet, diverse cultures are reachable than past and contact between people of these cultures is increasing. Such acquaintances involve interpersonal meetings. Such meetings may be official treaties, business deals, or stranger asking for directions to a native etc. Here cultures do not amalgamate directly but people

mingle unswervingly (Spitzberg, 2000). Henceforth, people need to communicate to fulfill their needs and require a language to communicate successfully.

### **1.1.1 Language Learning in Modern World (Learning a Lingua Franca in Modern World)**

Modern world has been modified into a global village because of convenient communication among people from different countries and contemporary informative systems. The consequences of such technology have originated intercultural communication between inhabitants of far off countries. This horde communication has demanded the use of a common language for the interactants from the whole world. Language education has got an important status in the contemporary era. It involves teaching and discovering one's identity and belonging and exploring other people (Lázár, 2011).

English has modified as English as international language (EIL) (Mckay, 2002). It enjoys the status of English as lingua franca (ELF) (Seidlhofer, 2004). It has become the major medium of communication internationally for divergent functions. It has become the most widely read, studied, spoken, and instructed language worldwide. It has become the dominant language of trade, commerce, science, technology, research, medicine, entertainment and communication. Teaching of English has been transformed to English as language from English as subject.

Kachru (1982) defines three circles of English; inner, outer and expanding. In the inner circle countries, English language born once; in the outer and expanding circle, it is born twice. Realistic and sensible transfer determines the varieties of non-native

language. Transfer of language may be of two types conscious and unconscious (Pandharipande, 1987).

### **1.1.2 Culture and Language Learning**

The process of communication cannot be detached from culture as culture determines the nature of communication, participants, message and its meaning and environment for the message. The relationship between language and culture is two folded, general to specific i.e. language is a facet of culture and language and culture are indivisible like art and artist. Hence, culture plays the role of groundwork in every communication (Samovar, Porter & Jain, 1981).

Some L2 teachers are of the view that occurrence of culture in language teaching is a new dimension, but literature review on the topic reveals that situation is different. People used to learn a foreign language to study its literature in past ( Lessard-Clouston, 1997). Prior to defining the expansion of intercultural communicative competence (ICC) and the role of culture in language teaching, it is necessary to explain these concepts.

According to Kramersch (1998), culture is a common system of standards of perceptions, beliefs and evaluation and action. Bennett (1993) says that absolute comprehension of cultural aspects of a language is essential “to avoid becoming a fluent fool”. Byram (1997), Kramersch (1998), and Bennett & Bennett (2004) concur that cultural elements in a language teaching should include more than the typical list of unavoidable facts about the target language countries. The earlier models of culture included hoard, classified and easy to inculcate facts in the list, however the recent models view culture as vibrant and patchy dimension. The change in cultural conceptualization in EFL teaching has necessitated transformation in the outlook towards EFL teachers. Teachers

are required to teach a foreign language and contextualize the language against the socio-cultural background for the acquisition of ICC by the learners (Castro, 1999).

In addition, the teacher is also required to intercede L1 and L2 culture to aid learners' success in their purpose ( Byram & Risager, 1999; Edelhoff, 1993). Hence, to maintain intercultural language teaching, the EFL teacher entails supplementary expertise, knowledge and skills. He is required to learn cultural anthropology, theory in culture learning and teaching, intercultural communication (IC), and determination to teach (Edelhoff, 1993; Willems, 2002).

Malinowski (1964)'s views on association of language and culture are accepted widely. He studied culture as system and concluded that linguistic behaviors can be best construed in its proper socio-cultural context. Thus in cultural linguistics, Malinowski's views that all aspects of culture are interdependent and language is a part and artifact of a culture, are most rampant. Therefore, socio-cultural context of any communicative process is crucial to be considered.

Human interactions affect their behavior and attitude in a society. Interpretive concept of inhabitants of a society determines the concept of power, gender, unity and individuality ( Hofstede, 1984, 1993). The relationship between language and culture has most aptly defined by Malinowski (1964) who studied culture and concluded that linguistic behavior of the speakers can be comprehended in its proper socio-cultural context. Now Malinowski's perception about "all cultural aspects being interrelated" is widely accepted by the cultural linguists. Language is medium of culture. Hence, the study of socio-cultural context of a language is crucial ( Behura, 1986).

Grimshaw (1971) explained the association between language and culture as “reality creates language and language creates reality; reality creates culture and culture creates reality; and language creates culture and culture creates language”. Consequently, a language should be studied within the socio cultural milieu of its native speakers.

Cultural perception, attitude and behavior of a community are reflected by the language it speaks. Language showcases the communal thoughts, expressions, customs and collective traditions. The relationship of a language and its speaking community is too cherished to get separated. The life of language depends on the extent its speakers use it as native tongue and give it a prestigious place in the society. The importance of a language relies on the importance of its native community’s social, political, cultural and economic perspectives. Discussing a language without its contextual perspective is worthless.

The linguists are not agreed upon the status of relationship between language and culture. Gilbert (1983) denied that language is social phenomenon. She rebutted the argument of Wittgenstein who considered language as a social gadget. On contrary Sharrock and Anderson (1986) favored language as a social instrument as Wittgenstien said. Language and cultural aspects are too closely knit to be detached and study of language in isolation is not possible (Hoijer, 1964). As language and culture are intertwined, cultural changes cause language changes. Even if the society’s culture is vibrant, the linguistic changes are frequent. Thus a connection between semantic and cultural change can be observed. Cultural novelty results in lexical enrichment either through borrowing, coinage or neologism. Thus a relationship between language and culture is obvious. Language rests

on culture as customary forms of linguistic patterns are transmitted to further generations and societies like those of cultural forms (Swadesh, 1964).

## **1.2 Statement of the Problem**

Language flourishes in no vacuum. It is part of society and social life. People use language as an instrument to deal with their societal matters. Henceforth language and society are inseparable. Language has an intricate rapport with culture. Language teaching has been integrated with the teaching of culture for the last few decades. English has got the status of Lingua Franca in the modern world. Many studies have focused language teaching with the teaching of culture (Byram, 1989, 1997; Hughes, 1986; Kramsch, 1993, 1998; Crozet & Liddicoat, 2000; Papademetre & Scarino, 2006). But with the emergence of English as Lingua Franca, recent studies have emphasized for the teaching of world cultures with the teaching of English language (Bennett, Bennett & Allen, 2003; Byram, 2006; Sercu, 2002). This tendency has resulted in the accomplishment of many studies which have offered priceless information about the EFL teachers' attitude towards the teaching of teaching of culture with the teaching of English. Many researchers have concluded that if the EFL teachers and learners have positive attitude towards culture teaching, the proportion of success in their language learning enhances (Atay et al., 2009; Castro et al., 2004). On the other hand, if the learners and teachers have no positive attitude towards learning, the effect on learning will be negative. After studying the available relevant literature, the researcher felt that that there is a need to conduct a study on the importance of culture teaching with language teaching. Further the researcher could not find any study conducted on the theme of attitude towards intercultural communicative competence (ICC) in Pakistan. Hence, the

current study aims to contribute to the literature by revealing the pre-service teachers' attitude towards the status of English and how they feel about learning intercultural communicative competence.

## **1.1 Research Objectives**

Objectives of the current study are as follows:

1. To determine the English proficiency level of pre-service teachers.
2. To explore major reasons for learning English by pre-service teachers.
3. To investigate the perception of pre-service teachers concerning cultural elements in learning intercultural communicative competence (ICC).
4. To learn about the pre-service teachers' attitude towards learning Intercultural Communicative Competence and their proficiency level of ICC.
5. To investigate about the relationship of pre-service teachers' attitude towards ICC in reference to their gender, age group, background, medium of instruction, proficiency level, English language skills and their learning experience.
6. To obtain the suggestions of pre-service teachers to improve the ICC in English language teaching.

## **1.2 Research Questions**

The following research questions are aimed at in the current study.

1. What is the English proficiency level of pre-service teachers?
2. What are the major reasons for learning English by pre-service teachers?
3. What is the perception of pre-service teachers concerning cultural elements in learning intercultural communicative competence (ICC)?

4. What is pre-service teachers' attitude towards learning Intercultural Communicative Competence and their proficiency level of ICC?
5. What is relationship of pre-service teachers' attitude towards ICC in reference to their gender, age group, medium of instruction, background, proficiency level, English language skills and their learning experience?
6. What are the suggestions of pre-service teachers to improve the ICC in English language teaching?

### **1.3 Significance of the Study**

Research has proved that determination of the teachers enriches the innovations in the teaching context. Teachers' conceptions, preferences and beliefs establish the success of these innovations. The research on teachers' conceptions have suggested that teachers' conceptions contour their teaching behavior to a great extent and researchers have found a direct relationship between these conceptions and teachers' way of teaching ( Prosser & Trigwell 1999; Williams & Burden 1997). Henceforth, familiarity about teachers' conception is essential for understanding their current support for integrating intercultural competence with the teaching of a foreign language and their current practices.

Further, many researchers have mentioned about the need for research in the field of ICC. Clouston (1997) has mentioned in his study that the perceptions of both English language students and teachers should be studied concerning the culture learning in L2/FL programs. He stressed the need to know about the teachers' motivation towards ICC, importance of ICC teaching and the elements included for learning ICC with language.

The study of the relevant literature in the field revealed to the researcher that there were studies conducted in the area of intercultural communicative competence (ICC) in different countries but not many studies were found being conducted in Pakistan. So the researcher felt that there was the need to conduct a study on intercultural communicative competence (ICC) in Pakistan. The current study will help the language teachers to undertake certain cultural features in language teaching. It will propose a cultural overview of language teaching. Thus, the current study will offer valuable information about the “attitude of pre-service EFL teachers’ towards intercultural communicative competence (ICC) in the teaching/learning of English as Foreign Language in Pakistan”. It will also provide an opportunity for the future researchers to work in the field of ICC.

#### **1.4 Delimitation**

The study is limited to only intercultural communicative competence (ICC) and does not focus other fields of the major area “communicative competence”. The study is conducted in Pakistan but due to limited resources and for keeping the researcher on track, the researcher conducted the study in southern Punjab only. In Southern Punjab, the researcher approached the university students studying in public and private sectors universities in the cities of Multan and Bahawalpur.

#### **1.5 Summary**

In the recent chapter presented a comprehensive sketch of the current study. It discussed the concept and the value of communication in the modern age. Culture and its worth in the society and language construction were discussed. Then the researcher presented the synopsis for the present study. The chapter offered information about research background, significance of the study, objectives of the study, research

questions, population and sampling. In short the contemporary chapter reflected the study plan in an elaborative way.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In the current chapter, the researcher discusses English language, status and importance of English language teaching in Pakistan, culture, intercultural language learning and the relation of culture with language learning. Initially, the status of English language in the world is discussed. Then the researcher focuses on ELT in Pakistan, argument on English language teaching as EFL or ESL are dealt. Then the concept of ICC and ICC in ELT are conferred. After a succinct but comprehensive synopsis of the related terms, the researcher explores the studies conducted on ICC till date.

#### **2.2 The International Status of English**

English language has changed its status in the recent era. It has become widely accepted lingua franca. It was used as intra-national and communal communication by the native speakers in past but now it is international medium of communication and instruction for several functions. Its increasing popularity reflects that it is not only a tool to communicate between native to native, rather it is the most successful tool to communicate native to foreigner and even foreigner to foreigner. It has become the most widely studied, learned, written and spoken language on the globe. The geographical reach of English is wider than any other language in the world. It has become the language of commerce, business, technology, medicine and entertainment ( Richards & Rodgers, 2001; Warschauer & Kern, 2000). Recent studies reflect that three billion people speak English all over world whereas only 300 million are the native speakers of it. Hence it has become the most successful lingua franca of today.

Approximately 2 billion people around the globe know English. Divergent studies reflect that non- native speakers have outnumbered the native speakers of English. Henceforth, researchers are of the view that English is not a nationalized language anymore and it's not restricted to native speakers in linguistic use ( Jindapitak, 2013).

There are five major areas in which Standard English is used and understood: international transport, aerospace industry, hotels, academic institutions & discourse and international conferences, yet misapprehensions occur frequently (Thomas, 1991, Verduijn, 2004). On contrary, in other fields, the used varieties of English are not mutually comprehensible. There are cultural based different communicative patterns in milieu of communication, which is invisible apparently and demolishes the chance of mutual compatibility. Then, arises a question about the variety of English to be taught to the international users (Gnutzmann / Intemann, 2005, Graddol, 2006). Generously it is adequate to teach only British or American English. The concept of teaching intercultural communication involves to learn English as lingua franca as well as to be competent in using English in a wide range of intercultural communicative situations (Mader & Camere, 2010).

Widdowson (1994) mentioned that considering English as an international language means that it is not limited to only nation or country. Native English speakers should feel pride that their language has become the language of international communication. It is no longer their possession; they are not allowing others to use it, rather now it is others' possession too.

English has evidently obtained the position of international language. The international status of English has been emphasized by diverse researchers differently.

They have given it different names i.e global language, lingua franca, world language, international language. These schemes are somewhat dissimilar in depiction and elucidation but they stress the worth of socio-political, socio-linguistic certainty in the international use of English alike. Henceforth, international status of English has attained universal recognition and is aptly used as world English, particularly in situations where non-native speakers use it in interaction with native and other non-native speakers (Jindapitak, 2013).

### **2.3 Status of English in Pakistan**

English is global language and people who can understand English can be found all over the world. It has become the language of technology and media. All the material on modern sciences is published in English. According to the information by ‘Euro monitor International report 2009’, 49% of Pakistani people can understand and practice English language; which generates Pakistan as country having third most populated country with English speakers. Pakistan is a former colony of Great Britain. Like other former colonies, English language has an elite status in Pakistani society and it is considered as the concierge to power. National language, Urdu, is the official language of Pakistan but English has replaced Urdu everywhere in official dealings practically. English, like other developing countries, has a dominating position in political and official discussion in Pakistan. Emergence of the notion “Education for All” and use of English worldwide has soared ELT in Pakistan. English has been considered as voucher of success in social and economic life and key to national progress (Shamim, 2011). English is taught as a compulsory subject in all schools and its magnitude is elevated

rapidly. Different integrative and instrumental motives lead to the learning of English for upward social mobility (Rahman, 1998).

Pakistan, having a multifaceted linguistic and cultural map, is multi-lingual and multi-cultural country. A number of principal and minor languages are spoken in different provinces. English has got an exalted status in Pakistan due to its alliance with privileged (Rahman, 2002). Teaching of English language to Pakistani people has been a priority by every ruling party in its tenure. It has been supported for both political and economic reasons. Learning English has been linked with progress in information technology (Jalal, 2004). Private sector schools are instructed to start ELT right in beginning. Higher Education Commission (HEC) is indulged in improvement of ELT in higher education institutes in the country. HEC claims to revolutionize socio-economic gauge of Pakistan through aptness in ELT.

Two types of schools are found in Pakistani educational system, English and Urdu medium. Urdu medium schools are public and lower income class students attend them while the upper class attends the highly paid private English medium schools. This results in a high proficiency in English in private schools students and low proficiency at public schools students (Shamim, 2011). Mostly level of achievement is measured in terms of proficiency in English communication (Ramanathan, 2005).

Literacy in English is considered as a precondition for participation in becoming a member of global village. Students in all types of educational institutes desire to acquire proficiency in English. Even the students at most conservative considered religious institutes also wished the same (Rahman, 1999).

## **2.4 English Language Teaching as ESL or EFL**

Language learning is parallel process like language acquisition of young children. Interaction in natural situation is the main requisite of language learning in which speakers are concerned with the message of interaction not with the form of the message. Teaching of language rules and error correction are not included in language acquisition. (Brown & Hanlon, 1970; Brown, Cazden, & Bellugi, 1973). Native speakers can easily modify the utterances according to need and situation of communication which are supportive to language acquisition (Snow & Ferguson, 1977). The researchers opine that native speakers acquire simple structures and then learn the complex ones and the acquisition process is same for all native speakers (Brown, 1973; Dulay & Burt, 1975). Grammar and structural rules are not learnt consciously by the speakers, rather they acquire them personally. Contrary to learning as a non-native language, error correction has no validation in native language acquisition (Krashen & Seliger, 1975).

The difference between the teachings of a language as second or foreign language has been made on the basis of a person's internal process and the realization level of language learning. A learner has the opportunity to listen to the language practiced in the neighborhood when he learns a language as second language. Thus the learner has a good opportunity to practice the target language in natural communication situations.

On the other hand, the learners do not get the opportunity to listen to the language practice in their neighborhood while learning a language as foreign language, though they may have the probability to practice the receptive skills through media provisions. The learner has no or minor opportunity to practice the learned language in natural situations. Further, there is difference of situations between spending time on language learning,

construction of input, responsibility of the instructors, and required skills. Individual traits also affect the situation; learners' motivation, language learning experience, age, native language of the learners, learning strategies and social and sentimental causes affect the situation. Individual and situational differences combine to influence procedure of language learning.

In the learning of second language, the language is spoken in instantaneous milieu of the learner and he has the chance to partake in language learning in natural situation. Second language learning is not restricted with formal language learning ie classroom language teaching. In a foreign language learning situation, there is no practice of language in instantaneous milieu of the learner and he has no chance to partake in language learning in natural situation, however mass media offer the chance of receptive skills practice. The learners do not have any major chance of language practice in natural situation though.

<b>Factors</b>	<b>SLA</b>	<b>FLL</b>
i. Time	Time span longer in learning.	Time span shorter in learning.
ii. input	Input affluent and diverse. Language samples less structured.	Discriminatory, chosen and ordered input.
iii. instructions	Freehand learning; learning from associates; sometime classroom assisted.	Directed learning; unnatural classroom setting; no learning from associates.
iv. skills	Oral communication important and required; natural speech is favored.	No/less oral skills required. Written material focused. No practice in natural situation.

*Figure 2.1 Comparison of SLA and FLA (Adapted from: Ringbom, 1980)*

There are divergent and various variables/factors involved in language learning. In second language acquisition (SLA), many factors affect the learning situation i-e situational position of the learner, linguistic atmosphere, age, time spent in learning etc.

As English is not the native language of Pakistan and it is not practiced in the natural environment in Pakistan, it has got the status of foreign language.

## **2.5 Communicative Competence**

Communicative Competence (CC) means the competence to communicate. Focal word in the term is competence. Competence is not an unfussy word. Competence is mostly correlated with Noam Chomsky, it was used in his publication “Aspects of the theory of Syntax” in which he explained the terms competence and performance (Mihaljevic & Bagaric, 2007).

Initially, competence means the ability to perform or comprehend something but change of milieu can diverse the status. Social characteristics of competence involve appropriateness and effectiveness. With these attributes, communicative competence comprises the intentions of the interactant in an appropriate context (Spitzberg, 2000).

The advocates of communicative view contradicted with Chomsky’s concept of competence and performance (e.g. Savignon, 1972). They opposed Chomsky’s ideas in the use of language teaching, learning and testing methods (Bagaric, 2007). Hymes coined the term CC and declared it the acquaintance of grammar rules and appropriateness of the milieu of the communicative situation. He emphasized the focus shifting from Chomsky’s referred linguistic to communicative perspective Hymes stated that the internalized rules of language creation and production by a speaker should concern the linguists not mere the description of his utterances. Defining target culture is

a complex task (Usó-Juan, E & Martí-Flor, A, 2008). Developing ICC in ELT means the teaching of culture in a credential way with language teaching (McKay, 2002). Widdowson (1983) used discourse analysis and pragmatics and distinguished between competence and capacity to clear the notion of CC. He defined competence as linguistic and socio-lingual feature. Canale and Swain (1980) explained CC as the combination of necessary knowledge and skills for communication. Canale & Swain (1980) and Widdowson (1983), Savignon (1972) challenged Hymes' idea of CC and explained it as the talent of comprehensive linguistic competence within communicative situation (Mihaljevic & Bagaric, 2007).

## **2.6 Intercultural Communicative Competence (ICC)**

The core mechanism of competence includes context and performance. As competence functions in social and physical milieu, so the performance is acute evidence of competence. Henceforth, intercultural competence is equivalent to intercultural communicative competence (ICC). ICC is not same to linguistic competence but is not alien to language too as ICC is equal to intercultural linguistic competence (ILC). ICC involves the ways of communication which are more open to comprehension and culturally suitable to others too. Further they may assist in developing positive relationships and flourishing business affinity (Mader & Camere, 2010).

According to Deardorff (2006) intercultural competence means to acquire the required attitude and skills and exercise them successfully and aptly in conduct in intercultural situations. Use of effective behavior evidently involves the use of language (Mader & Camere, 2010).

According to Byram (2000), Quoted by Cakir, 2015) , ICC means effective interaction with the people from different cultures than one's own culture (Byram, 2000). It is also described as the ability of effective communication in different intercultural situations involving divergent attitudes, skills, reflections and cultural knowledge (Dreadorff, 2006; Demircioğlu & Çakir 2015).

Spitzberg and Changnon (2009) considered ICC as effective and apt interaction between who exhibit dissimilar emotional, behavioral and cognitive course toward the globe. Fantini (2009) defined ICC as the amalgamation of skills and capabilities required for successful performance in communicating with linguistically and culturally different people. Chen and Starosta (1996) stressed that competent person should know how to interact successfully and also know to achieve his goals of the communication process by maintaining the multilevel cultural differences of others (Demircioğlu & Çakir 2015).

The difference of culture may occur not only between different nations and continents; such difference can be found between the same nation and even same geographical area. There may be difference in ethics, morality, religion, politics, history or ethnicity. In fact culture can be considered as a diverse tendency. Culture has been defined with more than 200 different definitions in literature. Three important concepts of culture as defined by Kiet, (2011) are as follows: The first concept defines cultural competence as metaphor of iceberg which has a small part above the water level with visible and accessible elements but the major parts keeps underwater with invisible elements ie values, beliefs or thought patterns. The metaphor of ice berg explains that more cultural perceptions are invisible and unconsciously applied in communication (Weaver, 1993, Kiet, 2011). The second notion of culture involves society,



Figure 2.2. The Cultural Iceberg

communication and people (Kaikkonen, 2001). For him, culture consists of two dimensions, social and communicative outlooks. Social outlook comprises of social values and standards. Communicative outlook concerns with a person's dealings with other members of society in order to learn essentials of the culture ie language, behavior and other communication customs. Kaikkonen (2001) insists the inclusion of all three mentioned components of culture and views that no culture can exist without them (Kiet, 2011).

Kramsch (2006) presents the third, the modern concept of culture. This modern concept connects culture with humanistic notion like general knowledge, art, philosophy,

institutes and sociolinguistic with the speaker's values, beliefs and behavior etc. Post-modern concept refers culture as discourse, individuality and control. Culture as discourse means the way of thinking, reacting, feeling, believing, acting and using language to determine the individuality of a person in a society (Kramsch, 2006; Kiet, 2011). Discussion of culture as discourse accentuates a person's association with a culture is allied with his social and political identity. In this way learners' identity becomes centralized and endows them authority (Kramsch, 2006).

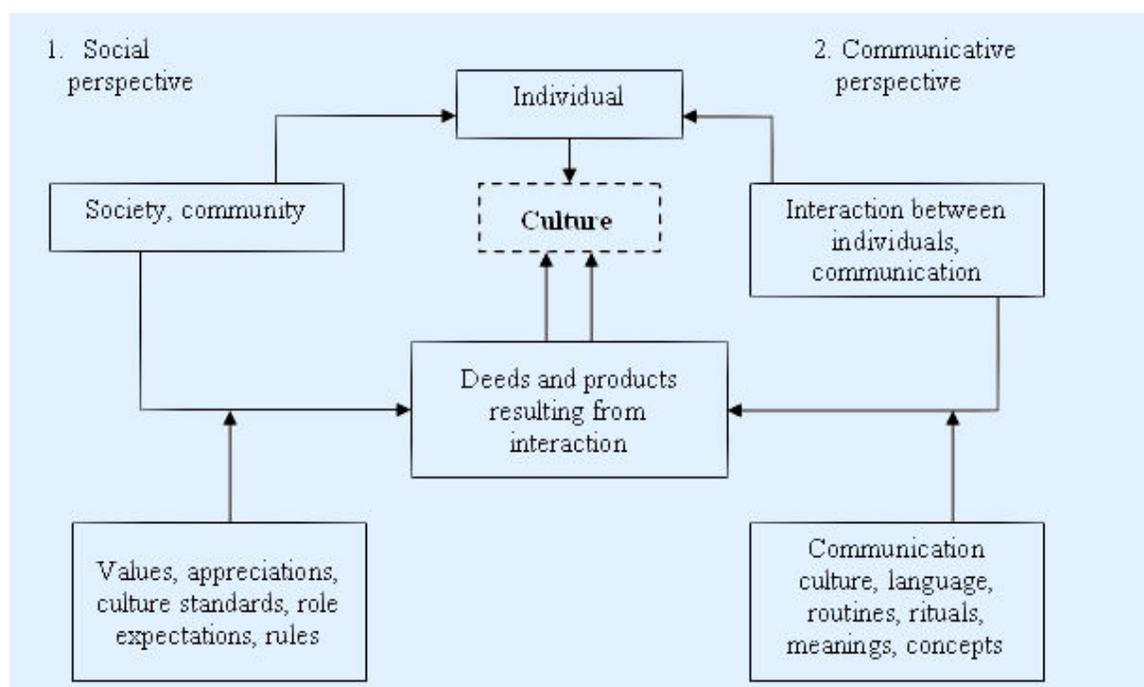


Figure 2.3. Culture: community, communication and individual (Kaikkonen, et al 2001)

Jokikokko (2005) explains ICC as “ an ethical orientation in which certain morally right ways of being, thinking and acting are emphasized”. Kramsch and McConnell-Ginet (1992) opine that ICC based teaching should include both target and native culture of the learners for developing reflective attitude to learn the new culture. Thus, teaching students second/foreign language is equal to creating them inter-culturally

competent so that they can perform as cultural mediators, view world themselves and intentionally learn target language culture dimensions ( Sen Gupta, 2002). Through this outline, an FL learner is an intercultural speaker who is somewhat expert in moving to and fro two cultures (Byram & Zarate 1997).

## **2.7 Intercultural Communicative Competence (ICC) and Language Learning**

Defining ICC is a multifaceted job. In modern time, intercultural competent individuals are the need of the hour as their movement within different cultures is unproblematic (Kalsbeek, 2003). Recent globalization stipulates personage who are interculturally competent and can intermingle between divergent cultures. The core reason of learning a language is to interact in target language and with target language speakers. Other functions of language learning include learning the norms, conventions, customs and rituals of the target culture. Various researchers have found a flawless relationship between target language and target culture (Byram, 1989, 1994, 1997; Kramsch, 1993, 1998, 2002). Practitioners in the field of ELT apprehend the interweaving between language and culture (Pulverness, 2003). Language teaching in isolation without learning about the native speakers of the target language is incomplete. Sole study of language looks irrational if the learners are ignorant about the people who are native speakers of that language. Learning only the syntax and lexicon of any language is not adequate, it involves more than cramming of glossary. Bada, (2000) opined that cultural facets of a society create hindrance in interaction with the native speakers of that language. Teaching of target language culture has been got the status of interdisciplinary subject in books and curriculum design (Sysoyev & Donelson, 2002).

ICC means the interaction between people belonging to different societies. Its focus is the variance between source and receiver's contexts. It involves the ability to create grammatical utterances precisely; then to follow the socio-cultural context of the communication; and finally to produce accurate linguistic forms (Sun, L. 2013). ICC refers to the interpretation and production of specific discourse in a definite socio-cultural milieu. Hence it concerns with behavioral and communal existents in a target language culture and language focusing on resemblances and differences (Ester Usó-Juan & Alicia Martí-Flor, 2008). The core aim of ICC is to communicate effectively with individuals having different cultural locales ( Sinicrope et al., 2012). Thus consideration of culture is vital component of ICC ( Moeller, 2014). The concept of intercultural language teaching thrived in the recent decades and directed towards the use of the term efficiently and logically (Devrin, 2010). According to Sapir- Whorf hypothesis language differences creates perception difference and cultural variations among various societies are codified and corresponded through language meanings. Study of another's culture's language involves the investigation into how the native speak it and how cultural subsistence is created (Sapir, 2002).

Another definition of ICC includes the ability for effective, accurate and apposite performance of an interactant while conversing with an individual with different linguistic and cultural locale than himself. "Effective" refers to L2 feat of the interactant and "apposite" means the feat to the host. These insights are different but often compared and contrasted as per situation (Demircioğlu & Çakir 2015).

Intercultural communicative competence (ICC) is a dire requirement for the learners to interact with other people without facing any misunderstanding. Bennet

(2009) has stressed that the learners are required to separate themselves from their “frame of reference” in order to communicate successfully. Phipps & Gonzelez (2004) also emphasizes the need of re-entering in one’s own culture if he/she wants to enter someone else’ culture. These points make it vivid that ICC not only assists the learners to learn the culture of target language but it makes them explore their own culture too. It means that knowledge of both native and target cultures pave the way to behave aptly with others (Saricoban & Oz, 2014). Linguistic skills and cultural issues are considered indivisible in the teaching and learning of a language. Jordan (2002) conceded that core expertise in language is insufficient; communication requires to learn about culture too and the interlinking of culture with language ( Demircioğlu & Çakir 2015).

After the introduction of ICC, Yaylaci, (2013) discusses that culture teaching with language teaching has received a favorable attitude worldwide. Thus culture teaching acquired many titles such as British life and institution, background studies, area studies etc in Europe (Byram, 1989) and country studies in Soviet era in Kazakhstan (Yaylaci, 2013). Though, such courses were limited to the informative perspectives of communal life and stereotypical considerations. They included culture as information transmitted through language not as characteristic of language (Kramsch, 1993). They differentiated between culture with capital “C” and small “c” and measured “C” as teaching of culture and “c” as the values, beliefs, and skills of the speech community (Bennet, 1998). Traditional grammar-translation approach measured culture teaching substandard than the linguistic skills. After emergence and development of communicative approach, the linguists consider the language teaching without culture teaching as risk of the learners “becoming fluent fools” (Bennet, Bennet & Allen, 2003).

Communicative competence favors the language based CC integral for understanding the target language culture fully. TLC and its speakers are vital elements of teaching and learning L2. Learners are required to learn the target language components and use them appropriately in a native like setting. Thus EFL becomes enculturation where the learner learns novel worldview dazzling the TL and TC (Alptekin, C. 2002).

The researchers have not decided upon any standard essential for FL teachers. The discussions on culture and ICC form the perspectives for ICC teaching. Teachers' ICC have been empirically scrutinized to explore the cultural dimensions for the ICC teachers (Sercu et al., 2005).

The available studies exhibit that ICC builds on CC and involves the knowledge similarities and dissimilarities of target culture and native culture concurrently (Hymes, 1972). This multidimensional knowledge of different cultures assists the learner to build CC and contributes to interrelation and interaction of both (Council of Europe 2001: 4).

The whole discussion mentioned above concludes that ICC should be included in the teaching of L2 to learners with different cultural background than the natives of the target language. A lot many studies can be found revealing that ICC level of the learners affect their L2 learning and usage positively (Carrell, 1984; Mirzaei & Forouzandeh, 2013). Most of the scholars have opposed to introduce the cultural differences as they may create confusion and nuisance among the learners. So they have suggested considering the social background of the learners and selecting the teaching material carefully for FLL classes.

## **2.8 Attitude towards Intercultural Language Learning**

Attitude is the union of values, feelings and behavior towards any object, event or symbol etc (Hogg & Vaughan, 2005). Allport (1935) defined attitude as a mental state of readiness and experience. Attitude influences our perception about world and divergent aspects of life. It determines our response towards different entities of the surroundings (Jabeen & Shah, 2011). Attitudes are mostly distributed in twofold archetypes: mentalists and behaviorists. Behaviorists consider attitude a discernible social artifact while mentalists assert it as cognitive entity and interpret it at ideational, experimental and cognitive ranks (Fasold, 1985; Halliday, 2005). Culture and attitude depend on each other mutually. Paige et al (2003) explained culture by means of attitude: positive and negative. Culture has been related to different social, emotional and mental aspects of attitude. Hinkel (1999) discussed culture through the terms of speech acts, personal identity, social associations etc while Kramsch (2008) declared culture as attachment to a speech group.

Attitude of teachers and students play vital role in the achievement of educational objectives in a learning situation (Gilakjani & Leong, 2012). The eagerness to learn target language culture besides target language has encouraged the sociolinguists to study the effect of attitude on ICC. Motivation has been found as the most influential variable in attracting the learners to learn target culture (Takahashi, 2001).

Language and culture are woven too deeply to separate. Language education has been given significant status in modern education scenario because language education does not involve only language teaching, rather it includes exploring the identity of the speakers of that language and their beliefs and customs. (Lazar, 2011).

For endorsing ICC, an overall revolution in teaching of foreign language is essential. Language teaching should focus developing ICC instead of teaching merely the grammar, syntax, vocabulary and native models of a second/ foreign language. Corbet, (2003), (cited in Demircioğlu & Çakir 2015) declares ICC as the ultimate goal of language learning for native like language competence.

Many scholars have studied the interconnection of language and culture in a foreign language teaching classroom. Mostly foreign language learners learn target language to study or work in a culturally divergent setting and expertise in both linguistic and cultural aspects is their dire need. These reasons lead to study the aspect of ICC in foreign language education (FLE) as an essential facet (Kiet, 2011). Language and culture both acquire the central point of the learning process simultaneously. Leddicate et al. (2003) define Intercultural language learning as follows:

Intercultural language learning (ILL) enables the learners to understand target language and culture besides their own. This argument finds the conciliation points while identifying, intervening and acknowledging the involved variables.

Recent globalization, resettlement and colonization have ascended the requirement of ILL. Though linguistic competence is the focal point of language studies, yet it is not the sole motive for learning a language. The Standard of Language Education (2006) has mentioned 5 C's, communication, culture, connections, comparisons and communities. All these facets reflect that the competent learners would be realistic contributors to the target civilization. Standards for Foreign Language Education (2006) explained culturally successful communication as the learners' language practice in the target society with mutual understanding and open attitude (Moeller, 2014).

Potential language teachers require the knowledge of target language culture (TLG) for their perception of TLG. Future teachers belonging to non-native societies dispossess the opportunity of direct experience of TLC. Cultural raptness of the personnel transforms their world view (Villegas and Lucas, 2002). Overseas experience bestows positive effect on teachers' perception and teaching of foreign language (Mahan and Stachowski, 1990; Pence & Macgillivray, 2008; Quinn et al., 1995; Wilson, 1984). Awareness about TC provides the chance to communicate with the natives and diminishes the obstacles in speaking fluency (Liaw & Johnson, 2001; Xiao & Petraki, 2007; Osborn, 1973 cited in Arikan, 2011).

Studies on ICC exhibit the importance of students' training for successful interaction with the people representing divergent cultural backgrounds (Sincope, et al., 2012). A victorious inter-culturally competent (IC) speaker holds linguistic competence, required skills, attitudes, cultural information and communicative competence concurrently. IC speakers determine to understand the inner view of the other persons' culture and contribute to make the others to comprehend their own culture (Byram, 1997).

Introduction of culture at the initial level of language teaching has been considered accommodating for language learning. In other words, intercultural language learning amalgamates language and culture learning simultaneously. Two languages and cultures are combined in the process and students' comprehension of their own as well as target language and culture. This practice enriches their elucidation and interface of the communicative condition. Intercultural language learning should involve the reflection of both native and target cultures for the expediency of the learners.

Language skills of learners combined with Intercultural competency facilitate them to intermingle with anyone in the world. Byram et al. (2002) advised FL teachers to provide a curious environment to the learners for the development of their ICC. The authors suggested to present ample examples to the students for comparison between two cultures. In such situation, the teacher will not present any specific question/ answer material, rather supply some open-ended question to assist the learners towards sovereign unearthing of different communities. Henceforth the learners will be more aware, well informed and less judgmental (Legget, 2014).

## **2.9 Intercultural Communicative Models and Theories**

Models and approaches assist in understanding communication. They provide descriptive and visual process; summarize the theoretical and exploratory research conducted in the area; analyze the breakdown in communication process; provide snapshot of the process and enhance the understanding of the area.

Spitzberg & Changnon (2009) discussed the history of ICC models and theories in *The Sage Handbook of Intercultural Competence*. The authors explained that training in social and cultural milieu has become very important in modern age. Methodological and measuring venture started to out-strip the theoretical background of ICC. Numerous efforts were made to develop, authenticate and purify the measures of ICC { Abe & Wiseman, (1983); Gudykunst & Hammer, (1984); Hammer, (1987); Hammer et al., (1978); Koester & Olebe, (1988); Martin & Hammer, (1989); Wiseman & Abe, (1986)}. These efforts exhibited that nucleus concept of ICC is concept of compliance. As inclusive procedures are multidimensional, the question about which dimension is crucial. Since 1990s to today, a number of conceptual, contextual and process models

based measurement efforts are made. ICC models discussed by Spitzberg and Chagnon (2009) have been presented here.

Models are presented in sequential pattern after classifying them into five foremost categories. A brief description of the ICC models is as follows.

### **2.9.1 Compositional Models**

Compositional models are referred as analytical scheme. These models identify hypothesized mechanism of competence without defining any relationship among those components.

The first compositional model discussed is by Hamilton et al. (1998). It devised a typical list of competence apparatus. Intercultural competent individuals value their own group i-e multi-centrism, risk-taking and dealing cross cultural exchanges on life quality. These will assist in comprehending cultural identities, cultural deviations and their effect on communication. Such impetus and awareness would be attuned with the basic skills.

Ting- Toomey and Kurogi (1998) devised a model that signified apparent executive theory of ICC. The model discarded the motivational features and stressed cognitive, behavioral and production features. An attentive measurement represents intentional reflexivity, concerning divergent aspects, diagnostic compassion and intended creativity. Skills connected with ultimate intercultural communication contain observation, listening, dialogue, confidence edifice, co-operation and face- organization. This model supposes that all the interactional components are dependent on one another.

Dreadorff (2006) amalgamated two visual models and proposed that motivational, cognitive and skill elements combining with context devise a pyramid model. Attitude,

knowledge and skills produce recursive competency results. Dredorff opined that attitude, knowledge and skills can develop gauges and criteria in their realm.

Global competencies model of Hunter *et al.* (2006) exhibited that a person should understand his own culture before trying another. This ability enables him to realize cultural differences, frankness to new exchanges and variations and tolerant posture for starting a global life. Knowledge about the world history will aid in learning cultural differences, mutual co-operative means, effective participating ways and evaluating one's own performance.

### **2.9.2 Co-orientation Models**

Co-orientation includes many cognitive concepts ie understanding, accuracy, directness, clarity and overlying angles. People from different cultures, languages and races can face comprehension difficulties in their first interaction.

To achieve co- orientation, several linguistic elements have been mentioned by Fantini (1995). In any interaction perception is translated into thought, thought into meaning and then meanings are transformed to linguistic units. Fantini (2001) explored that the traits included in componential models facilitate communicative process. If the conversationalists are successful, they exhibit increasing co-orientation.

Byram and colleagues ( 1997,2003; Byram et al., 2001) included many cohesions with co-orientational models in their influential model, though conciliation with personal identity in one's own and foreign culture was their major concern. The model distinguished between bicultural and intercultural concept. Bicultural speakers possess knowledge and skills to interact in both cultures but his identity remain variance. It is not obvious which culture is preferred by the speaker. However an intercultural speaker

mediates between two cultures but has his own cultural identity that enables to merge aspects from both cultures in communication.

Kupka (2008) explained ICC as impression management that allows a person to get aware of his own culture and cultural differences and interact successfully in different cultural contexts. Though the model has compatibility with computation and adaptation approaches, like co-orientational method all outcomes in meaning systems are forecast on mutual and agreement level.

Mutual understanding is considered fixed by co-orientational models but Rathje (2007) has explained the reverse complex cultural situation. Members of different cultures comprehend the difference cultures yet understand different features in diverse way than the members of the other culture. Interaction and adaptation between different cultures fabricate coherence and cohesion among the members. Intercultural interaction is the best technique for intercultural competence. Co-orientation transpired in intercultural interaction is cultural setting's creation does not reflect rather produce the cultural identity.

### **2.9.3 Developmental Models**

Developmental models claim that competence develops gradually. They reflect that persistent interactions generate relationships more competent with greater orientation and exposure to cultural aspects.

King and Baxter Magolda (2005) mentioned initial, intermediate and mature levels of ICC and elaborated the maturation process. It is parallel to the process of student's evaluation. It focuses awareness and sensitivity levels and adaptability to cultural differences. Low levels reflect low ICC and high level reflect high ICC. It

believes that consistent reading, observation and interaction enhance the ICC level of the individuals.

Bennet (1986) stressed that gradually interacting individuals progress in their ethnocentric understandings. Cultural difference turns into complicated and refined level as the individuals improve their intercultural competence. Interactants progress from monocultural to multicultural competence. Different stages reflect the level of departure from competence in own culture to competence in different cultures than their own.

Lysgard (1955)'s developmental model deals with culture shock. The model presents a varying response of regulation and contentment in the process of acculturation. The model suggests that the initial period of interaction in a different culture is "honeymoon" period when experiences are optimistic generally. "Hostility" stage occurs when the interactant confronts a rude tackle. Though he is foreseen to find humorous nature of absurdities in both cultures and feel *sync*. After making adjustments, the interactants experience *reentry culture shock* as they need to reintegrate in their native culture again.

#### **2.9.4 Adaptational Models**

Adaptational models modified the existing compositional approaches monadic models into dyadic models. Adaptational models center the process of adaptation as standard for competence by exhibiting departure from ethnocentric perspective where adaptation is pictogram of ICC.

Kim (1988) developed a complex model of adaptation in which an individual uses his personal traits use interactional and communicative experiences as communicative competence in a divergent culture. Many contextual factors and cultural contexts

moderate the scope the individual can benefit from interpersonal and social perspective. The extent of information sources are included in adaptational models where individual's behavior is adjusted to cultural direction of the other interactant. Gallois et al. (1988) suggested that interactants adjust their communication styles to the manner of other interactants. Identity is dependent in communication process, behavior explicit the goal of communication. The level of adaptation is asymmetric when interactant are from different cultures. In different cultural situation of the interactants, the member of less-dominant culture efforts more to adapt in communication that the member from more-dominant culture. Moderation level of adaptation depends on one's own identity with his cultural group. Competence of an individual is observed in both in this own culture and between other cultures.

Berry et al. (1989) discussed the issues of maintaining an individual's own identity in adapting another culture. The proposed model of acculturation presents a typology of four potential styles of acculturation. Identity absorption in host culture exhibits the assimilation. While, integration involves the acceptance of multicultural group, members value the other culture besides maintaining their own identities. When interest in another culture is slight with the maintenance of personal identity with one's own culture, marginalization is resulted.

### **2.9.5 Casual Path Models**

Adaptational models are associated with general system models and process models. They explain the interdependent system in which the interactants supply contribution to the system. Casual models envisage downstream variables which influence the temperate variables that further influence the upstream variables.

Arasaratnam (2008) argues that empathy effects competence in both direct and indirect ways. The collected variables influence motivation to interacting competency and finally communicative competence (CC).

Griffith and Harvey (2001) presented a theoretical model which opines that cultural comprehension and CC interdependent. The model predicts CC a constituent of intercultural building which is observed through measures of quality of the relationship. Ting-Toomey (1999) tried to integrate several factors recognized by different models and theories. The proposed model conjectured three sets of influencing factors: a. predecessors (system, individual and interpersonal level), b. management of altering course (cultural shock, identity change, relationship and setting management, c. product factors (system, interpersonal and personal level). This model suggested that change process mediate the sway of antecedent factors. Hammer et al. (1998) suggested that confident and anxiety reduction mediates between four sets of factors and agreement. Interpersonal features include familiarity and magnetism of the relationship. Interacting with others create confidence in one's personality, lessens anxiety and boosts agreement. Cultural identity, knowledge and similarity are the prominent features of intergroup interaction. Knowledge achievement techniques and language expertise are part of communication message swap. The factors which assist host contact also aid confidence and reduce anxiety.

Dreadorff (2006) used ground theory approach to identify the attitudes which aid intercultural competence. Knowledge and skills boost motivation. The model anticipates a simultaneous interactional process and many sequential paths. Imahori and Lanigan (1989) proposed that sojourners and locals are mirror-image interactants, both are formed

in their motivation, knowledge and skills which interact with their objectives and experiences. Motivation, knowledge, skills, goals and experiences of the interactants affect the out coming intercultural interaction.

### **2.9.6 Studies in the Field of ICC**

Kiet (2011) studied Vietnamese EFL teachers' and students' perceptions about the culture perspectives of language teaching and learning and their classroom practices. EFL teachers and students were the population of the study. Questionnaire, classroom observation, and interviews with both teachers and students were used to collect the data. Most of the teachers were of the opinion that culture meant to include native speakers' style, habits manners and behaviors etc. According to them language elements including culture were as sentence patters, verb formation, tenses, intonation, etc. The study concluded that teachers preferred language teaching over culture teaching and followed the traditional information-transfer methodologies. The author suggested that culture teaching should be included in the goals of language learning. They should develop a lively view to culture teaching, involve the students in practical activities and enhance students' motivation and willingness towards language as well as cultural learning.

Saricoban & Oz (2014) studied about the Intercultural communicative competence (ICC) of pre-service teachers of Turkish teachers. The nature of study was quantitative. The researchers used a self-reported questionnaire to collect the opinion of the pre-service teachers. Pre-service teachers of English participated in the study voluntarily. The study examined the ICC level of pre-service teachers in Turkey. It also studied whether the factors like gender, over-seas experience affect the ICC of pre-service teachers or not. The result showed that ICC level of the pre-service teachers in

Turkey was good. Their knowledge score was better than skills and attitude. There was no difference between the level of ICC of male and female pre-service teachers. The authors concluded that ICC level of language learners has noteworthy effect on language learning and language usage and socio-cultural factors should be included in the teaching of a foreign language.

Demircioğlu, Ş. & Çakır, C. (2015) conducted a study on Turkish English language teachers' intercultural perspectives. The teachers were asked about the importance of ICC with reference to English language skills, teachers' experience about other cultures, most important cultural aspects and opinion of teachers about the level of emphasis which should be placed on ICC. Population of the study consisted on teachers from different countries including Turkey, USA, UK, Spain and New Zealand. It was survey study consisting on open-ended questions. The data showed that some teachers already had ICC training. The researchers concluded that development of ICC is necessary in today's world. English language teachers are responsible for teaching of ICC with language teaching. Pre-service and in-service teachers' training should include special ICC courses to assist them gain knowledge of ICC and practice them in their teachings.

In their study Atay, et al (2009), investigated the attitude and opinion of Turkish teachers about ICC in teaching of English. 503 English teachers were included in the research population coming from different regions of Turkey. The teachers belonged to both public and private sector educational institutes. Data for the study were collected through questionnaire adapted from Sercu et al. (2005). The responses reflected that "use of English for practical reasons" was the most important aim of the teachers. Mere

culture learning as an aim of learning foreign language came last among the four main objectives. The study found out that learning ICC in English language learning would help the students to understand their own culture brilliantly. Teachers had a positive attitude towards teaching ICC with English language teaching.

Önalın (2005) studied EFL teachers' perception of the place of culture in ELT. He conducted a survey in four Universities of Turkey. The focal variables of his study were teachers' definition of culture, their attitude towards target culture teaching with target language teaching and the role the participants allocated to the target culture in their teaching. The results of the study exhibited that teachers' defined culture differently than their definition of culture in language teaching; their attitude was positive towards culture teaching. They wanted to improve students' awareness about ICC. The study also raised some further questions about translation objectives, gap between knowledge and practice, relationship between culture taught to the students and their ICC.

Arikan (2011) studied prospective English language teachers' perceptions of the target language and culture in relation to their socioeconomic status. The study consisted on a questionnaire based survey which included 412 prospective teachers (PTs) in two state universities. The author suggested that socio economic status (SES) of PTs' was co-related with their perception of target language culture. Participants saw themselves conversant in target language but were not so in target language culture. Further, target culture was not appreciated as target language was. The study also reflected that multidimensional factors ie family background, target language use in family had effective influence on PTs' perception.

Genc and Bada (2005) studied culture in language learning and teaching at Çukurova University, Turkey. The study endeavored to find out the students perception about the culture class they attended besides language class. The population included 38 Turkish student-teachers. The data was collected from the students after completion of the course. The study concluded that culture class was found beneficial in learning language, cultural awareness and changing attitude towards target and native societies. The authors suggested that culture teaching would play a vital role in language teaching.

Güven (2015) studied EFL learners' attitude towards intercultural communicative competence of Turkish students. The author aimed at whether the students' attitude affected by their gender, learning reasons, language proficiency level, medium of instruction and majors in study. The population of the study consisted on university students of EFL. Five Point Likert-scales was used to collect the data. The results exhibited that students' attitude towards ICC in EFL was positive and it was not affected by the most of the studied individual differences except motivation which had a positive effect on attitude. The students from social science faculty showed more positive attitude than the students of other faculties. The respondents were interested to learn all the aspects of culture with English language learning.

Lázár (2011) studied Hungarian English pre-service teachers in the context of their beliefs about involving ICC in the teaching of language. The study aimed at discovering the personal theories of teaching ICC through language. It examined the factors which influenced the trainee teachers' beliefs and asked for the recommendations to improve the situation. Two case studies of pre-teachers are discussed by the author who had different backgrounds. Both trainees had attended ICC training course arranged

by the researcher. The lessons by the trainee teachers used for their teaching practice were analyzed during the study. Data collection included questionnaire prior and after the course, observation and interviews with the trainees. The researcher found that ICC course provided cultural awareness among the participants which resulted in a powerful impact on the assumed role of ICC in language teaching. The author concluded that communicative language teaching methods should be used in schools and to train the future teachers. It was suggested that there was strong need for incorporating ICC into language teachers' training programs.

Gray (2000) surveyed teachers for their opinion about ELT course books as cultural artifact. He studied the censorship and adaption of cultural material by English language teachers. The author studied teachers' attitudes to aspects of cultural content in ELT material. The teachers were asked to complete a questionnaire at International House, Barcelona. All the teachers were native speakers of English. The questionnaire had two parts asking about the course books material and teachers' opinion about a piece of writing included in the course book. The study reflected that teachers were agreed that course books contained cultural material but it was sometimes inappropriate as it did not match the needs of the course or was out dated. Teachers were reported as dropping the material they thought inapt. The author concluded that course books should include appropriate material according to the needs of the course and cultural engagement with cultural content should be embarked upon.

Cubukcu (2013) explored the intercultural sensitivity of pre-service teachers in Turkey. The author included 65 pre-service teachers to administer the cultural sensitivity scale in the study. The participants were asked to describe about their encounter with

local people, people at work from the same country and the people from different cultural backgrounds. The results exhibit that the teachers had positive attitude towards other cultures, wanted to know about different cultures and had flexibility towards adapting the divergent cultural situations. The teachers were found ready to facilitate the foreigners with diverse cultural backgrounds.

Bayyurt (2006) conducted a study to learn non-native English language teachers' perspective on culture in English language teaching. The author considered that if the students were aware of culture, they would communicate better with people from different cultural backgrounds. The study was consisted of a semi-structured interview from the Turkish English language teachers. The participants were all non-native English language teachers. Teachers had divergent views on including cultural elements in language teaching. Though, they all accepted that they often had dealt with culture related issues in their classroom situations. The participants concurred on the practice of an international culture which was generally English-speaking/ Anglo-American culture. Furthermore, non-native teachers found themselves having advantage in cultural and linguistic issues in English language classes.

Jabeen et al. (2013) explored the advance English language learners' attitude towards the insertion of culture elements in ELT classroom. Aim was to find out the difference of attitude of rural and urban learners. The respondents were the students of Pakistani universities. The study was descriptive survey and selected research tool was questionnaire. The authors concluded that respondents had positive attitude towards the inclusion of target language cultural aspects. Urban industrial area respondent showed higher ratio of positive attitude than the rural respondents. However, they respondents

were against the learning of concepts of homosexuality and funeral traditions. The study reflected that the target language culture's selective aspects should be included in ELT and the sensitive topics should be dealt vigilantly.

Sercu et al (2005) have investigated Spanish teachers' views on cultural learning from constructive perspective. Teachers have started favoring the strategies which can lead towards an independent learning. Teachers' practice with constructive approaches was the focal point of the study. English teachers from seven different countries participated in the study. The results demonstrated that culture related topics were discussed frequently in EFL class rooms. Most topics were addressed from EFL textbooks. Teachers had a consensus on common addressed cultural issues. Teachers were found urged to squeeze constructive perspective during the teaching of culture with EFL teaching. The study proposed that teachers should learn new teaching methodologies for developing EFL further.

Al Mamun et al. (2012) studied the Bangladeshi students' attitude towards the learning of English. The aim was to verify the difference between favorable and unfavorable attitude of the students to the learning of English in their academic studies. The study was conducted at Khulna University and participants were studying at undergraduate level. It used the descriptive survey method and data was collected through a structured questionnaire. The findings of the study exhibited an overall positive attitude towards ELT and instrumental motivation was found the prominent reason for that positive attitude.

Rafieyan et al. (2013) studied the Iranian students from the perspective of target culture's incorporation in the teaching of target language from cognitive, behavioral, and

affective outlook. Likert scaled attitude questionnaire was used as research instrument. The participants were adult and learning English as foreign language (EFL). The results demonstrated that Iranian students had positive attitude towards the inclusion of target culture aspects in the teaching of target language. This positive attitude was reflected through all three mentioned domains especially cognitive. The authors suggested that target language's cultural aspects should be included in every foreign language classroom.

Jabeen and Shah (2011) attempted to explore the attitude of Pakistani students towards the teaching of target language culture. It was a case study and was conducted in Government College University Faisalabad, Pakistan. Students' opinion was collected through two-portioned questionnaire which included opinion about beliefs, customs, social organizations etc. The respondents' attitude was found as negative towards the teaching of culture with the target language teaching. The results exhibited that language learning objectives affected the attitude towards the target culture teaching. The researchers mentioned many study with the same-like result in different countries at different time.

Rafieyan et al. (2013) explored the learners' familiarity with the cultural aspects with the teaching of target language. The researchers studied the attitude of the learners towards the amalgamation of target language culture with language teaching. The data for research was collected through attitude questionnaire and pre & post-tests. The respondents were intermediate level language students in Malaysia. Language learners had a positive attitude towards the inclusion of target culture elements in ELT both from overall and specific perspective. They further concluded that target cultural aspects'

insertion added to students' pragmatic comprehension. The inclusion of target culture's features in the ELT books.

Xiaohui and Li (2011) investigated the Chinese teachers' cognition of ICC to determine various aspects of ICC and pedagogical practices of the teachers. The study consisted of a questionnaire survey. Focus of the study was teachers' perception of ICC, relation between ICC and ELT, ICC and teachers' practices and whether ICC contributed to other competencies in English. The results showed that teachers' conceptualization of ICC indistinct. Teaching contents were found limited as the teachers were oblivious of certain aspects of target culture. Institution support of ICC in teaching of English was not found. The authors suggested that ICC should be included in ELT.

Leggett (2014) carried out a research on the way of development of teachers' intercultural communicative competence. The paper attempted to help English teachers understanding ICC and facilitate the students in class rooms as language teachers were expected to teach language and culture together. The study used Pyramid Model and Process Model to analyze the level of ICC of ELT teachers. It was proposed that direct exposure of target language supported learning ICC. The teachers should provide the basic necessities to improve students' ICC after acquiring knowledge of interculturality.

Sun (2013) explored the important aspects of culture teaching in foreign language teaching. He has called language as the carrier of culture. The author suggested that learning of a foreign language was meant to communicate in it and culture teaching could assist the success of foreign language successfully. In his study, the author has discussed many approaches to teach ICC in target language teaching. He has not favored any single

approach for ELT in China. According to the author, a close interaction between language and culture is found.

Yaylaci & Islam (2013) conducted a study on teaching across cultures in Kazakhstan. They aimed to study international language teachers' expectations and considerations which result from cultural differences between local students and EFL teachers. The authors meant to raise awareness in English-medium ICC among the students at secondary and higher secondary level. Population of study consisted on local as well as Western teachers teaching EFL in Kazakhstan, Teachers were interviewed and the students were given questionnaire for data collection. They concluded that cultural difference between students and teachers could create misapprehension. Classroom expectation of students and foreign teachers were also found diverse. The EFL learners had to face English language as a challenge because of certain cultural differences.

Tanriverdi and Apak (2008) explored the culture and language teaching through media in Turkey. The authors mentioned that culture teaching was a considerable matter in language teaching. The participants of the study were university students at undergraduate level. A 14-week course was designed at Kocaeli University. In the last week, the students were asked for opinion through a questionnaire. The results showed that many prejudices of the participants were turned to be irrelevant about the target language and culture. They learnt what did mean by "think in English". They improved their critical thinking skills in addition to language learning.

Hismanoglu (2011) investigated the relation of ELT students' intercultural communicative competence and their linguistic proficiency, overseas experience and formal instruction. The study was conducted in European University of Lefke. Data was

collected from 35 students through questionnaire. The results demonstrated that students with high linguistic proficiency gave more importance to communicative competence (CC) than the students who had low level of proficiency. Overseas experience and formal education were also found as facilitator in developing ICC. The author suggested that language teacher can promote awareness of ICC among students by introducing authentic material in the class. The study further revealed that ICC is best learnt/acquired can be gained through interaction with the native speakers.

Hager (2010) had a study on teaching intercultural communication in the teaching of a professional language course. The author elucidated that stereotypes could also be used in cultural instruction. It was an endeavor to exhibit how German business courses could include culture as course facet. Individualistic and collectivistic cultural difference was discussed comprehensively in the study. Different activities were suggested by the author for the students during the course and concluded that such activities assisted students understand their and others' viewpoints on culture. With given examples the author explained that if the mindset of young professional was open to foreign cultures, it would be supportive in dealing and decision-making with the foreigners.

Castro et al (2004) studied the integration of culture with language teaching. According to the author, foreign languages were dealt as linguistic code earlier. Then socio-cultural background was involved in language studies. Now language and culture are integrated to prepare the learners to use the target language in practical situations. The population of the study consisted on Spanish secondary school EFL teachers. Focus of the study was the teachers' perception about the culture-and -language teaching objectives. Data was collected through electronic questionnaire for the study. The results

demonstrated that the teachers preferred language teaching objectives over culture teaching objectives. They favored the teaching of culture with language teaching but stressed to focus language teaching foremost.

Kalsbeek (2003) worked out on intercultural competence of EFL teachers. The study was conducted in Europe, a co-production between Netherland and England. The author is of the view that in the era of international mobility, competency in intercultural competence is in stipulate. It has provided a detailed overview of different aspects of intercultural competence which is essential for EFL teachers for expertise and success. The study has appraised some aspects of interculturality i.e. openness, knowledge, adaptability and critical awareness. After a comprehensive overview of the studies on the topic and related terms the author has explained all the mentioned competences with detailed facets.

Houghton (2009) studied Japanese students' ICC in reference with world Englishes. The study was conducted on the basis of an academic course designed for upper-intermediate students. The duration of course was nine months. Study was qualitative in nature and data included pre-course questionnaires, recordings during classes, pre and post course interviews and diaries of both students and teachers. The consequences showed that native speaker was not considered as model of a language as misconstructions occur due to language varieties. The author proposed that interpreting, relating, discovery and interaction were keys to successful ICC. These facets also contribute to world Englishes as linguistic and culture dimensions are the focal points of concentration now. The author concluded that expansion of ICC would play crucial part in EFL.

Canado and Gracia (2008) premeditated the function of communicative interaction in IC milieu chiefly in a multicultural situation. The study included an on-going program which included multi-national participants occupied in teams. The study enclosed diverse phases of the program. Data were collected through semi-structured interviews from the participants. The responses of the interviewees exhibited that ICC had an overriding importance in multicultural team works. The consequence of the study revealed that language mastery played a pivotal role in successful ICC. To avoid misunderstandings, correct use of certain expressions was considered as obligatory. Furthermore, certain non-verbal factors strategic competence, some personal qualities ie openness, patience and self-control were also found as crucial elements in the triumphant ICC.

Ester Usó-Juan & Alicia Martí-Flor (2008), conducted a study for teaching communicative competence focusing intercultural competence. The project was consisted on three main stages: Explanation, collection and implementation. The first stage, explanation, included teachers' explanation of intercultural competence to the learners. Then students were asked to collect material from outside the classroom associated with cultural topics. In the final stage, the learners were asked to work on different activities for the development of communicative competence and promoting intercultural communicative competence particularly. The study included all four basic language skills in the process to obtain accurate results. In conclusion, the authors suggested that language learning should not be merely language practice; rather it should be seen as a communicative activity. This would develop the learners' all four language skills and foster their communicative competence principally their intercultural communicative competence.

## **2.10 Summary**

In chapter two, the researcher displayed the data supportive to the concepts concerned with the study. International status of English was discussed besides the status of English in Pakistan. It presented an elaborative discussion about culture, communicative competence (CC) and intercultural communicative competence (ICC). The role of ICC in language learning was also explained. Different models in various categories in the field of ICC were also presented. Then the author presented a wide-ranging literature in the field to sustain the contemporary theme of the study.

# **CHAPTER 3**

## **RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter focuses on the development of the current study. It presents a scrupulous methodological procedure of the study. First, the features about the chosen research methodology are highlighted. Then, the researcher discusses the research instrument conferred. Subsequently, the researcher includes the specification about the research participants. The setting of the study is defined. Ultimately measures of data collection and data analysis tools are discussed. In short, the current chapter provides a brief but comprehensive overview of the whole study.

### **3.2 Research Method of the Current Study**

Research questions decide upon the methodology chosen by the researchers. Educational research consists of two major types: quantitative research and qualitative research. Both types have sophisticated place in the field of research but research questions and data type assist in choosing the suitable type for the study.

Attitudinal language studies are conducted through two approaches; Behaviorist or mental approach. Behaviorists believe that attitude is a dependent variable which can be studied through response of the language users. On the other hand mentalists opine that attitude can be observed directly by observing the behavior or by self-report data (Al-Mamun, 2012 ).

Survey, cross-relational study, experiment and database analysis are the frequently used techniques in quantitative method of research. Through survey, the researcher can acquire particular information from a large population. Surveys can be

multipurpose, the studies to learn about attitude, values, opinion, behavior, beliefs, desires etc. Surveys also exhibit the policies and demographic realities (Önalán, 2005). Three main purposes of survey studies include; description of facts, explanation of situations, and exploration (MacMillan & Schumacher, 1989. cited in Önalán, 2005). On the contrary, qualitative research uses the group analysis and elucidation of a plot and non-numerical data in a study. (Gay, Mills & Airasian, 2009). Illustration of the research question can best dictate the choice of research methodology. Information about the research setting, research instrument, and research population is important for determining research design i-e qualitative research uses a small number of populations, or a case study is possible too but quantitative research demands a large population and sampling techniques for drawing sample from the population. Sampling technique assists in drawing sample size while author decides research population in qualitative research for the study according to his expertise and need (Gay, Mills & Airasian, 2009).

In a survey research, the respondents answer the same questions measuring the same variables, hypotheses, behaviors, experiences and characteristics (Neuman, 1997). For studying attitude, perception, emotion and feeling etc, survey method is widely used by researchers. Spasford ( 2007) defined survey as a method to collect quantitative data to illustrate co-variation between divergent variables to predict some pattern for revealing some relationship.

The researcher has used survey design in the current study. Lokesh (2004) mentioned that descriptive survey includes data collection, description of a phenomenon with objective to rationalize the existing state and make suggestions for betterment. The current author preferred descriptive survey because the aim was to collect faultless data

on attitude of pre-service teachers' towards intercultural communicative competence in the teaching/learning of English as foreign language.

### **3.3 Research Participants**

The research participants of the current project were pre-service teachers studying English language in Pakistani Universities. The participants were pursuing the degrees of BA (Hons) English, M.A English, M.Phil English Literature & Linguistics, PhD English, B.Ed and M.Ed with Teaching of English as optional/compulsory subjects. The participants of the study were regular students. The participants were selected via random selection process in the English departments of the concerned universities and colleges. They represented the students of ELT in Pakistan, precisely Southern Punjab.

### **3.4 Research Setting**

Current study was conducted in Southern Punjab, Pakistan. Multan and Bahawalpur districts were selected as the proposed population area. Major public and private universities & colleges offering post graduate degrees in English were chosen for conducting a cross-sectional survey during the study. The choice of the institutes was made on the basis of convenience to access and easiness. The selected institutions included six public and two private universities in Bahawalpur and Multan. The selected institutes were as under:

1. The Islamia University of Bahawalpur
2. Post-Graduate College Bahawalpur
3. Government Sadiq Women University Bahawalpur
4. Government Sadiq Egerton College Bahawalpur
5. National College for Business Administration & Economics Bahawalpur
6. Bahauddin Zakaria University Multan
7. University of Education Multan

8. Institute of Southern Punjab Multan
9. National College for Business Administration & Economics Multan

### **3.5 Research Instrument**

To acquire the information about an attitude and different facets of attitude and to avoid communal favored answers, the researchers favor the use of questionnaire that questions the person's degree of conformity with evaluative avowals about the object of attitude under study and its related facets (O'Keefe, 2002).

A questionnaire is a fundamental whole consisting on many items. Questions are intertwined to create a whole expression. Two key principles of a successful questionnaire include avoiding confusion and consideration of respondents' level in mind. A survey researcher has to be cautious of the respondents' background and life situations (Neuman, 1997).

After studying the relevant literature on the topic, the researcher chose self-structured questionnaire. While creating the research tool, the researcher consulted different questionnaires available on the topic. The researcher adapted ideas from the available instruments on the topic and modified them according to the study objectives (Al Mamun et al., 2012). By acquiescence of some international researchers, the current researcher used some elements of their tools in her questionnaire (Saricoban. A & OZ, H. 2014; Mirzai, A & Forouzandeh, F. 2013; Guven, S. 2015). The questionnaire included both close-ended and open-ended items. The questionnaire had two key components. Part A stipulated some personal information from the participants. Part B was further split into five sections where outlook about language proficiency, cultural elements, reasons of learning English, significance of ICC in ELT and comments about ICC in ELT were entailed respectively.

### **3.5.1 Reliability and Validity of the Research Tool**

The questionnaire was improved in the light of experts' opinion and pilot testing. The value of Cronbach Alpha was 0.858, which shows high level of reliability of the questionnaire. After validation, the research tool was administered to the pre-service teachers of English learning English at graduate level in the chosen universities.

### **3.5.2 Pilot Study**

A pilot study was conducted prior to data collection for the study. A group of ten pre-service teachers participated in the pilot study. Average time of questionnaire completion by the teachers was 15- 20 minutes. The draft of pilot study also included a section for teachers' feedback regarding the layout, time taken, clarity, sequence and item selection in the pilot study. After the conduction of pilot study, the response of pilot study was tabulated and some changes were made in the questionnaire and it was ready for the final data collection process.

### **3.6 Data Collection Procedure**

The data for the study were collected through personal and impersonal ways. The researcher visited the institutes in person and requested the concerned departments for data collection. The response from the teachers was encouraging mostly. Some questionnaires were sent by post too. A total of 350 questionnaires were sent to the respondents and the researcher received 268 copies in return. The rate of return was recorded as 76.5% which was a good rate of response.

### **3.7 Data Analysis**

The researcher analyzed the collected data through Statistical Package for Social Sciences (SPSS) version 20. Total scores of the teachers about ICC reflected their general

tendencies towards ICC in ELT. Arithmetical mean of every statement and total number of the respondents revealed the pre- service teachers' attitude towards ICC. Data were further compared to teachers' background, gender, learning experience, and medium of instruction to find relationship between these variables and attitude towards ICC in ELT.

### **3.8 Findings and Discussion**

Quantitative research engages numerical data for description, explanation and envisaging an assortment. A quantitative research presents the summaries of the collected data. The author is required to present comprehensive information about the collected data to determine the legitimacy of the deduced results. Quantitative studies mostly express statistical significance of the data and the results as the collected data come from the selected sample from the large target population (Gay, Mills & Airasian, 2009). The researchers use divergent available statistical means for research according to study needs and suitability. Statistical significance exhibits the validity of the results to major level. In the current study the researcher has used SPSS for tabulating the results of the collected data.

### **3.9 Summary**

In this chapter, the author explained the features of the study. She vividly defined the way to decide upon a suitable research method for any study, the procedure to finalize a research tool and then conduction of study. After explaining the important points, the researcher enlightened her own research methodology, nature of research, research tool, population, data collection process and data analysis tools. In short the chapter presented the blue print for the study.

## **CHAPTER 4**

### **DATA ANALYSIS**

#### **4.1 Introduction**

The current chapter presents the analysis of the collected data for the current study. Response of the participants to different sections of the questionnaire is explained with the help of suitable statistical apparatus. The present chapter reproduces the descriptive explanation of the responses by the participants.

##### **4.1.1 Perception of Pakistani Pre Service Teachers about Culture Teaching with Language**

The survey for teachers' perception about ICC included demographic information and quantitative data. Teachers expressed their views about their language proficiency. Then the questionnaire inquired the teachers to rank the important cultural elements according to their perception and reasons for their learning English language. Later, the teachers gave their opinion about ICC in the teaching/learning of English language. In the last part of the questionnaire, the teachers gave suggestions for the improvement of ICC level of the English language students.

The data of the study is based on the questionnaire that exposed pre-service teachers' perception about cultural elements in the teaching of English language. The participants of the study were studying English language for teaching of English as profession in future. They were asked to describe their own views about their language proficiency. The researcher used survey questionnaire method for collecting the data for the study. The researcher preferred questionnaire as it is; suitable for empirical studies,

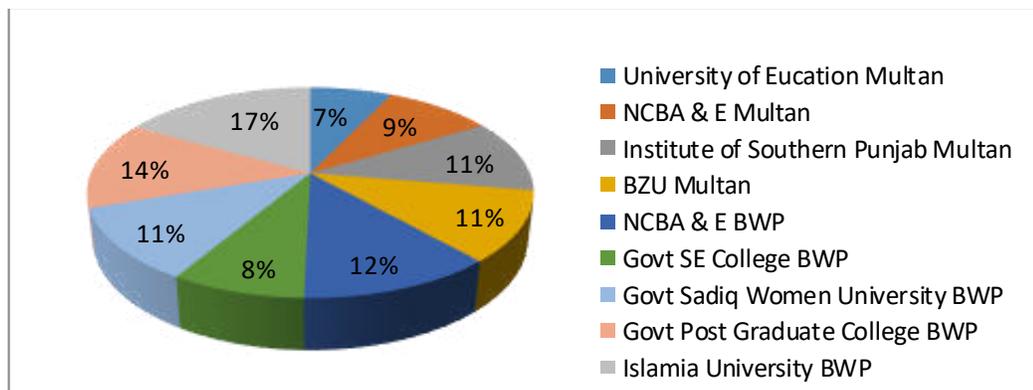
convenient for informants to handle and easy to quantify (Mamun et al., 2012). Participants were asked to choose a preference in the five-point Likert Scale. The response of the participants expressed their perception towards ICC and their attitude. The data were further compared to explore about the relationship of different variables with attitude towards ICC.

## 4.2 Demographic Information about the Participants

Part A of the questionnaire consisted on the information about the particulars about the participants. They were required to mention about their institution and residential background, gender, age, qualification, language learning experience, medium of instruction and their experience to any English speaking country. Following figures present the personal details about the participants of the study.

### 4.2.1 Institutional Background

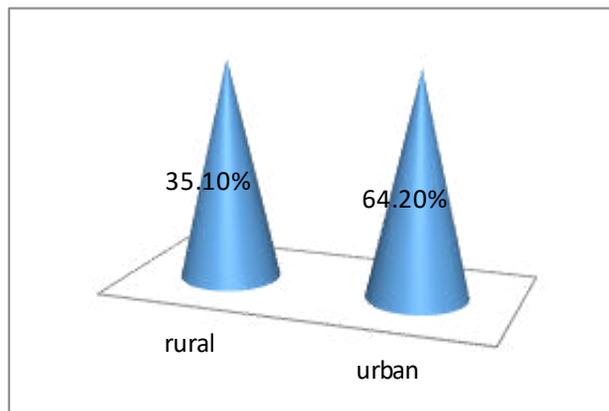
Very first sub-section of demographic information consisted on the information requisite regarding the participants' institutional background.



**Figure 4.1: Institutional background of the participants**

Figure 4.1 exhibits that 17% ( $f=17$ ) respondents belonged to the Islamia University of Bahawalpur. They were studying in either department of English or Education for their perspective degrees. 14% ( $f=36$ ) participants were from Government Post Graduate College Bahawalpur. NCBA & E Bahawalpur was 3<sup>rd</sup> in majority, having 12% ( $f=32$ ). BZU Multan, Government Sadiq Women University Bahawalpur and Institute of Southern Punjab Multan had 11% ( $f=30$ ) participants in the study. NCBA & E Multan had 9% ( $f=25$ ), Govt S.E College Bahawalpur 8% ( $f=22$ ) and University of Multan had 7% ( $f=19$ ) representation in the population of current study. The tabulated result reflects that participants from IUB were majority in the research population.

#### 4.2.2 Residential Background

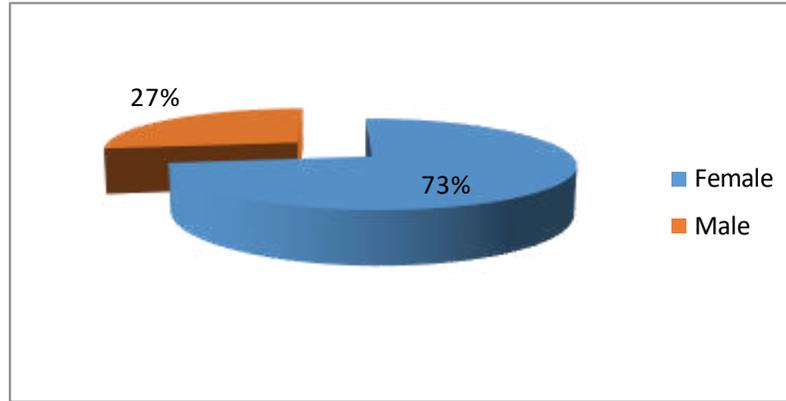


**Figure 4.2: Residential Background of the respondents**

The questionnaire asked the respondents information about their personal locale. They had to reveal their home milieu besides their institutional background. Figure 4.2 represents the data result about the participants' residential background. It reveals that most of the candidates 64.2% ( $f=172$ ) had urban background while 35.1% ( $f=94$ ) came of rural areas. Tabulated result of the query expresses that most of the participant of the

student had urban background the ratio of participants with rural background was lower than participants with urban background.

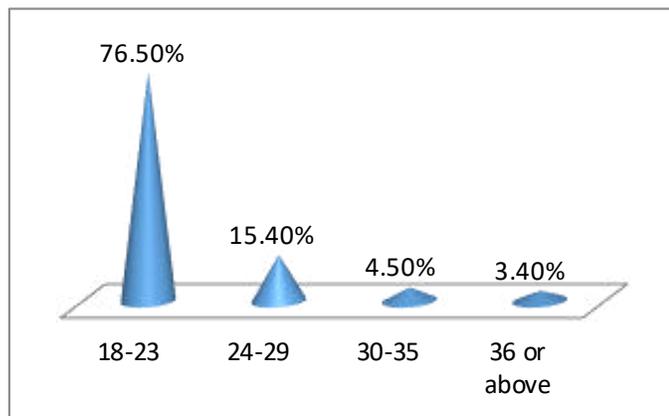
### 4.2.3 Gender



**Figure 4.3: Gender information of the participants**

Part A of the questionnaire included inquiry about the gender of the participants. All the respondent provided the demanded information. Figure 4.3 explains the gender information of the population. Major part of the population, 73% ( $f=194$ ) pre-service teachers were female whereas 27% ( $f=73$ ) participants were males. The results of the study reflect that female participants outnumbered the male participants in the survey.

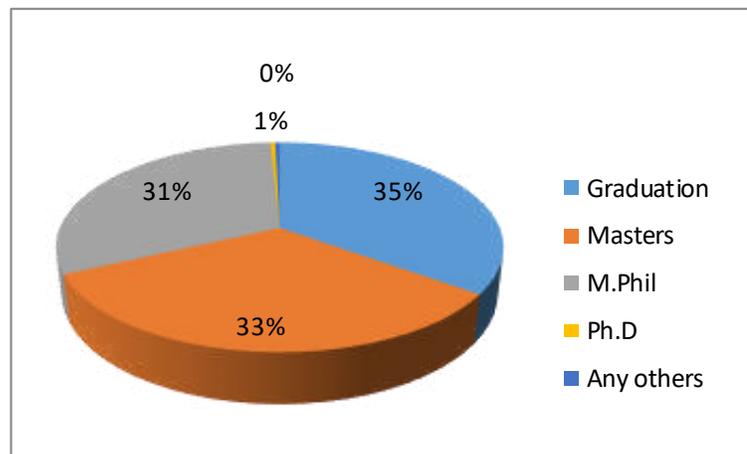
### 4.2.4 Age Group



**Figure 4.4: Age group of the participants**

Part A of the research tool incorporated the investigation about the pre-service teachers' age group. Figure 4.4 replicates the data concerning age group of the participants. Among the participants 76.50% ( $f=205$ ) were between 18-23 years; 15.40% ( $f=41$ ) were between 24-29 years; 4.50% ( $f=12$ ) were between 30-35 years and the least ratio of participants were of 36 years or above, 3.4% ( $f=9$ ). The collected data revealed that the dominant ratio of the pre-service teachers were between 18-23 years.

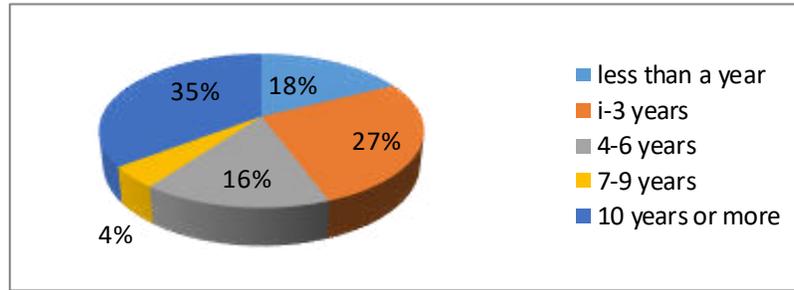
#### 4.2.5 Qualification



**Figure 4.5: Qualification of the participants**

The participants were asked for the information about their academic qualification. Figure 4.5 exhibits the educational status of the participants. Most of the respondents 35% ( $f=94$ ) were studying at graduate level; the ratio of Masters' students was 33% ( $f=89$ ); 31% ( $f=84$ ) participants were the students at M.Phil level. Ph.D students were rare 0.4% ( $f=1$ ) while there was no student among the participant with some other type of qualification. The results reflect that there was a balance among the participants.

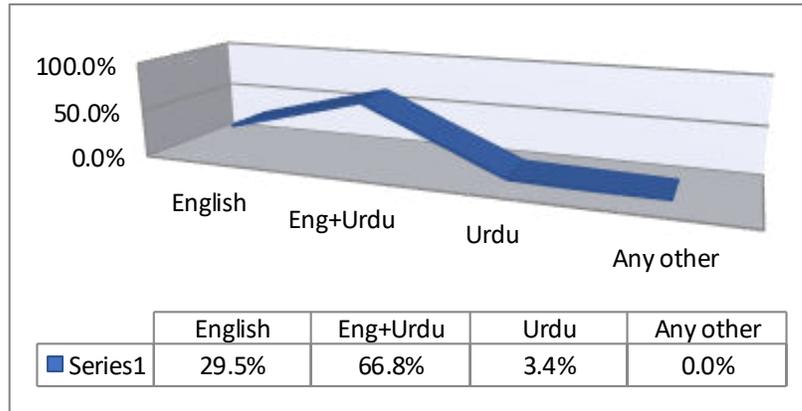
#### 4.2.6 Learning English Experience



**Figure 4.6: Learning English Experience**

Figure 4.6 represents the information of participants’ English language experience. Majority of the participants 35% ( $f=94$ ) had 10 years or more experience; 27% ( $f=71$ ) participants had 1-3 years; 18% ( $f=47$ ) participants had less than 1 year; 16% ( $f=42$ ) had 4-6 years and 4% ( $f=12$ ) participants had 7-9 years of English language learning experience. The data reflected that students were having an affluent experience of learning English in their academic courses.

#### 4.2.7 Medium of Instruction

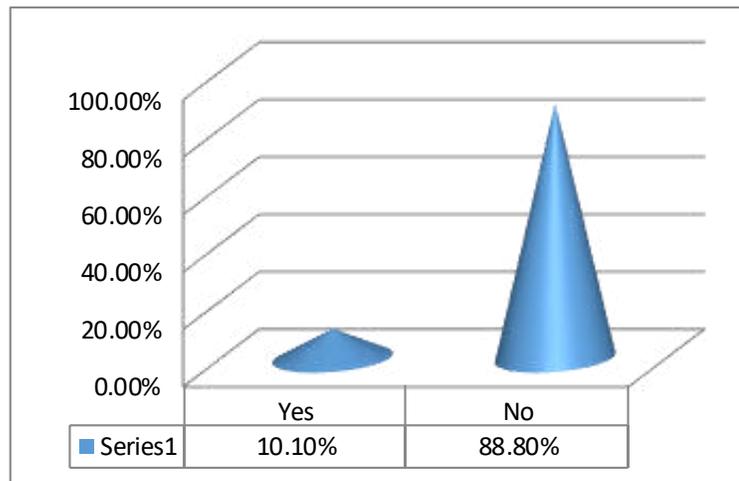


**Figure 4.7: Medium of instruction**

The research tool for the current study inquired the participants’ information about the medium of instruction in their respective institutes. Figure 4.7 represents the detail about the participants’ medium of instruction. A preponderance, 66.8% ( $f=179$ )

participants had English+ Urdu; 29.5 % ( $f=79$ ) participants had English as medium of instruction; while 3.4% ( $f=9$ ) respondents had Urdu as medium of instruction in their institutes. The ratio of population studying through any other language than the given options was 0%. The collected data reflected that major institutes included in the survey had English+ Urdu as their medium of instruction.

#### 4.2.8 Travel Experience to English speaking country



**Figure 4.8: Travel to any English speaking country**

The collected data revealed that most participants 88.8% ( $f=238$ ) had not been to any English language speaking country. On the other hand, 10.1% ( $f=27$ ) respondents answered the question affirmatively (figure 4.8). The results reflected that most of the population was learning English without any experience to practice English in a native language scenario.

#### 4.3 Proficiency level in English Language

In the first section of part B of the questionnaire, the participants were asked for their proficiency level in English language. They had to rate their proficiency level in

each of the four basic skills of English through the five point scale ranging from very high – very low.

**Table 4.1: Language Proficiency**

Item rank	Skills	Mean	Std. Deviation
1.	Reading	4.05	.799
2.	Listening	3.94	.895
3.	Writing	3.78	.875
4.	Speaking	3.32	.897

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Scale: very high; above average=4; average=3; below average=2; very low=1

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They rate their language proficiency skills as per their perception. They rated their receptive and productive skills according to the provided scale. The results of the collected data revealed that learners were more proficient in reading (mean=4.05); second rated skill in proficiency was listening (mean=3.94); writing was third (mean=3.78) and speaking was considered the last in the rank order (mean=3.32). The results show that speakers did not consider themselves confident enough to communicate with the native speakers in a natural situation.

#### **4.3.1 Reasons of Learning English**

This section inquired participants to express their valuable opinion about the reasons for learning English. The researcher provided a number of personal and professional reasons for the learning of English language. Twenty reasons were enlisted in the section for feedback. Participants graded the reasons among five-point scale according to their inclination. Following results were compiled on basis of the collected data from the participants.

**Table 4.2: Like to learn different languages**

	Frequency	Percent	Median	Mean
Strongly disagree	6	2.2		
Disagree	22	8.2		
Neutral	17	6.3	4.00	4.14
Agree	106	39.6		
Strongly Agree	117	43.7		
Total	268	100.0		

The collected data show that most of the participants 43.7% ( $f=117$ ) strongly agreed with the opinion while 39.6% ( $f=106$ ) were agreed. Only 2.2% ( $f=06$ ) students strongly disagreed that they like to learn different languages in general. 8.2% ( $f=22$ ) participants were disagreed and 6.3% ( $f=17$ ) participants were neutral on the opinion. Mean score for the statement was 4.14.

**Table 4.3: I want to pass my academic courses**

	Frequency	Percent	Median	Mean
Strongly disagree	4	1.5		
Disagree	9	3.4		
Neutral	15	5.6	5.00	4.43
Agree	81	30.2		
Strongly Agree	159	59.3		
Total	268	100.0		

Table.4.3. reflects participants' opinion about the second reason for learning English as they "want to learn English to pass their academic courses". Majority of the participants 59.3% ( $f=159$ ) strongly agreed with the opinion, 30.2% ( $f=81$ ) agreed, 5.6%

( $f=15$ ) participants were neutral, 3.4% ( $f=09$ ) disagreed while only 1.5% ( $f=04$ ) strongly disagreed with the given reason. Mean score for the statement was 4.43 which show that most of the population was in favor of the mentioned reason for learning English.

**Table 4.4: Want to live abroad**

	Frequency	Percent	Median	Mean
Strongly disagree	25	9.3		
Disagree	41	15.3		
Neutral	63	23.5	4.00	3.40
Agree	76	28.4		
Strongly Agree	61	22.8		
Total	266	99.3		
Missing System	2	.7		
Total	268	100.0		

The collected data ( Table 4.4) revealed that participants had a mixed reaction to the statement about “the wish to live abroad”. 22.8% ( $f=61$ ) participants were strongly agreed, 28.4% ( $f=76$ ) participants were agreed, 23.5% ( $f=63$ ) respondents were neutral, 15.3% ( $f=41$ ) respondents disagreed and 9.3% ( $f=25$ ) participants strongly disagreed with the statement. Mean score for the given statement was 3.40, above neutral level (3.00).

**Table 4.5: Visit other countries**

	Frequency	Percent	Median	Mean
Strongly	9	3.4		
Disagree	11	4.1		
Neutral	23	8.6	4.00	4.21

Agree	100	37.3
Strongly Agree	125	46.6
Total	268	100.0

The statement asked for the reason whether the participants were learning English for they wanted “to visit other countries” (Table 4.5). 46.6% ( $f=125$ ) pre-service teachers strongly agreed with the given reason, 37.3% ( $f=100$ ) participants agreed, 8.6% ( $f=23$ ) participants were neutral, 4.1% ( $f=11$ ) participants disagreed and 3.4% ( $f=09$ ) participants strongly disagreed with the opinion about visiting other countries. Mean score 4.21, was higher than neutral (3.00).

**Table 4.6: Love English and English culture**

		Frequency	Percent	Median	Mean
Valid	Strongly disagree	13	4.9	4.00	3.66
	Disagree	30	11.2		
	Neutral	62	23.1		
	Agree	92	34.3		
	Strongly Agree	68	25.4		
	Total	266	99.3		
Missing	System	2	.7		
Total		268	100.0		

The participants were asked about their opinion if they “love English and English culture” (Table 4.6). 25.4% ( $f=68$ ) respondents strongly agreed, 34.3% ( $f=92$ ) respondents agreed, 23.1% ( $f=62$ ) participants were neutral, 11.2% ( $f=30$ ) participants disagreed and 4.9% ( $f=13$ ) respondents strongly disagreed with the statement. Mean score for the statement was 3.66, higher than neutral (3.00).

**Table 4.7: Access to more information**

		Frequency	Percent	Median	Mean
Valid	Strongly disagree	1	.4	5.00	4.50
	Disagree	06	2.2		
	Neutral	18	6.7		
	Agree	76	28.4		
	Strongly Agree	166	61.9		
	Total	267	99.6		
Missing	System	1	.4		
Total		268	100.0		

Students had to give opinion on their “wish to access information” (Table 4.7). Most of the population 61.9% ( $f=166$ ) participants strongly agreed, 28.4% ( $f=76$ ) agreed, 6.7% ( $f=18$ ) were neutral, while 2.2% ( $f=06$ ) participants disagreed and a minor population 0.4% ( $f=01$ ) strongly disagreed with the statement. Mean score was 4.50, above the neutral level.

**Table 4.8: To make friends**

		Frequency	Percent	Median	Mean
	Strongly disagree	41	15.3	3.00	3.15
	Disagree	49	18.3		
	Neutral	51	19.0		
	Agree	82	30.6		
	Strongly Agree	45	16.8		
	Total	268	100.0		

The results for the collected data show that 16.8% ( $f=45$ ) respondents strongly agreed that they were learning English because they wanted to “make friends all around the world” (Table 4.8). 30.6% ( $f=82$ ) participants agreed, 19.0% ( $f=51$ ) participants were neutral, 18.3% ( $f=49$ ) participants disagreed while 15.3% ( $f=41$ ) participants strongly disagreed with the given statement. Mean score (Mean=3.15) was found higher than the neutral level.

**Table 4.9: To work abroad**

	Frequency	Percent	Median	Mean
Strongly disagree	37	13.8		
Disagree	40	14.9		
Neutral	52	19.4	4.00	3.32
Agree	77	28.7		
Strongly Agree	61	22.8		
Total	267	99.6		

The collected data revealed that 22.8% ( $f=61$ ) participants strongly agreed, 28.7% ( $f=77$ ) participants agreed, 19.4% ( $f=52$ ) respondents were neutral, 14.9% ( $f=40$ ) participants disagreed while 13.8% ( $f=37$ ) respondents strongly disagreed with the opinion regarding their reason for learning English which was “wish to work abroad” (Table 4.9). Mean score (Mean=3.32) was slightly above the neutral level which exhibited that the participants had a positive attitude towards the mentioned reason for their learning English language.

**Table 4.10: Learning English is in curriculum**

	Frequency	Percent	Median	Mean
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Strongly disagree	2	.7		
Disagree	12	4.5		
Neutral	17	6.3	4.00	4.25
Agree	122	45.5		
Strongly Agree	114	42.5		
Total	267	99.6		

The participants had to rate the opinion about their learning English was due to the reason that “learning English being part of their curriculum” (Table 4.10). The data show that majority of the respondents, 42.5% ( $f=114$ ) strongly agreed, 45.5% ( $f=122$ ) participants agreed, 6.3% ( $f=17$ ) participants were neutral while only 0.7% ( $f=02$ ) respondents strongly disagreed with the statement. Mean score (Mean=4.25) was above the neutral level that reflected participants’ positive attitude.

**Table 4.11: To browse internet**

	Frequency	Percent	Median	Mean
Strongly disagree	6	2.2		
Disagree	21	7.8		
Neutral	43	16.0	4.00	3.98
Agree	99	36.9		
Strongly Agree	98	36.6		
Total	267	99.6		

The collected data show that 36.6% ( $f=98$ ) respondents strongly agreed, 36.9% ( $f=99$ ) participants agreed, 16% ( $f=43$ ) respondents neutral, 7.8% ( $f=21$ ) respondents disagreed and 2.2% ( $f=06$ ) respondents strongly disagreed with the statement that they “learn English to browse internet”. Mean score (Mean=3.98) was above the neutral level

that reflected that pre-service teachers had positive attitude towards the given reason for learning English (Table 4.11).

**Table 4.12: Want to enjoy commentaries**

	Frequency	Percent	Median	Mean
Strongly disagree	20	7.5		
Disagree	38	14.2		
Neutral	52	19.4	4.00	3.55
Agree	91	34.0		
Strongly Agree	65	24.3		
Total	267	99.6		

The data revealed that 24.3% ( $f=65$ ) respondents strongly agreed, 34.0% ( $f=91$ ) participants agreed, 19.4% ( $f=52$ ) respondents were neutral, 14.2% ( $f=38$ ) respondents disagreed and 7.5% ( $f=20$ ) respondents strongly disagreed with the reason that they “wanted to enjoy commentaries in different games” (Table 4.12). Mean score (Mean=3.55) was above the neutral level that revealed the participants positive attitude towards the mentioned reason for learning English language.

**Table 4.13: Learn to use computer software**

	Frequency	Percent	Median	Mean
Strongly disagree	32	11.9		
Disagree	31	11.6		
Neutral	34	12.7	4.00	3.75
Agree	93	34.7		
Strongly Agree	77	28.7		
Total	267	99.6		

The collected data show that 28.7% ( $f=77$ ) respondents strongly agreed, 34.7% ( $f=93$ ) participants agreed, 12.7% ( $f=34$ ) respondents were neutral, 11.6% ( $f=31$ ) respondents disagreed and 11.9% ( $f=32$ ) respondents strongly disagreed to “learn language for learning and using computer software” (Table 4.13). Mean score (Mean=3.75) was above neutral level.

**Table 4.14: To use social media**

	Frequency	Percent	Median	Mean
Strongly disagree	15	5.6		
Disagree	23	8.6		
Neutral	47	17.5	4.00	3.81
Agree	94	35.1		
Strongly Agree	87	32.5		
Total	266	99.3		

The results for the collected data revealed that 32.5% ( $f=87$ ) participants strongly agreed, 35.1% ( $f=94$ ) respondents agreed, 17.5% ( $f=47$ ) respondents were neutral. 8.6% ( $f=23$ ) disagreed and 5.6% ( $f=15$ ) respondents strongly disagreed for “learning English for using the social media including face book, twitter etc”. Mean score (Mean=3.81) was above the neutral level (Table 4.14).

**Table 4.15: To watch English movies and TV**

	Frequency	Percent	Median	Mean
Strongly disagree	8	3.0		
Disagree	19	7.1		
Neutral	40	14.9	4.00	3.91
Agree	122	45.5		

Strongly Agree	77	28.7
Total	266	99.3

The participants were asked to opine about “learning English for watching English movies and TV shows” (Table 4.16). The results showed that 28.7% ( $f=77$ ) respondents strongly agreed, 45.5% ( $f=122$ ) pre-service teachers agreed, 14.9% ( $f=40$ ) respondents were neutral, 7.1% ( $f=19$ ) respondents disagreed and a minor number, 3.0% ( $f=08$ ) respondents strongly disagreed with the given statement. Mean score (Mean=3.91) was above neutral level.

**Table 4.16: To enjoy English music**

	Frequency	Percent	Median	Mean
Strongly disagree	18	6.7		
Disagree	44	16.4		
Neutral	53	19.8	4.00	3.49
Agree	94	35.1		
Strongly Agree	59	22.0		
Total	268	100.0		

The collected data explored the participants’ opinion about their “learning English for enjoying English music” (Table 4.16). The results exhibited that 22% ( $f=59$ ) respondents strongly agreed, 35.1% ( $f=94$ ) respondents agreed, 19.8% ( $f=53$ ) pre-service teachers were neutral, 16.4% ( $f=44$ ) respondents disagreed and a few 6.7% ( $f=18$ ) respondents strongly disagreed with the statement. Mean score (Mean=3.49) was above neutral.

**Table 4.17: English has sophisticated place**

	Frequency	Percent	Median	Mean
Strongly disagree	4	1.5		
Disagree	16	6.0		
Neutral	54	20.1	4.00	3.91
Agree	120	44.8		
Strongly Agree	73	27.2		
Total	267	99.6		

The tabulated data revealed that 27.2% ( $f=73$ ) respondents strongly agreed, 44.8% ( $f=120$ ) participants agreed, 20.1% ( $f=54$ ) respondents were neutral, 6% ( $f=16$ ) participants disagreed and a few 1.5% ( $f=04$ ) respondents strongly disagreed with the given reason that they “learn English because English has sophisticated place in their society” (Table 4.17). Mean score (Mean=3.91) was above the neutral level.

**Table 4.18: English develops confidence**

	Frequency	Percent	Median	Mean
Strongly disagree	1	.4		
Disagree	8	3.0		
Neutral	28	10.4	5.00	4.37
Agree	83	31.0		
Strongly Agree	145	54.1		
Total	265	98.9		

The participants were asked to opine whether “proficiency in English develop their confidence” (Table 4.18). The results showed that major population, 54.1% ( $f=145$ ) participants strongly agreed, 31% ( $f=83$ ) respondents agreed, 10.4% ( $f=28$ ) pre-service teachers were neutral, 03% ( $f=08$ ) respondents disagreed and a minor number 0.4% ( $f=01$ ) respondents strongly disagreed with the given statement. Mean score (Mean=4.37) was higher than the neutral level.

**Table 4.19: Success in English brings success**

	Frequency	Percent	Median	Mean
Strongly disagree	2	.7		
Disagree	6	2.2		
Neutral	7	2.6	5.00	4.68
Agree	46	17.2		
Strongly Agree	207	77.2		
Total	268	100.0		

The participants had to rate the opinion about “English being the surety of success in job interviews” (Table 4.19). The data showed that the majority of the respondents 77.2% ( $f=207$ ) strongly agreed, 17.2% ( $f=46$ ) participants agreed, only 2.6% ( $f=07$ ) respondents were neutral while only 0.7% ( $f=02$ ) respondents strongly disagreed with the statement. Mean score (Mean=4.68) was above the neutral level.

**Table 4.20: To know the culture of other countries.**

	Frequency	Percent	Median	Mean
Strongly disagree	14	5.2		
Disagree	13	4.9		
Neutral	37	13.8	4.00	3.94

Agree	115	42.9
Strongly Agree	89	33.2
Total	268	100.0

The tabulated data revealed that 33.2% ( $f=89$ ) respondents strongly agreed, 42.9% ( $f=115$ ) respondents agreed, 13.8% ( $f=37$ ) respondents were neutral, 4.9% ( $f=13$ ) respondents disagreed and 5.2% ( $f=14$ ) respondents strongly disagreed with the reason that “they learn English because they wanted to know the culture of other countries” (Table 4.20). Mean score (Mean=3.94) was above the neutral level.

**Table 4.21: Want to study published material in English**

	Frequency	Percent	Median	Mean
Strongly disagree	4	1.5		
Disagree	17	6.3		
Neutral	44	16.4	4.00	4.01
Agree	111	41.4		
Strongly Agree	92	34.3		
Total	268	100.0		

The participants had to rate the opinion about “learning English for reading the publish material in English ie magazines, journals etc” (Table 4.21). The data showed that 34.3% ( $f=92$ ) respondents strongly agreed, 41.4% ( $f=111$ ) agreed, 16.4% ( $f=44$ ) respondents were neutral, 6.3% ( $f=17$ ) pre-service teachers disagreed while only 1.5% ( $f=04$ ) participants strongly disagreed with the statement. Mean score (Mean=4.01) was above the neutral level.

### 4.3.2 Pinnacle Ranked reasons for learning English

After analyzing the collected data through SPSS, the researcher came to decide upon the pinnacle ranked reasons which expressed the participants' preferences for their learning of English language. The detailed chart for the top preferred reasons is presented here.

Table 4.22 reveals the collected results as the most preferred reason for learning English was "to ensure success in job interviews" (mean=4.68). "To access more information" was the second ranked reason (mean=4.5); passing academic course, developing confidence, English is part of curriculum, visit other countries, like to learn other languages, to study published material, browse internet and to know culture (Mean=4.43,4.37,4.25,4.21,4.14,4.01,3.98,3.94) were the top ten reasons for learning English by Pakistani pre-service teachers.

**Table 4.22: Reasons for learning English**

Item rank	Reasons	Mean	Std. deviation
1.	Good English ensures job interview success	4.68	.704
2.	Access information	4.5	.753
3.	Pass academic courses	4.43	.860
4.	English proficiency develop confidence	4.37	.821
5.	English is part of curriculum	4.25	.823
6.	visit other countries	4.21	1.006
7.	Like to learn languages	4.14	1.007
8.	Study published material in English	4.01	.948
9.	Browse internet	3.98	1.024
10.	To know the culture of English people	3.94	1.065
11.	Watch English movies	3.91	.996

12.	Sophisticated place of English	3.91	.919
13.	Use social media	3.81	1.151
14.	Love English & English culture	3.66	1.142
15.	Learn& use computer	3.57	1.334
16.	Enjoy match commentaries	3.55	1.223
17.	Enjoy English music	3.49	1.195
18.	Live abroad	3.40	1.256
19.	Work abroad	3.32	1.346
20.	Make friend over globe	3.15	1.325
Scale: strongly agree=5; agree=4; neutral=3; disagree=2; strongly disagree=1			

To watch movies, sophisticated place of English in Pakistan, using social media, love English people and English culture, learn and use computers (mean=3.91,3.91,3.81,3.66,3.57) were recorded as 11-15 ranked reasons by the participants. Last five ranked reasons were to enjoy commentaries, enjoy English music, live abroad, work abroad and make friends around the world (Mean=3.55,3.49,3.40,3.32,3.15). As the data show that “making friends around the world” is the last preferred reason for learning English but the mean score of it is 3.15 which is above neutral (3.0), hence it reflects that participants had a positive attitude towards the last preferred reason in the list too.

### 4.3.3 Importance of Cultural Elements

For defining pre-service teachers’ opinion about the value of cultural elements, they were asked to rate different cultural elements according to their perception. The respondents had to rate seven given elements of the culture as per five-points specified scale.

**Table 4.23: Importance of cultural elements**

Item rank	Cultural elements	Mean	Std. deviation
1.	Language	4.65	.644
2.	Religion	4.48	1.047
3.	Customs and traditions	4.29	.820
4.	Economic system	4.24	.868
5.	Social organizations	4.08	1.353
6.	Art & Literature	4.05	.830
7.	Forms of government	3.92	.918

Scale: very important=5; important=4; moderately important=3; slightly important=2; not important=1

According to table 4.23, most important cultural element, rank 1, was considered as language (*Mean=4.65*). The second important element of culture was religion (*Mean=4.48*) as per the pre-service teachers' opinion; Third in ranking was customs and tradition (*Mean=4.29*); Economic system was fourth in rank (*Mean=4.24*); social organizations i e family etc and art& literature were fifth and sixth (*Mean=4.08, 4.05*) respectively. Forms of government was at bottom in the list (*Mean=3.92*).The results show that language and religion reflex culture most likely whereas forms of government, although last in the list (*Mean=3.92*), but mean value exhibits that it is considered worthy as mean is above neutral level (*3.0*).

#### **4.3.4 Importance of ICC in English language teaching/ Learning**

Following section exhibits the importance of ICC in ELT by the pre-service teachers' revealing the part of culture that should be considered important. The researcher gave the teachers 28 statements to acquire their insight regarding the involvement of ICC in ELT. The statements included different directions regarding ICC teaching. Such issues can shed supplementary light on the issue of including cultural

elements in the teaching of English language in Pakistan. Following is the response from the participants on the given statements.

**Table 4.24: English reflects English culture**

	Frequency	Percent	Median	Mean
Strongly disagree	1	.4		
Disagree	22	8.2		
Neutral	16	6.0	4.00	4.21
Agree	110	41.0		
Strongly Agree	119	44.4		
Total	268	100.0		

The pre-service teachers were asked to rate the statement “whether English language reflect culture of English speaking countries or not”. 44.4% ( $f=119$ ) participants strongly agreed, 41% ( $f=110$ ) respondents agreed, 6% ( $f=16$ ) teachers chose neutral, 8.2% ( $f=22$ ) disagreed and only 0.4% ( $f=01$ ) strongly disagreed with the opinion. Mean score (Mean=4.21) was above neutral which reflected that majority of the population agreed with the opinion.

**Table 4.25: English is an international language:**

	Frequency	Percent	Median	Mean
Disagree	7	2.6		
Neutral	8	3.0		
Agree	92	34.3	5.00	4.52
Strongly Agree	161	60.1		
Total	268	100.0		

The participants had to rate the statement saying that “English is an international language, not the language of English speaking people”. The results reflected that 60.1% ( $f=161$ ) respondents strongly agreed, 34.3% ( $f=92$ ) respondents agreed, 03% ( $f=08$ )

respondents remained neutral, 2.6% ( $f=07$ ) respondents disagreed and no one strongly disagreed with the opinion. Mean score (Mean=4.52) was higher than the neutral level.

**Table 4.26: English proficiency is important**

	Frequency	Percent	Median	Mean
Strongly disagree	1	.4		
Disagree	7	2.6		
Neutral	15	5.6		
Agree	100	37.3	5.00	4.42
Strongly Agree	143	53.4		
Total	266	99.3		

The collected data display that 53.4% ( $f=143$ ) respondents strongly agreed, 37.3% ( $f=100$ ) respondents agreed, 5.6% ( $f=15$ ) respondents chose neutral, 2.6% ( $f=07$ ) respondents disagreed and only 0.4% ( $f=01$ ) respondent strongly disagreed with the statement that “proficiency in English is important to communicate with foreigners”. Mean score was 4.42, higher than the neutral.

**Table 4.27: English is not British**

	Frequency	Percent	Median	Mean
Strongly disagree	5	1.9		
Disagree	18	6.7		
Neutral	14	5.2		
Agree	101	37.7	4.00	4.24
Strongly Agree	128	47.8		
Total	266	99.3		

Pre-service teachers were asked for their opinion about “English is not the language of British people only”. The collected data show that most of the participants 47.8% ( $f=128$ ) respondents strongly agreed with the given opinion while 37.7% ( $f=101$ ) respondents agreed. Only 1.9% ( $f=05$ ) respondents students strongly disagreed, 6.7%

( $f=18$ ) respondents participants disagreed and 5.2% ( $f=14$ ) participants were neutral on the opinion. Mean score for the statement was 4.24.

**Table 4.28: English proficiency requires cultural knowledge**

	Frequency	Percent	Median	Mean
Strongly disagree	4	1.5		
Disagree	24	9.0		
Neutral	46	17.2		
Agree	114	42.5	4.00	3.89
Strongly Agree	78	29.1		
Total	266	99.3		

The collected data revealed that respondents' opinion about "proficiency in English requires the knowledge of culture of countries where English is spoken as native language". Majority of the participants 42.5% ( $f=114$ ) participants agreed with the opinion, 29.1% ( $f=78$ ) pre-service teachers strongly agreed, 17.2% ( $f=46$ ) respondents were neutral, 09% ( $f=24$ ) participants disagreed while only 1.5% ( $f=04$ ) participants strongly disagreed with the given statement. Mean score for the statement was 3.89 which show that most of the population was in favor of the mentioned statement in learning culture with learning a language.

**Table 4.29: Communicative skills and career**

	Frequency	Percent	Median	Mean
Strongly disagree	1	.4		
Disagree	6	2.2		
Neutral	15	5.6		
Agree	49	18.3	5.00	4.62
Strongly Agree	195	72.8		
Total	266	99.3		

The collected data reveals that participants had a strong reaction to the statement about "good communication skills being important for successful career". Major

population 72.8% ( $f=195$ ) respondents strongly agreed, 18.3% ( $f=49$ ) participants agreed, 5.6% ( $f=15$ ) pre-service teachers were neutral, 2.2% ( $f=06$ ) teachers disagreed and only 0.4% ( $f=01$ ) participant strongly disagreed with the statement. Mean score for the given statement was 4.62, above neutral level (3.0).

**Table 4.30: English classes should include culture**

	Frequency	Percent	Median	Mean
Strongly disagree	2	.7		
Disagree	20	7.5		
Neutral	31	11.6		
Agree	136	50.7	4.00	4.01
Strongly Agree	79	29.5		
Total	268	100.0		

The students were asked about their “opinion about inclusion of important cultural elements in syllabus”. 29.5% ( $f=79$ ) participants strongly agreed, major population 50.7% ( $f=136$ ) pre-service teachers agreed, 11.6% ( $f=31$ ) participants were neutral, 7.5% ( $f=20$ ) respondents disagreed and 0.7% ( $f=02$ ) participants strongly disagreed with the statement. Mean score for the statement was 4.01, higher than neutral (Mean=3.0).

**Table 4.31: Cultural knowledge enhance communication skills**

	Frequency	Percent	Median	Mean
Strongly disagree	4	1.5		
Disagree	5	1.9		
Neutral	44	16.4	4.00	4.03
Agree	140	52.2		
Strongly Agree	75	28.0		
Total	268	100.0		

The collected data reflects participants’ opinion about “Learning about culture of a country assists in improving communication skills with the people of that country”. Majority of the participants, 52.2% ( $f=140$ ) population agreed with the opinion, 28%

( $f=75$ ) respondents strongly agreed, 16.4% ( $f=44$ ) participants were neutral, 1.9% ( $f=05$ ) respondents disagreed while only 1.5% ( $f=04$ ) participants strongly disagreed with the given reason. Mean score for the statement was 4.03 which show that most of the population was in favor of the mentioned statement.

**Table 4.32: Differences and resemblances**

	Frequency	Percent	Median	Mean
Strongly disagree	6	2.2		
Disagree	8	3.0		
Neutral	40	14.9		
Agree	103	38.4	4.00	4.14
Strongly Agree	111	41.4		
Total	268	100.0		

The collected data show that most of the participants 41.4% ( $f=111$ ) strongly agreed with the opinion while 38.4% ( $f=103$ ) participants were agreed. Only 2.2% ( $f=06$ ) pre-service teachers strongly disagreed, 3% ( $f=08$ ) participants disagreed and 14.9% ( $f=40$ ) participants were neutral on the opinion that “they take interest in learning the cultural resemblances and differences between Pakistan and English speaking countries”. Mean score for the statement was 4.14.

**Table 4.33: Learning about other cultures harms my culture**

	Frequency	Percent	Median	Mean
Strongly disagree	62	23.1		
Disagree	85	31.7		
Neutral	38	14.2	2.00	2.68
Agree	42	15.7		
Strongly Agree	41	15.3		
Total	268	100.0		

The collected data reveals that participants had a mixed reaction to the statement “Learning about other cultures is harmful to my own culture”. 15.3% ( $f=41$ ) respondents were strongly agreed, 15.7% ( $f=42$ ) participants were agreed, 14.2% ( $f=38$ ) pre-service teachers were neutral, 31.7% ( $f=85$ ) respondents were disagreed and 23.1% ( $f=62$ )

strongly disagreed with the statement. Mean score for the given statement was 2.68, below neutral level (3.0). The tabulated result reflected that pre-service teachers did not consider that learning about other culture would damage their own culture.

**Table 4.34: Tolerance to uncertainty**

	Frequency	Percent	Median	Mean
Strongly disagree	2	.7		
Disagree	26	9.7		
Neutral	52	19.4		
Agree	124	46.3	4.00	3.82
Strongly Agree	63	23.5		
Total	267	99.6		

The current table (Table 4.34) reflects respondents' opinion on "When I am uncertain about cultural differences, I take tolerant attitude". 23.5% ( $f=63$ ) participants strongly agreed with the opinion, 46.3% ( $f=124$ ) respondents agreed, 19.4% ( $f=52$ ) pre-service teachers were neutral, 9.7% ( $f=26$ ) participants disagreed while only 0.7% ( $f=02$ ) respondents strongly disagreed with the given reason. Mean score for the statement was 3.82 which show that most of the population was in favor of the mentioned statement for learning English.

**Table 4.35: Cultural experience adds to information**

	Frequency	Percent	Median	Mean
Strongly disagree	2	.7		
Disagree	5	1.9		
Neutral	46	17.2		
Agree	146	54.5	4.00	4.03
Strongly Agree	69	25.7		

Total	268	100.0
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Pre-service teachers were asked about their opinion on “ intercultural experiences can add some information to previous knowledge” (Table 4.35). The collected data reveals that participants had a mixed reaction to the statement. 25.7% ( $f=69$ ) participants were strongly agreed, 54.5% ( $f=146$ ) participants were agreed, 17.2% ( $f=46$ ) pre-service teachers were neutral, 1.9% ( $f=05$ ) respondents were disagreed and only 0.7% ( $f=02$ ) respondents strongly disagreed with the statement. Mean score for the given statement was 4.03, above neutral level (3.0).

**Table 4.36: Eager to read articles**

	Frequency	Percent	Median	Mean
Strongly disagree	9	3.4		
Disagree	25	9.3		
Neutral	69	25.7	4.00	3.62
Agree	121	45.1		
Strongly Agree	44	16.4		
Total	268	100.0		

The collected data show that 16.4% ( $f=44$ ) respondents strongly agreed with the opinion while 45.1% ( $f=121$ ) were agreed. Only 3.4% ( $f=09$ ) students strongly disagreed, 9.3% ( $f=25$ ) participants disagreed and 25.7% ( $f=69$ ) participants were neutral on the opinion “I am eager to read articles on foreign culture” (Table 4.36). Mean score for the statement was 3.62.

**Table 4.37: Discover the norm of English culture**

	Frequency	Percent	Median	Mean
Strongly disagree	12	4.5		

Disagree	20	7.5		
Neutral	85	31.7	4.00	3.50
Agree	119	44.4		
Strongly Agree	29	10.8		
Total	265	98.9		

The participants were asked about their opinion on “making efforts to discover the norms of English culture” (Table 4.37). 10.8 % ( $f=29$ ) respondents strongly agreed, 44.4% ( $f=119$ ) participants agreed, 31.7% ( $f=85$ ) pre-service teachers were neutral, 7.5% ( $f=20$ ) respondents disagreed and 4.5% ( $f=12$ ) participants strongly disagreed with the statement. Mean score for the statement was 3.50, higher than neutral (3.0).

**Table 4.38: Different values are respectable**

	Frequency	Percent	Median	Mean
Strongly disagree	3	1.1		
Disagree	8	3.0		
Neutral	55	20.5		
Agree	126	47.0	4.00	3.98
Strongly Agree	75	28.0		
Total	267	99.6		

The collected data reveals that participants had a mixed reaction to the statement about “right of people having different values than theirs is justified” (Table 4.38). 28% ( $f=75$ ) participants strongly agreed, 47% ( $f=126$ ) respondents were agreed, 20.5% ( $f=55$ ) participants were neutral, 3% ( $f=08$ ) pre-service teachers were disagreed and 1.1% ( $f=03$ ) participants strongly disagreed with the statement. Mean score for the given statement was 3.98, above neutral level (3.0).

**Table 4.39: Cope with body and spoken language**

	Frequency	Percent	Median	Mean
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Strongly disagree	2	.7		
Disagree	10	3.7		
Neutral	55	20.5		
Agree	139	51.9		
Strongly Agree	59	22.0	4.00	3.92
Total	265	98.9		

Table.4.39 reflects pre-service teachers’ opinion about “it is important to cope well with spoken and body language of people from different culture”. 22% ( $f=59$ ) participants strongly agreed with the opinion, 51.9% ( $f=139$ ) respondents agreed, 20.5% ( $f=55$ ) respondents were neutral, 3.7% ( $f=10$ ) participants disagreed while only 0.7% ( $f=02$ ) pre-service teachers strongly disagreed with the given avowal. Mean score for the statement was 3.92 which show that most of the population was in favor of the mentioned statement.

**Table 4.40: Knowledge of English cultures aids to conversation**

	Frequency	Percent	Median	Mean
Strongly disagree	7	2.6		
Disagree	10	3.7		
Neutral	58	21.6		
Agree	120	44.8	4.00	3.90
Strongly Agree	73	27.2		
Total	268	100.0		

The collected data on “Learning about English culture aids in/to taking part in English conversation dealing with daily issues” (Table 4.40), show that 27.2% ( $f=73$ ) participants strongly agreed with the opinion while 44.8% ( $f=120$ ) respondents agreed. Only 2.6% ( $f=07$ ) students strongly disagreed, 3.7% ( $f=10$ ) participants disagreed and 21.6% ( $f=58$ ) participants were neutral on the opinion. Mean score for the statement was 3.90.

**Table 4.41: Motivation to curiosity**

	Frequency	Percent	Median	Mean
Strongly disagree	4	1.5		
Disagree	25	9.3		
Neutral	46	17.2	4.00	3.92
Agree	104	38.8		
Strongly Agree	86	32.1		
Total	265	98.9		

The students were asked about their opinion about “I am often motivated by curiosity to develop my knowledge of my own culture as perceived by others” (Table 4.41). 32.1% ( $f=86$ ) participants strongly agreed, 38.8% ( $f=104$ ) pre-service teachers agreed, 17.2% ( $f=46$ ) respondents were neutral, 9.3% ( $f=25$ ) respondents disagreed and 1.5% ( $f=04$ ) strongly disagreed with the statement. Mean score for the statement was 3.92, higher than neutral (Mean=3.0).

**Table 4.42: International news besides national**

	Frequency	Percent	Median	Mean
Strongly disagree	12	4.5		
Disagree	38	14.2		
Neutral	61	22.8	4.00	3.58
Agree	96	35.8		
Strongly Agree	60	22.4		
Total	267	99.6		

The composed data reveals that participants had a mixed reaction to the statement about watching international news besides national news (Table 4.42). 22.4% ( $f=60$ ) strongly agreed, 35.8% ( $f=96$ ) pre-service teachers were agreed, 22.8% ( $f=61$ ) participants were neutral, 14.2% ( $f=38$ ) respondents were disagreed and 4.5% ( $f=12$ )

participants strongly disagreed with the statement. Mean score for the given statement was 3.58, above neutral level (3.0).

**Table 4.43: Cultural learning help in ethical problems**

	Frequency	Percent	Median	Mean
Strongly disagree	5	1.9		
Disagree	18	6.7		
Neutral	60	22.4		
Agree	119	44.4	4.00	3.83
Strongly Agree	65	24.3		
Total	267	99.6		

Table 4.43 reflects pre-service teachers’ opinion about “Culture learning helps to deal with ethical problem tactfully by communicating in English language”. 24.3% ( $f=65$ ) participants strongly agreed with the opinion, 44.4% ( $f=119$ ) participants agreed, 22.4% ( $f=60$ ) pre-service teachers were neutral, 6.7% ( $f=18$ ) participants disagreed while only 1.9% ( $f=05$ ) respondents strongly disagreed with the given reason. Mean score for the statement was 3.83 which show that most of the population was in favor of the mentioned aspect of culture learning.

**Table 4.44: English music adds to pleasure**

	Frequency	Percent	Median	Mean
Strongly disagree	26	9.7		
Disagree	45	16.8		
Neutral	58	21.6		
Agree	82	30.6	4.00	3.36
Strongly Agree	55	20.5		
Total	266	99.3		

The participants were asked about their opinion “if listening English music adds to their pleasure” (Table 4.44). 20.5% ( $f=55$ ) participants strongly agreed, 30.6% ( $f=82$ )

respondents agreed, 21.6% ( $f=58$ ) pre-service teachers were neutral, 16.8% ( $f=45$ ) respondents disagreed and 9.7% ( $f=26$ ) participants strongly disagreed with the statement. Mean score for the statement was 3.36, higher than neutral (Mean=3.0).

**Table 4.45: English movies and music add to information**

	Frequency	Percent	Median	Mean
Strongly disagree	12	4.5		
Disagree	22	8.2		
Neutral	38	14.2	4.00	3.93
Agree	100	37.3		
Strongly Agree	95	35.4		
Total	268	100.0		

The collected data reveals that participants had a mixed reaction to the statement “Listening music and watching movies in English add to my information” (Table 4.45). 35.4% ( $f=95$ ) participants were strongly agreed, 37.3% ( $f=100$ ) respondents were agreed, 14.2% ( $f=38$ ) pre-service teachers were neutral, 8.2% ( $f=22$ ) participants were disagreed and 4.5% ( $f=12$ ) respondents strongly disagreed with the statement. Mean score for the given statement was 3.93, above neutral level (3.0).

**Table 4.46: Religious arrangements are fascinating**

	Frequency	Percent	Median	Mean
Strongly disagree	7	2.6		
Disagree	21	7.8		
Neutral	56	20.9		
Agree	122	45.5		
Strongly Agree	59	22.0	4.00	3.79
Total	266	99.3		

Pre-service teachers were asked about “religious arrangements in different cultures are fascinating” (Table 4.46). The collected data shows that most of the

participants 22% ( $f=59$ ) participants strongly agreed with the opinion while 45.5% ( $f=122$ ) pre-service teachers were agreed. Only 2.6% ( $f=07$ ) students strongly disagreed, 7.8% ( $f=21$ ) participants were disagreed and 20.9% ( $f=56$ ) participants were neutral on the opinion. Mean score for the statement was 3.79 that was above the neutral level.

**Table 4.47: English teaching is interesting when adds cultural information**

	Frequency	Percent	Median	Mean
Strongly disagree	7	2.6		
Disagree	19	7.1		
Neutral	44	16.4		
Agree	116	43.3	4.00	3.91
Strongly Agree	80	29.9		
Total	266	99.3		

The collected data reveal that participants had a mixed reaction to the statement “English language learning/teaching is more interesting when it includes different cultural elements” (Table 4.47). 29.9% ( $f=80$ ) participants were strongly agreed, 43.3% ( $f=116$ ) respondents were agreed, 16.4% ( $f=44$ ) pre-service teachers were neutral, 7.1% ( $f=19$ ) respondents were disagreed and 2.6% ( $f=07$ ) participants strongly disagreed with the statement. Mean score for the given statement was 3.91, that was above neutral level.

**Table 4.48: Culture learning teaches respect**

	Frequency	Percent	Median	Mean
Strongly disagree	4	1.5		
Disagree	14	5.2		
Neutral	42	15.7	4.00	3.97
Agree	134	50.0		
Strongly Agree	74	27.6		
Total	268	100.0		

The students were asked about their opinion that culture learning teaches respect for people from different countries/ cultures (Table 4.48). 27.6% ( $f=74$ ) respondents strongly agreed with the opinion, a vast majority 50% ( $f=134$ ) participants agreed, 15.7% ( $f=42$ ) respondents were neutral, 5.2% ( $f=14$ ) pre-service teachers disagreed and only 1.5% ( $f=04$ ) respondents strongly disagreed with the statement. Mean score for the statement was 3.97, higher than neutral (Mean=3.0).

**Table 4.49: Culture learning enhance global harmony**

	Frequency	Percent	Median	Mean
Strongly disagree	2	.7		
Disagree	17	6.3		
Neutral	52	19.4		
Agree	119	44.4	4.00	3.94
Strongly Agree	77	28.7		
Total	267	99.6		

The collected data revealed that participants had a mixed reaction to the statement that “awareness about culture learning enhances global harmony” (Table 4.49). 28.7% ( $f=77$ ) participants strongly agreed, 44.4% ( $f=119$ ) pre-service teachers agreed, 19.4% ( $f=52$ ) respondents were neutral, 6.3% ( $f=17$ ) participants were disagreed and only 0.7% ( $f=02$ ) respondents strongly disagreed with the statement. Mean score for the given statement was 3.94, above neutral level.

**Table 4.50: Behavior knowledge is important for communication**

	Frequency	Percent	Median	Mean
Strongly disagree	4	1.5		
Disagree	6	2.2		
Neutral	25	9.3		
Agree	124	46.3	4.00	4.22

Strongly Agree	108	40.3
Total	267	99.6

Table.4.50 reflects students' opinion about learning behavior of other people enhances the quality of communication in different situations. Majority of the participants 40.3% ( $f=108$ ) participants strongly agreed with the opinion, 46.3% ( $f=124$ ) pre-service teachers agreed, 9.3% ( $f=25$ ) participants were neutral, 2.2% ( $f=06$ ) respondents disagreed while only 1.5% ( $f=04$ ) respondents strongly disagreed with the given reason. Mean score for the statement was 4.42 which show that most of the population was in favor of the mentioned aspect of communication.

**Table 4.51: Acceptance of culture is necessary**

	Frequency	Percent	Median	Mean
Strongly disagree	8	3.0		
Disagree	15	5.6		
Normal	47	17.5	4.00	3.96
Agree	107	39.9		
Strongly Agree	91	34.0		
Total	268	100.0		

The collected data show (Table 4.51) that most of the participants 34% ( $f=91$ ) participants strongly agreed with the opinion while 39.9% ( $f=107$ ) pre-service teachers were agreed. Only 3% ( $f=08$ ) students strongly disagreed and 5.6% ( $f=15$ ) disagreed that acceptance of English culture is necessary for a foreigner while travelling to any English speaking country. 17.5% ( $f=47$ ) participants were neutral on the opinion. Mean score for the statement was 3.96.

### 4.3.5 Pinnacle Ranked Statements related to Attitude Towards ICC in English Language Teaching

Following table exhibits the rank order of the given statements to the participants. The data have been tabulated according the opinion of the participants of the study. The tabulated result of the collected data reveals the preferred aspects of intercultural communicative competence while teaching/learning English.

The table 4.52 demonstrates the details about the teachers' opinion about inclusion of ICC in English language teaching. The participants considered "success in career demands" was the top rated (*mean=4.62*) statement. They rated "English is an international language not the language of English people" was second rated statement (*mean=4.52*) in the list. English is important to communicate with the native speakers" was third in list (*mean=4.42*).

**Table 4.52:Attitude towards intercultural communicative competence**

Item rank	Description	Mean	Std. Deviation
1.	Success in careers demands English proficiency	4.62	.729
2.	English is international	4.52	.684
3.	English is important to interact with natives	4.42	.749
4.	English is not British language	4.24	.966
5.	Behavior information enhances communication	4.22	.823
6.	English reflect culture of English countries	4.21	.908
7.	Cultural resemblances& difference are interesting	4.14	.932
8.	Culture learning develops communicative skills	4.03	.809
9.	IC information adds to existing knowledge	4.03	.757
10.	English classes should include cultural elements	4.01	.883
11.	Having different values is righteous for all	3.98	.843
12.	Cultural information creates respect	3.97	.882
13.	Acceptance of culture needed when abroad	3.96	1.005
14.	Cultural awareness enhance global harmony	3.94	.897
15.	English movies& music add to information	3.93	1.123
16.	Cope with foreigners' language is valuable	3.92	.803
17.	Curious about other cultures	3.92	1.004
18.	ELT is more interesting with cultural information	3.91	.992
19.	Culture knowledge boost daily life interact ability	3.90	.931
20.	Culture is required for proficiency in English	3.89	.977
21.	Ethical issues canbe dealt by culture information	3.83	.938
22.	I am tolerant towards cultural differences	3.82	.927

23.	Religious differences are fascinating	3.79	.988
24.	Articles on foreign culture are interesting	3.62	.978
25.	I watch international news	3.58	1.119
26.	I try to discover norms of English culture	3.50	.946
27.	English music adds to pleasure	3.36	1.255
28.	Knowledge of other cultures is harmful	2.68	1.385

Scale: strongly agree=5; agree=4; neutral=3; disagree=2; strongly disagree=1

Further 4- 10 ranked statements regarding ICC in ELT were English is not only language of British; learning about behavior of different people assists in successful communication; English language reflects culture of English speaking countries; cultural resemblances& differences are interesting matter; cultural learning enhances the communication with the natives of that culture; intercultural experience is informative; and English language classes should include cultural information were ranked as 4-10 positions (*mean*= 4.24; 4.22; 4.21; 4.14; 4.03; 4.03; 4.01) respectively. Mean value of top ten items was above 4 which indicated that respondents' attitude positive towards ICC. Mean score of 11<sup>th</sup> ranked statement was "having different cultural values of other people is respectable" (*mean*=3.98). "Culture learning creates respect for other people" was 12<sup>th</sup> in rank (*mean*=3.97). The items from 13- 18 included acceptance of culture is required when abroad; cultural awareness creates global harmony; English movies& music adds to information; it is important to cope with spoken and body language of foreigners while communicating; curiosity to get information about other cultures and ELT is more interesting when integrated with culture teaching (*mean*=3.96; 3.94; 3.93; 3.92; 3.92; 3.91). The participants' response ranked the following items at ranks 19-27: cultural knowledge boosts daily life interaction; proficiency in English requires cultural knowledge; cultural learning helps in dealing ethical issues; uncertainty to differences in cultures creates tolerant attitude; religious differences are fascinating; articles on foreign language are interesting; I watch international news besides national news; I try to

discover norms of English culture and English music adds to pleasure (*mean*= 3.90; 3.89; 3.83; 3.82; 3.79; 3.62; 3.58; 3.50; 3.36) correspondingly. The statement “learning about other cultures is harmful to my own culture” got a negative attitude (*mean*=2.68) by the respondents which reflected that participants did not consider other cultures’ information dangerous for their own identity.

#### 4.3.6 Personal Variables and Attitude towards Importance of ICC

Current section presents the results based on personal variables of the participants and their attitude towards the importance of Intercultural Communicative Competence in English language learning/teaching.

**Table 4.53: Effect of gender on attitude towards the importance of ICC**

Gender	Mean	SD	df	t-value	Sig.
Male	3.92	.36	265	-.065	.948
Female	3.92	.38			

Table 4.53 exhibits that p-value of attitude towards ICC in ELL is .948, that is higher than .05 level of significance. It ensures that there was no significant difference between the attitude of males and female learners towards the inclusion of ICC in English language learning. Mean scores of both genders (M=3.92) displays that they had same attitude towards the importance of ICC in ELL.

**Table 4.54: Effect of students’ background on attitude towards the importance of ICC**

Background	Mean	SD	df	t-value	Sig.
Urban	3.92	.381	264	.276	.783

Rural	3.91	.361
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Table 4.54 displays the comparison between the learners' background and their attitude towards the importance of ICC in ELL. The p-value is .783 which is higher than .05, level of significance. Mean score of both categories urban and rural was (M=3.92) and (M=3.91) respectively. It demonstrates that the residential background of the learners did not have any significant effect on the learners' attitude towards the importance of ICC in English language learning /teaching.

**Table 4.55: Effects of English Language skills on students' attitude towards ICC in ELT**

	Sum of squares	df	Mean squares	f	Sig.
Between groups	4.816	11	.438		
Within Groups	32.852	256	.128	3.412	0.000
Total	37.668	267			

The researcher conducted one-way ANOVA to determine if there was a significant difference between respondents attitude towards ICC in ELT on the basis of their English language skills. The results of ANOVA exhibit that there was significance difference in the attitude of the learners as p-value is 0, lower than .05. This result exhibits that learners' language skills affected their attitude towards ICC in English language learning (Table 4.55).

**Table 4.56: Effects of age group on students' attitude towards ICC in ELL/ELT**

	Sum of squares	df	Mean squares	f	Sig.
Between groups	.012	3	.004		
Within Groups	37.575	263	.143	.029	.993

Total	37.588	266
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One-way ANOVA presents the statistically significant difference between the age group of the participants and their attitude towards ICC in ELL/ ELT. The result (Table 4.56) exhibits that p-value is .993, higher than .05. This shows that there was no significant difference between the age group of the learners and their attitude towards ICC in English language learning/teaching (Table 4.56).

**Table 4.57: Effects of language learning experience on students' attitude towards ICC**

	Sum of squares	df	Mean squares	f	Sig.
Between groups	.709	4	.177		
Within Groups	36.948	261	.142	1.252	.289
Total	37.657	265			

The results of one-way ANOVA (Table 4.57 ) display statistically significance difference of the learners' language learning experience and their attitude towards ICC in ELL/ELT. P-value .289 was found higher than .05 which exhibit that there was no significant difference between the attitude of learners' towards ICC in English language teaching and their language learning experience.

**Table 4.58: Effects of qualification on students' attitude towards ICC**

	Sum of squares	df	Mean squares	f	Sig.
Between groups	10.912	19	.574		
Within Groups	26.756	248	.108	5.323	.000
Total	37.668	267			

One-way ANOVA (Table 4.58 ) displays the difference of the learners’ attitude towards ICC in English language learning to their educational qualification. The result shows that p-value .000 is lower than .05 that exhibits that learners’ educational qualification had significant effect on their attitude towards learning ICC.

**Table 4.59: Effects of medium of instruction on students’ attitude towards ICC**

	Sum of squares	df	Mean squares	f	Sig.
Between groups	89.125	2	44.562		
Within Groups	31169.549	264	118.066	.377	.686
Total	37.657	266			

One-way ANOVA investigated the statistically significance difference between the medium of instruction and their attitude towards ICC in English language learning. The current table exhibits p-value as .686 that is higher than .05, it reveals that there was no significant difference of attitude towards ICC based on participants’ medium of instruction (Table 4.59).

#### **4.4 Suggestions Concerning ICC and English Language Teaching/Learning**

In the last part of the questionnaire teachers’ opinion was invited regarding the improvement of ICC in ELT. Teachers expressed that culture and language are inseparable and integration of both enhances the level of comprehension of the learners. According to the respondents “awareness about English culture should be part and parcel of ELT”. “Learners should be trained to interact within respective culture”. “We can deal with cultural differences with respect after gaining cultural information”. “ICC is inevitable because we don’t have the specific vocabulary of to create harmony according to the special situation without knowledge of ICC”. “Communication in target language

requires knowledge of that language's culture". "Knowledge about different cultures is important to boost English language learning". "Studying different books on culture can improve ICC level". "Foreign cultures should be promoted by exposure of foreign media, communication with natives and mingling on social websites". "Special language+ cultural classes should be conducted for success in ELL". "Highly trained teachers should be hired to teach ELT". "Audio-video teaching material should be taken from native situation to use in ELT classrooms". "Teachers should be skilled in subject and informative in cultural knowledge". "ICC should be introduced at primary level of teaching for successful teaching of English language". Learning about the cultural difference among the native and target language make the students proficient interlocutors. Further cultural information is unavoidable while learning/teaching a language as sometimes the idea of an utterance lies in cultural grounds. If teacher does not explain it him/ herself on such occasion, the students insist him to do so. Some teachers skip cultural information due to shortage of time in class, but it creates hindrances in students' perception. In short teachers and syllabus designers should consider the cultural elements of native English speaking countries as part of the English language teaching material.

## **4.5 Summary**

The present chapter gave an exhaustive and vibrant view of the unruffled data and discussed the study results vividly. The author tabulated the collected data through SPSS and composed the results through appropriate elaboration. The chapter explained the pre-service teachers' reaction to the solicited questions in the questionnaire. It presented a meticulous description of the participants, their perception about their own language

skills, their discernment about cultural elements and finally their attitude towards ICC in the teaching of English. In the end of the chapter, the author included information about different personal aspects of the participants which affect their attitude towards ICC.

## **CHAPTER 5**

### **RESEARCH SUMMARY, FINDINGS AND SUGGESTIONS**

#### **5.1 Introduction**

Present chapter is the final chapter of the study. It presents brief discussion on the pronouncements of the study. Research findings are discussed straightforwardly by the researcher. Some suggestions deduced through the collected data have also been presented here.

#### **5.2 Research Questions and Findings**

For spotlighting productive target language culture teaching, foreign language teachers should divert their learners' insight and attitude towards target culture from native culture. Communication with other people is essential as it conveys both linguistic construction and cultural memorandum concurrently (Johnstone, 2006).

The present study aimed to study attitude of pre-service teachers' towards the teaching of ICC in EFL in Pakistan. The questionnaire had two major parts. First part consisted of the demographic information about the participants. Second part asked the pre-service teachers for their opinion on various viewpoints. Research questions of the study included the teachers' discernment about their English language skills, their reasons for learning English, their insight about cultural elements and their attitude towards the teaching of ICC in the teaching/learning of EFL. They were further asked for their opinion about the improvement of ICC in ELT in the final section of the questionnaire.

Further, the researcher also aspired to study the effect of different personal factors of the participants on their attitude towards ICC.

The following table presents a brief overview of research questions and their findings fleetingly.

	<b>Research Questions</b>	<b>Findings</b>
1.	What is the English proficiency level of pre-service teachers?	Pre-service teachers were more proficient in English reading skills and least proficient in speaking skills.
2.	What are the major reasons for learning English by pre-service teachers?	Major reasons included success in job interview, getting information, passing academic course, developing confidence.
3.	What is the perception of pre-service teachers concerning cultural elements in learning ICC?	Language and religion were deemed to be the most reflecting elements of any culture.
4.	What is pre-service teachers' attitude towards learning ICC?	Teachers' had a positive attitude towards ICC as mean score was above neutral (m=3.0) mostly.
5.	What is relationship of pre-service teachers' attitude towards ICC in reference to their gender, background, qualification, age group, medium of instructions, proficiency level, and their learning experience?	Qualification and language skills had a significant effect on attitude towards ICC while other personal factors did not have any significant effect.
6.	What are the suggestions of pre-service teachers to improve the ICC in English language teaching?	The future teachers gave their opinion about the improvement in the teaching of ICC with ELT

*Table. 5.1 Research Questions and Findings*

### **5.2.1 Pre-service Teachers Language Proficiency**

The study's results reflect that most of the future teachers are above neutral level proficient in English language skills and they can teach English language well. The proficiency level of participants in reading skills was the highest (mean= 4.05) among all four basic language skills while speaking was the least in ranking (mean 3.32). It indicates that the participants are better readers than speakers. They found themselves more confident with reading tasks than the oral communication.

### **5.2.2 Opinion about Different Elements of Culture**

When asked about opinion about the important elements of a culture, the respondents preferred language at the top. Religion was given second position in the list. The results reflect that language and religion are the symbols of a culture. Both facets affect the personal, social, emotional and psychological life style of a society respectively. Pakistani pre-service teachers ranked “forms of government” at the bottom of the list which demonstrates their perception that government form has the least affect in the formation, development and evolution of their culture.

### **5.2.3 Reasons for Learning English**

The economic and social conditions of Pakistan have made it obligatory for the learners to learn English language. A general conception about an educated person includes his proficiency in English. The results of the study affirm the general prevailing concept regarding ELL. The participants expressed that “success in job interviews” is their prime reason for their learning English. Access to more information was the second most important reason for learning English. This reflects that pre-service teachers want to get good job and seek information through their good communication skills. Top ten rated items reflect that Pakistani people learn English for vocation principally. They want to acquire a successful career, good job, build confidence, gain more knowledge or browse internet. Learning for recreation “to watch movies, enjoy match commentaries, listen music” were at 11, 16 and 17 correspondingly. The least preferred reason was befriending with strangers from other countries. The results revealed that Pakistani pre-service teacher propound vocation over avocation respectively.

The literature review reflects that Al Mamun et al. (2012) also studied for the reasons of English language learning from the research participants and found intrinsic motivation as the prominent reason of learning English. Further Guven S (2015) found “to study” and “to communicate” as the top reasons for learners to learn English language which come closer to the result of the current study as it has “to succeed in job interviews” is the top reason for learning English by the research participants.

#### **5.2.4 Pre-service Teachers’ Attitude towards ICC**

For getting more accurate opinion about pre-service teachers, they were asked for describing their opinion about ICC teaching with L2 teaching in the questionnaire. The study revealed the opinion of pre-service teachers about the inclusion of cultural elements and the value of the cultural information in ELL. The future teachers considered English as an international language and its importance to interact with inhabitants of different countries. They concurred that English language reflect English culture which may be British, American or of any other English speaking countries. As they considered language a principal representative of culture, tie between language and culture was outstanding for them. They additionally expressed the need to learn proficiency in English language for successful career and interaction with foreigners. They also favored to advance cultural information, respect and acceptance of the culture of deviating people.

The researcher found many studies which depicted positive attitude of the participants towards ICC in L2 learning. Such studies included Sercue (2005), Jabeen et al (2013), Bayyurt (2006), Gray (2000), Cubukcu (2013), Lazar (2011), Guven (2015), Gen & Bada (2005), Arikan (2011), Onalan (2005), Atay et al (2009), Demircioglu, S & Cakir, C

(2015) and Saricoban & Oz (2014). The current study affirms the results of the above mentioned studies.

### **5.2.5 Personal Factors and Attitude towards ICC**

The tabulated data revealed that educational qualification and English language skills of the pre-service teacher had a significant effect on their attitude towards intercultural communicative competence (ICC) as p-value was (.000) below .05. However, other personal factors ie residential background, gender, age group, language learning experience and medium of instruction had no significant effect on the attitude towards ICC in ELT, p-values ( .783, .948, .993, .289, .686) were higher than .05.

Guyen (2015) reflected that participants' academic faculty affected their attitude towards ICC in ELL while the current study found that participants' qualification and English language skills had significant effect on their ELL.

## **5.3 Conclusions**

Exposure to other cultures creates consciousness among the interactants and assists them to use language in real life situations. Teachers' experience of cultural wakefulness enriches their expertise in content selection and teaching (Çakir, 2015).

The current author concluded that the teachers favored to incorporate cultural awareness with the language teaching. With reference to improve ICC level; they supported the integration of ICC teaching with ELT. Cultural information with language teaching can develop a sense of global understanding among the speakers from divergent regions and societies. The urge to learn about different people across globe can be an excellent motivation for learning another language.

### **5.3.1 Self-Reflection**

During the study, I had got the chance to go to an English speaking country, United States of America, myself in a cultural exchange program. I spent almost two months period with Native American teachers, students and residents.

I spent time with the American school teachers in their classrooms where I observed many native and non-native speakers as English language learners. I visited a local high school, Greeley West High School, Greeley and worked with the teachers. There were students from Burma, Ethiopia, El Salvador, Somalia, Mexico, Guatemala and Thailand, I observed that many of the new comer non-native speakers were facing difficult time in learning English due to the cultural difference and lack of cultural information. The students who had spent more time in American culture or they had more information of it were showing better results. Mary Bodkin, a teacher at Greeley West High School, Greeley, America told me that the new students were facing difficulties in language learning. She told that more time the students spend in America, more they get better in ELL. I met many non-native English speakers studying on university level. They also mentioned that they had to enhance their information of English culture to communicate effectively during their stay and study in English society.

I also observed that there was a difference of meaning to the same terminologies in American society than my native Pakistani society. Once talking to a native lady, I got to know that she had a very negative connotation to the term “working lady” which has an explicit positive connotation in Pakistan. Further, many natives took our words in different meanings and they needed more time to process our vocabulary. Sometime I had

to explain my meaning of the words they had with different meanings although we were using English language in our conversation.

While talking to the people at University of Northern Colorado, America, I had to stress my sentences because of the difference of accent and pronunciation. I also had to explain my ideas as their perception of the words were different. The teachers also stressed that teachers' personal background also affect their accent and their perception. The teacher with Spanish background had a different approach to deal ELT; she quoted Spanish examples and followed Spanish terminologies. On the other hand the teacher with Russian background connected the education and ELT with Russian culture. Foremost, the teacher who was from Cuba had a very different accent and linguistic behavior. The effect of her native culture was visible in her communications. The Native American ELT expert used different English (British) and American comparisons while teaching. Cultural background of the teachers reflected from their teaching besides their accent. They were all teaching Education and ELT in English but cultural difference was apparent. The cultural diversity appeared like the colors of rainbow.

In short, my cultural visit reminded that there should be cultural lessons included in the syllabus while teaching a non-native language.

#### **5.4 Suggestions/Recommendations**

After the results tabulation of the collected data, the researcher found a positive attitude towards the integration of culture in language learning. Pre- service teachers expressed the views that teachers should be trained and skilled in the field of teaching language and culture for better performance of the students. According to the results of the study some important suggestions for ICC improvement in ELL are as follows:

- Teachers should be trained, well-educated, skilled and hardworking.
- Language +cultural awareness courses should be conducted for the teachers and the students.
- Separate cultural courses, like some international universities, should be introduced in Pakistan.
- Teachers should be provided direct insight into the target language culture by cultural exchange programs.
- Teachers' refresher courses should be arranged frequently.
- English language teachers should join international cultural informant societies to invigorate their knowledge.
- Teachers should join Massive Open Online courses (MOOCs) for culture and language learning. Such courses are offered by many international universities.
- English language teaching material should include material of language as a social entity.
- Syllabus designers should research for the aspects of culture to include in the syllabus.
- Cultural harmony should be focused.
- Tolerance level of the local citizens should be improved.
- Selection of cultural element should be vigilant and contradiction with the local culture should be avoided.
- Language teaching material should not full length translation in local language.
- Cultural information combined with language teaching material should be introduced at the early stages of formal education.

- Extremism to both ends ie 100% acceptance of foreign culture despite the grave difference and 100% rejection of foreign culture without consideration should be avoided.

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## APPENDIX

### “Pre-service teachers’ attitude towards intercultural communicative competence in the learning of English as foreign language”

#### Part A

1. **Institution:** -----
2. **Background :**      Urban            Rural
3. **Gender:**              Male            Female
4. **Age Group:**      18-23            24-29            30-35            36+
5. **Qualification:**      Graduation            Master            . Phil
- Any other (Please specify) .....
6. **Learning English Experience (as subject):**  
 Less than 1year     1-3          4-6          7-9          10+
7. **Medium of instruction:**    English     Eng + Urdu          Urdu
- Any other (Please specify) .....
8. Have you ever been to any English speaking country?    Yes     No

#### Part B

##### 1. How would you rate your English proficiency?

Sr. No.	Language Skills	Level				
		Very high	Above Average	Average	Below Average	Very Low
1.	Listening					
2.	Speaking					
3.	Reading					
4.	Writing					

**2. Please rate the reasons for your learning English language according to the given scale.**

SA=Strongly Agree, A=Agree, N=Neutral, DA=Disagree, SDA=Strongly Disagree						
Sr. No.	Reasons	SA	A	N	DA	SDA
1.	I like to learn different languages.					
2.	I want to pass my academic courses.					
3.	I want to live abroad.					
4.	I want to visit other countries.					
5.	I love English and English culture.					
6.	I want to have access to more information.					
7.	I want to make friends all over the world.					
8.	I want to work abroad.					
9.	Learning English is a part of my curriculum.					
10.	I want to browse internet.					
11.	I want to enjoy commentaries during matches (hockey, cricket etc).					
12.	I want to learn about and use computer software.					
13.	I want to use social media (face book, twitter etc).					
14.	I want to watch English movies and TV shows.					
15.	I want to enjoy English music.					
16.	English language has sophisticated place in my country.					
17.	Proficiency in English develops confidence.					
18.	Speaking good English brings success in job interviews.					
19.	I want to know the culture of other countries.					
20.	I want to study published material in English (books, journals magazines etc).					

**3. Please rate the importance of different elements of culture as per your perception.**

Sr. No.	Cultural elements	Very important	Important	Moderately important	Slightly important	Not important
1.	Social organization i.e family, social classes.					
2.	5.4.1 Customs and traditions					
3.	Language					
4.	religion					
5.	Art & Literature					
6.	Forms of Government					
7.	Economic systems					

**4. Please give your valuable opinion about the importance of intercultural communicative competence (ICC) in English language learning.**

SA=Strongly Agree , A=Agree , N= Neutral, DA=Disagree, SDA=Strongly Disagree						
Sr. No	Description	SA	A	N	DA	SDA
1.	English language reflects culture of English speaking countries					
2.	English is an international language not the language of English people only.					
3.	Proficiency in English is important to communicate with foreigners					
4.	English is not the language of British people only					
5.	Proficiency in English requires the knowledge of culture of countries where English is spoken as native language					
6.	Good communicative skills are important for successful professional career.					
7.	English language classes should include the important cultural elements in their syllabus.					
8.	Learning about culture of a country assists in improving communication skills with the people of that country.					
9.	I am interested in learning about the differences and resemblances between English speaking countries and Pakistan					
10.	Learning about other cultures is harmful to my own culture.					
11.	When I am uncertain about cultural differences, I take tolerant attitude.					
12.	I believe that intercultural experiences can add some information to my previous knowledge.					
13.	I am eager to read articles on foreign culture.					
14.	I make efforts to discover the norms of English culture.					
15.	The right of people from other cultures to have different values from my own is respectable.					
16.	It is important to cope well with spoken and body language of people from different culture					
17.	Learning about English culture aids in/to taking part in English conversation dealing with daily issues.					
18.	I am often motivated by curiosity to develop my knowledge of my own culture as perceived by others					
19.	I like to watch international news besides national news.					
20.	Culture learning helps to deal with ethical problem tactfully by communicating in English language					
21.	Listening music in English language adds to my pleasure.					
22.	Listening music and watching movies in English add to my information.					
23.	Religious arrangements in different culture are fascinating.					
24.	English language learning/teaching is more interesting when it includes different cultural elements.					
25.	Culture learning in English language learning teaches to respect the people from different countries/cultures.					
26.	Awareness about culture learning helps in enhancing global harmony					
27.	Learning about behavior of people in different circumstances is					

	important to have better communication with them.					
28.	Acceptance of English culture is necessary for a foreigner while he/she travels to any English speaking country.					

5. Any suggestion concerning the improvement of ICC in English language learning:

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I am grateful for your precious opinion.