

Research Article

A needs analysis study on a cultural foreign language course for university students

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The main purpose of this study was to determine whether university students need to develop their intercultural communication skills. In this respect, the study covers the needs analysis phase of a program development process. Recognizing culture as a fundamental component of language education, the research addresses the growing need for students to navigate diverse cultural contexts effectively. A mixed-method design was employed to identify the actual needs of the students through both qualitative and quantitative tools. Data were collected from preparatory class students, lecturers, and Erasmus coordinators through surveys and interviews during 2020-2021 academic year. Quantitative data were analyzed using frequency analysis and Cronbach's Alpha in SPSS. Qualitative data were subjected to content analysis. Results from the needs analysis revealed a clear requirement for cultural competence training. The study recommends adapting the program for secondary education and foreign learners of Turkish, examining long-term professional impacts, and investigating cultural challenges in programs like Erasmus. Future research could focus on building a problem pool and testing interventions for intercultural misunderstandings.

Keywords: Curriculum development; Foreign language teaching; Intercultural communicative competence; Mixed method; Needs analysis

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1. Introduction

Intercultural communicative competence [ICC] has long been recognized as the overarching and indispensable aim of foreign language education (Byram, 1997; Deardorff, 2006; Kramsch, 1993). Within applied linguistics and English Language Teaching [ELT], there is a broad consensus that language learning necessarily entails engagement with cultural meanings, values, and communicative norms. However, despite this theoretical agreement, recent scholarship consistently indicates that the pedagogical realization of ICC remains uneven and fragmented. Classroom practices, particularly at the preparatory and foundational levels of higher education, continue to privilege linguistic accuracy and formal proficiency over intercultural engagement and meaning-making (Boonteerarak & Khueansri, 2025; Chung, 2025; Zhao et al., 2021).

Contemporary research further demonstrates that intercultural competence cannot be reduced to exposure to cultural facts or target-language norms alone. Wang et al. (2025), for instance, show that while language proficiency is positively related to ICC, linguistic ability alone does not

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guarantee intercultural effectiveness; attitudinal openness, interpretive skills, and reflective awareness play equally critical roles. Similarly, Carstensen's (2025) ethnographic study of English conversation groups reveals that meaningful intercultural learning often emerges through informal socialization practices rather than formal instruction, underscoring the importance of interactional and contextual dimensions of ICC. These findings reinforce earlier claims that ICC is best understood as a dynamic and situated capability rather than a static set of skills.

The conceptual foundations of ICC are frequently illustrated through Byram's (1997) distinction between the "tourist" and the "guest." While tourists engage with cultural difference superficially, guests—interculturally competent individuals—enter intercultural encounters with a willingness to adapt, negotiate meaning, and reflect on their own assumptions. Sercu (2002) further emphasizes that such encounters transform relationships rather than merely produce observations of difference. Building on this framework, ICC has been theorized as a multidimensional construct encompassing affective (attitudes and dispositions), cognitive (cultural knowledge), metacognitive (awareness and reflection), and behavioral (interactional skills) components (Alptekin, 2002; Baker, 2012; Fantini, 2007; Hofstede, 2011; Matsuda, 2002; Sercu et al., 2005). Recent psychometric developments, such as Ertay et al.'s (2024) ICC scale for academic English learners, further contribute to operationalizing these dimensions within higher education contexts.

Nevertheless, a persistent gap remains between ICC theory and its implementation in curricula. Several structural challenges continue to limit the systematic integration of intercultural learning. Teaching materials—especially in preparatory programs—often reflect monocultural or Anglocentric perspectives, restricting learners' exposure to diverse communicative realities (Mašát & Hřivnová, 2020). Moreover, studies examining English-medium and internationalized programs suggest that curricula frequently fail to align with the complex communicative demands of global academic and professional environments (Kremer & Pinto, 2025). Even pedagogical approaches with demonstrated intercultural potential, such as service-learning or study-abroad preparation, remain highly dependent on institutional commitment and long-term sustainability (Chung, 2025; Dang, 2025).

Recent work in Language and Intercultural Communication further complicates traditional understandings of ICC by highlighting dimensions beyond verbal language. Charalambous et al. (2025) and Adami (2025) argue that intercultural meaning-making also involves affect, embodiment, and material practices, particularly in times of social and political uncertainty. These perspectives challenge narrowly cognitive or skills-based models of ICC and call for curricula that acknowledge the emotional, ethical, and relational dimensions of intercultural encounters. Likewise, Anas et al. (2025) demonstrate that teachers' own intercultural trajectories and lived experiences significantly shape how ICC is enacted in culturally specific ELT contexts.

Despite this expanding body of research, needs analysis [NA] studies in ICC-oriented curriculum design remain limited in scope. While NA has long been used to align instructional design with learner expectations, most ICC-focused analyses prioritize student perceptions alone, overlooking other key stakeholders who shape intercultural learning environments (Biçer & Yıldırım, 2023). This limitation is particularly problematic in increasingly internationalized higher-education systems, where intercultural preparedness is influenced not only by classroom instruction but also by institutional policies, teacher practices, and mobility support structures. Research on Erasmus and student mobility repeatedly documents mismatches between institutional internationalization goals and students' actual intercultural readiness (Dang, 2025; Nada et al., 2023; Vevere et al., 2017).

Against this backdrop, the originality and significance of the present study lie in reframing ICC needs analysis as a multi-stakeholder inquiry. By incorporating the perspectives of preparatory students, lecturers, and Erasmus coordinators, the study moves beyond traditional learner-centered models and offers a system-level understanding of intercultural demands in higher education. Erasmus coordinators, in particular, represent an under-researched yet critical group whose experiences link classroom practices (micro-level) with institutional internationalization

strategies and mobility-related challenges (macro-level). This integrative perspective aligns with recent calls to situate ICC within broader educational ecosystems rather than isolated pedagogical interventions (Espinoza, 2025).

Accordingly, this study makes a dual contribution. First, it provides a context-sensitive examination of ICC needs in Türkiye, where participation in Erasmus and international programs continues to expand despite limited empirical research on intercultural preparedness. Second, it demonstrates that effective ICC-oriented curriculum design must emerge from the interaction between learner motivations, pedagogical priorities, and institutional mobility expectations (Kremer & Pinto, 2025; Wang et al., 2025). By foregrounding these interconnections, the study aims to guide universities toward more coherent, inclusive, and future-oriented models of cultural foreign language education.

2. Research Aim and Research Questions

The aim of this study is to identify the intercultural communicative competence needs of university English language curriculums in order to inform the design of a “Cultural Foreign Language” course. Drawing on the perspectives of preparatory students, lecturers, and Erasmus coordinators, the study examines students’ motivation and cultural orientations, perceived gaps in current instructional practices, and the curriculum components required to better prepare students for intercultural communication in academic, social, and mobility contexts. In this way, the research sought to answer the following problems and sub-problems:

RQ 1) How do preparatory students and lecturers perceive the need for intercultural communicative competence in foreign language education?

RQ 1a) What motivates preparatory students to learn English, and how do they view cultural and intercultural learning?

RQ 1b) What types of cultural content do students and lecturers consider important?

RQ 2) What limitations do lecturers and Erasmus coordinators identify in current language instruction with regard to intercultural and pragmatic communication?

RQ 2a) Which aspects of real-life communication perceived as insufficiently addressed?

RQ 2b) How do students, lecturers, and coordinators differ in their preferences for instructional materials?

RQ 2c) What teaching, learning, and assessment practices are considered necessary to support intercultural competence development?

RQ 3) What challenges do Erasmus coordinators report regarding students’ intercultural and academic readiness during mobility, and how can language curriculums address these challenges?

RQ 3a) What linguistic and intercultural difficulties do students commonly face during Erasmus mobility?

RQ 3b) What curriculum features are needed to better prepare students for both academic study and everyday intercultural interaction abroad?

RQ 4) Where do the views of students, lecturers, and Erasmus coordinators converge and diverge regarding ICC needs and the core components of a Cultural Foreign Language course?

3. Method

3.1. Research Design

This study employed a mixed-methods research design to identify the intercultural communicative competence needs of university English language curriculums. Quantitative and qualitative data were collected concurrently from multiple stakeholder groups to obtain a comprehensive understanding of intercultural, pedagogical, and mobility-related needs. A mixed-methods approach is important in research because it combines the numerical precision of quantitative data with the contextual depth of qualitative insights, thereby enhancing the validity, comprehensiveness, and applicability of the findings (Creswell & Plano Clark, 2018).

3.2. Participants

This study was conducted at a state university in Türkiye where English preparatory education is offered as either compulsory or elective, depending on departmental requirements. Participants were selected using purposive sampling to include key stakeholder groups involved in or affected by the development of intercultural communicative competence in higher education. Three groups participated in the study: (1) English preparatory class students, (2) lecturers teaching in the preparatory program, and (3) Erasmus coordinators from the host university and its partner institutions. The inclusion of these groups allowed the study to capture perspectives related to classroom practices, curriculum implementation, and international mobility support.

The quantitative phase involved 108 preparatory class students from 20 departments across six faculties. Of these, 29 were enrolled in compulsory preparatory programs (e.g., English Language Teaching, Political Science and Public Administration, Computer Engineering), while the remainder attended elective preparatory programs. As students required to complete the preparatory program before beginning their undergraduate studies, they represent the primary target group of the proposed “Cultural Foreign Language” course.

The qualitative phase included 15 lecturers and 25 Erasmus coordinators. Lecturers were actively teaching in the preparatory program at the time of data collection and had experience related to curriculum implementation. Erasmus coordinators were selected from institutions with established mobility partnerships and experience in advising outgoing students. Their perspectives provided insight into intercultural challenges encountered during international mobility and expectations regarding students’ communicative preparedness.

3.3. Instrument

To capture the multifaceted nature of ICC, both established and researcher-developed instruments were employed.

3.3.1. Quantitative instrument

The *Intercultural Communicative Competence Scale* (Güven, 2015), a 5-point Likert tool with six sub-dimensions, was selected due to its alignment with Byram’s (1997) and Deardorff’s (2006) ICC frameworks and previous validation in Turkish EFL contexts. Minor wording adjustments were made to increase comprehensibility for A2–B1 level preparatory students. The adapted scale was piloted with 45 students ($\alpha = .748$), and reliability for the full sample was confirmed as satisfactory ($\alpha = .774$).

3.3.2. Qualitative instruments

Two semi-structured interview forms were designed for lecturers and Erasmus coordinators based on ICC literature and needs analysis guidelines (Creswell & Plano Clark, 2018). Expert feedback informed question refinement, and pilot interviews ensured clarity. Lecturer interviews were conducted and recorded via Google Meet, while Erasmus coordinators responded through Google Forms and email.

3.3.3. Validation procedures

To strengthen construct validity, all instruments were examined by a panel of six experts (three in foreign language teaching, one in curriculum development, one in assessment, and one in cultural studies). Their feedback ensured that the tools adequately reflected both theoretical and applied aspects of ICC. For qualitative analysis, inter-coder reliability was calculated using Miles and Huberman’s (1994) formula, resulting in 95% agreement, which is considered highly reliable.

3.4. Data Analysis

To mitigate potential bias, triangulation was applied across data sources and instruments. Each group’s data was analyzed independently and then compared for convergence and divergence to strengthen internal validity (Dörnyei, 2007).

Quantitative data were analyzed in SPSS 22.0. After confirming normal distribution with the Shapiro–Wilk test, parametric analyses were applied. Reliability was confirmed with Cronbach’s alpha ($\alpha = .774$). Frequency analysis was conducted to capture trends in students’ ICC orientations.

Qualitative data were analyzed thematically through content analysis. Codes were developed both deductively from ICC frameworks (Byram, 1997; Deardorff, 2006) and inductively from the interview data. Themes were cross validated by two independent coders, achieving high agreement (95%). To enhance trustworthiness, direct quotations from participants were integrated into the findings.

To connect insights from all three participant groups, the study adopted a triangulation mixed-methods design (Creswell & Plano Clark, 2018). Quantitative findings from student surveys were compared with qualitative insights from lecturers and Erasmus coordinators across the ICC dimensions of attitudes, knowledge, skills, and awareness. Integration was achieved at two levels:

Convergence – where results aligned (e.g., students’ preference for everyday cultural themes was echoed in lecturers’ calls for scenario-based intercultural tasks).

Divergence – where results diverged (e.g., students’ reliance on textbooks contrasted with lecturers’ preference for authentic materials; coordinators stressed systemic language gaps more strongly than students).

This integrative framework allowed the study not only to confirm shared needs but also to identify tensions between classroom practices and institutional demands. By synthesizing perspectives, the analysis provides a more comprehensive evidence base for responsive curriculum design.

Figure 1

Multi-Stakeholder Thematic Framework of ICC Needs in University Level Language Education

Theme 1: The Foundational Need – High Motivation Meets Narrow Cultural Orientation	Theme 2: The Pedagogical Gap – Formal Instruction vs. Pragmatic Needs	Theme 3: The Mobility Challenge – Institutional and Individual Barriers to Success
Sub-theme 1.1: Strong Integrative Motivation and the Inseparability Consensus	Sub-theme 2.1: The Curricular Focus on Academic English and Neglect of Pragmatics Codes: Lecturer Critique, Coordinator Validation	Sub-theme 3.1: Low Language Proficiency as the Primary Barrier
Codes: Student Motivation, Lecturer Consensus on Inseparability	Sub-theme 2.2: Tensions in Material Preferences and the Push for Authenticity Codes: Student Preference for Structured Materials, Lecturer Preference for Authentic Media	Sub-theme 3.2: Culture Shock and Lack of Non-Linguistic Adaptability
Sub-theme 1.2: Narrow Cultural Scope and Content Preferences	Sub-theme 2.3: Curriculum Recommendations: Interactive, Functional, and Comparative Codes: Emphasis on Interaction and Application, Interactive activities, Functional Tasks, Comparative Approach and Digital Content, Assessment Failure	Sub-theme 3.3: Call for Holistic Curriculum Model Codes: Language proficiency, Authentic and interactive practice, Cultural awareness, Academic readiness
Codes: Student Cultural Orientation, Lecturer Content Vision		

Figure 1 presents the hierarchical qualitative coding structure derived through Saldaña’s (2021) approach, outlining the relationships between themes, sub-themes, and analytic codes that guided the findings.

4. Findings

Guided by the analytic structure presented in Figure 1, the findings are organized around three overarching themes derived from the qualitative and quantitative data. The present study employed a mixed-methods design, triangulating data from three distinct stakeholder groups – preparatory students, lecturers, and Erasmus coordinators – to establish a comprehensive understanding of the needs for Intercultural Communicative Competence and the requisite components of a "Cultural Foreign Language" curriculum. The initial analysis revealed a consistent recognition across all participant groups that intercultural competence is essential for successful academic and professional communication. Results are presented for preparatory students, lecturers, and Erasmus coordinators, followed by a cross-group synthesis. The triangulated analysis revealed consistent recognition across all participant groups that intercultural competence is essential for successful academic and professional communication. Students expressed integrative motivation and interest in everyday cultural practices, lecturers emphasized the pedagogical gap between linguistic and intercultural content, and Erasmus coordinators highlighted institutional barriers such as limited mobility preparation and culture shock. These recurring themes across distinct stakeholder perspectives demonstrate a high degree of conceptual convergence, confirming that the identified ICC needs are not contextually isolated but reflect broader trends in Turkish higher education. While the study's single-institution scope limits statistical generalizability, the combination of multi-stakeholder perspectives enhances the transferability of results to other Turkish higher-education contexts undergoing internationalization. The supporting detailed data from the quantitative scales (Tables 2, 3 and 4) are in the Appendices.

Table 1 presents a summary of preparatory students' motivations for learning English, their cultural orientations, and their preferences regarding cultural content and instructional materials.

Table 1

Summary of Results across the Sub-Dimensions of the Scale

<i>Sub-Dimension</i>	<i>Focus/Key Items</i>	<i>M</i>	<i>SD</i>	<i>Interpretation</i>
Reasons for Learning English	Integrative (4.66) Instrumental (4.32) Personal (4.31)	4.43	.80	Integrative reasons are strongest; students want to connect with target culture.
English Language Culture	British (4.47) American (4.38) Other native (3.76) Other contexts (2.79–2.43)	3.82	.20	British and American cultures most preferred; limited interest in others.
Learning English Language Culture	Positive ICC attitudes (4.2–4.7) Negative control items (1.59–1.88)	3.71	.80	Strong positive orientation to intercultural competence and cultural awareness.
Culture in English Teaching Materials	Top: daily life/traditions (4.53) US culture (4.50) Lowest: politics (3.34)	4.21	.95	Students prefer “small c” culture (daily life) over “big C” (politics, history).
Materials & Activities	Textbook (2.33) Discussions (2.18) Videos (2.03) Lowest: newspapers (1.50)	1.93	.78	Preference for structured materials (textbooks, discussions); authentic media least preferred.

As shown in Table 1, students reported strong integrative motivation for learning English, indicating an interest in engaging with speakers and cultural contexts beyond academic requirements. Cultural preferences were largely confined to British and American contexts, while other English-using cultures attracted comparatively less interest. With regard to content, students favored everyday cultural topics ("small c" culture) over more abstract or political themes. Instructionally, students expressed a preference for structured materials such as textbooks and classroom discussions, while authentic print media were rated less favorably.

4.1. Theme 1: The Foundational Need – High Motivation Meets Narrow Cultural Orientation

This subsection presents findings related to students' and lecturers' perceptions of intercultural communicative competence and motivation for cultural learning. This theme synthesizes the initial, positive impetus for ICC development among students and lecturers with the critical need to expand students' limited cultural horizons, which are heavily oriented toward Anglo-American contexts and "small c" culture.

4.1.1. Sub-theme 1.1: Strong integrative motivation and the inseparability consensus

A core finding across the student and lecturer data was the strong endorsement of the intrinsic relationship between language and culture, underscoring a fundamental readiness for ICC development.

Student Motivation. Preparatory students demonstrated a high motivation to learn English. The highest mean score was attributed to integrative reasons (e.g., communicating with members of the target culture, $M = 4.66$), followed by instrumental ($M = 4.32$) and personal reasons ($M = 4.31$). This quantitative result confirms that students do not view English solely as an academic subject but as "a resource for social, academic and professional engagement", directly aligning with the goals of intercultural communication. Students also demonstrated a strong positive orientation toward intercultural competence and cultural awareness ($M = 3.71$). This receptiveness provides a "baseline for designing a course that both connects with students' current interests and gradually expands their cultural and material repertoire".

Lecturer Consensus on Inseparability. Lecturers overwhelmingly articulated the philosophical and pedagogical consensus that culture and language are inseparable. They forcefully argued that knowledge of linguistic aspects lacking cultural understanding is incomplete. One lecturer put this conviction forcefully, stating that "students need to develop a linguistic identity, and for this identity to grow, they must also have cultural knowledge" (L4). Others validated this point: "Learning a language needs learning its culture too" (L6, L8). For some, the necessity extended beyond mere knowledge to the functional realm of ICC, with L12 asserting: "Intercultural communication today goes unquestioned and understanding by means of attitudes and behavior comes through language". These views position culture as "the complement to linguistic systems". The quantitative results further supported the lecturers' commitment to integrating culture, as evidenced by their high rating for the learning outcome U.9 (Recognize the fact that language and culture are inseparable; $M = 2.93$).

4.1.2. Sub-theme 1.2: Narrow cultural scope and content preferences

A significant divergence emerged between students' preferred cultural scope and content and the broader, more balanced content desired by lecturers.

Student Cultural Orientation. Students expressed a clear and notably narrow preference for Anglo-American cultural content. British ($M = 4.47$) and American ($M = 4.38$) cultures were rated considerably higher than other English-speaking or English-using contexts. This finding suggests that at the point of data collection, students' "images of 'English culture' were relatively narrow", indicating a need to diversify the cultural landscape presented in the curriculum (see Appendix B).

Regarding the specific type of content, students showed a definitive preference for "small c"

topics. Everyday life, traditions, food, and leisure received the highest means ($M = 4.5$). In contrast, more abstract “big C” dimensions such as history and politics were rated more moderately, with politics receiving the lowest mean ($M = 3.34$). This finding highlights a student-driven interest in functional, immediate, and accessible cultural knowledge.

Lecturer Content Vision. Lecturers’ content preferences exhibited a vision for a balanced curriculum, strongly favoring an equal exposure to both Big-C culture and small-c culture. The most strongly rated item was the social and historical characteristics of different countries ($M = 4.80$), a Big-C indicator. This was closely followed by small-c indicators: leisure activities and entertainment choices ($M = 4.66$) and daily lifestyle, habits, and traditions ($M = 4.53$). Lecturers interpreted this balance as essential to ensuring language education familiarizes students with “richer intellectual and historical aspects of culture” beyond surface-level routine practice. Conversely, political issues were the lowest-rated content type ($M = 2.80$), demonstrating a shared reluctance among practitioners to include potentially contentious material in language education (see Appendix B).

4.2. Theme 2: The Pedagogical Gap – Formal Instruction vs. Pragmatic Needs

This subsection focuses on limitations in current language instruction, particularly regarding intercultural and pragmatic communication. This theme analyzes the critical gap between current formal language instruction—often constrained by textbooks and grammar focus—and the actual pragmatic and communicative competencies required for real-world and mobility contexts, as voiced by all three stakeholder groups.

4.2.1. Sub-theme 2.1: The curricular focus on academic English and neglect of pragmatics

The most significant finding from the lecturer and Erasmus coordinator interviews was the diagnosis of a curriculum heavily biased toward structural and academic English, which fails to equip students for pragmatic communication.

Lecturer Critique. Lecturers consistently highlighted that prevailing teaching techniques unnecessarily dwell on grammar and vocabulary, thereby excluding the intercultural dimension. One lecturer stated, “We teach them the language, but not how to apply it when dealing with people who belong to other cultures” (L5). Participants also noted that instruction focusing only on academic English results in the neglect of key natural communication skills. L8 explained that learners “miss how to order something in a café or how to shop”, while L9 warned that the absence of cultural elements can foster ethnocentrism and cultural biases that “have [an] inhibitory effect... on real contact with foreign cultures”. The lecturers’ testimonies revealed practical inefficacies, specifically the “reliance on the textbook, poor exposure to non-preparatory training classes, and variable emphases on intercultural competencies”. L11 further critiqued the status quo as “coursebook-centered and narrow content”.

Coordinator Validation. Erasmus coordinators strongly validated this critique from the mobility perspective, stressing the close connection between students’ linguistic challenge and their lack of pragmatic and cultural competence³³. They reported that students were often confronted with idiomatic expressions, collocations, and communication forms that were highly culture specific. For instance, a coordinator remarked that students “may know isolated words but may lack the cultural collocations’ meaning” (EP13). Another noticed a pronounced gap between academic English and everyday communication, particularly when students struggled with humor and idiomatic language (EP16). These observations underscore that students often learn “book English” but receive “little preparation for colloquial, idiomatic, and pragmatic aspects of communication, which have cultural foundation”.

4.2.2. Sub-theme 2.2: Tensions in Material Preferences and the Push for Authenticity

A key pedagogical tension emerged from the materials preferences of students versus lecturers, reflecting a fundamental disagreement on the best medium for teaching ICC.

Student Preference for Structured Materials. Students showed a distinct preference for familiar and structured tools. Textbooks ($M = 2.33$), class discussions ($M = 2.18$), and videos ($M = 2.03$) were ranked above more demanding authentic print sources. Newspapers and magazines were ranked lowest ($M = 1.50$). This indicates a student tendency to "rely on conventional materials", even though the pedagogical value of authentic materials has been established (see Appendix B).

Lecturer Preference for Authentic Media. Lecturers displayed a clear preference for real materials as the mode of delivery for cultural content, moving away from textbooks. Their preferred picks were videos and documentaries ($M = 2.42$), novels and stories ($M = 2.00$), and cultural discussions/realia ($M = 1.88$). Textbooks were less popular ($M = 1.85$), and visuals such as posters were the least popular ($M = 1.00$). This strongly directs toward an "experiential and constructivist pedagogy" where naturalistic materials expose students to "authentic language and culture" (see Appendix C).

Lecturers and coordinators explicitly stated the inadequacy of books, highlighting the need for authentic materials such as menus, posters, films, announcements, and social media content. L1 and L11 stated that videos and film content fulfill the function of contextualized teaching. The materials should not just provide information, but "reflect cultural values, norms, and everyday practices", including realia, brochures, tickets, music, and scenes taken from real life.

4.2.3. Sub-theme 2.3: Curriculum recommendations: interactive, functional, and comparative

The practitioners provided detailed and highly consistent recommendations for a revised curriculum that addresses the pedagogical gap.

Emphasis on Interaction and Application. Lecturers emphasized that culture content should not only involve the teaching of knowledge but also the development of empathy, tolerance, and different perspectives. The curriculum should "foster openness to all cultures, not just linguistically but humanly" (L3).

Interactive activities were identified as one of the most effective pedagogical tools for internalizing cultural knowledge. Participants (L13, L10, L4) emphasized that interactive activities energize the classroom, increase cultural awareness, and enable deeper learning. Specific activity types mentioned included: role-playing, discussion, cultural scenario enactments, and case studies. These practices ensure cultural content is addressed at the "attitude and behavior level," allowing students to develop empathy and cultural sensitivity.

Functional Tasks. Lecturers highlighted the need to create goals that are contextually applicable and functional. L13 highlighted activities such as "reading a flyer and buying a ticket" as crucial to preparing students for ordinary intercultural interactions. L12 provided further examples of these practices, such as "reading a menu and making a hotel reservation".

Comparative Approach and Digital Content. Lecturers suggested that a comparative culture approach is key to encouraging empathy and challenging stereotypes. L5 suggested activities defined by the potential challenges Turkish students would experience outside the nation. Additionally, the use of digital cultural content and diversity was seen as effective for supporting attendance. L10 observed that students today "absorb knowledge essentially by digital interactions like social media, movies, videos".

Assessment Failure. The assessment process was identified as a major failing. Though participants valued traditional testing of knowledge, many argued that multiple forms of assessment such as projects, reflective essays, presentation, and role-playing activities, more adequately reflect students' culture competence. L2 observed, "the best measurement is discussions; we can see how

much they internalize that culture". This contrasted with the practical reality that "most available assessment tools strongly feature grammar" (L6), leading to culture elements being often overlooked.

4.3. Theme 3: The Mobility Challenge – Institutional and Individual Barriers to Success

This subsection reports Erasmus coordinators' observations of students' linguistic and intercultural challenges during mobility. This theme focuses on the critical, systemic challenges students encounter during the Erasmus mobility phase, as reported by coordinators, which strongly suggest that current language curriculums are insufficient to meet real-world intercultural demands.

4.3.1. Sub-theme 3.1: Low language proficiency as the primary barrier

A persistent and alarming issue raised by a large majority of Erasmus coordinators was the students' low level of English language proficiency, which they stated often hindered both academic and social effectiveness during the mobility period. Coordinators noted that students struggled not just with understanding course content but also with expressing their thoughts and engaging intersocially.

Specific coordinator testimonies were stark:

Some students have difficulties following the curriculum, expressing their ideas, and engaging in the culture fully due to weak English skills (EP4).

EP10 commented that the language skills of some students were "not adequate for following, understanding, and answering questions during exams.

These findings clearly indicate that the minimum language competency required for successful academic engagement and full cultural immersion is not being met by the current language curriculums. The coordinators tended to weigh language skills as the first point of entry into intercultural communication.

4.3.2. Sub-theme 3.2: Culture Shock and Lack of Non-Linguistic Adaptability

Beyond mere proficiency, coordinators observed students' struggle with communication due to differing cultures. These concerns stemmed from a low culture and interaction index, misinformation about culture, and the resultant barriers to effective communication. One key issue was the students' lack of self-confidence in interpersonal communication, which was attributed to prior instruction that emphasized specialized knowledge over practical interaction: "Students are unaccustomed to communicating in English with authorities, and because their university language courses focus primarily on specialized topics, they sometimes have no prior experience. Furthermore, because the language barrier makes it difficult for everyone to be confident, they lack a healthy sense of self-confidence in communication" (EP14).

The coordinators' views suggest that students lack awareness of cultural norms and the ability to pragmatically adapt to them, which is a critical factor for successful communication. Without this awareness, students risk "miscommunication, stereotyping, and discouraging the ability to continue learning language".

4.3.3. Sub-theme 3.3: Call for holistic curriculum model

Almost all Erasmus coordinators recommended that language programs be redesigned to better prepare students for mobility. They stressed an emphasis on language use, interactive strategies, and everyday practice. One coordinator advocated for a specific focus: "students should take a preparatory course focused on communication, not just grammar, before mobility" (EP2). EP12 emphasized the importance of building vocabulary and strategies to foster "confidence in real-life interaction". Specific recommendations included the role of authentic and everyday practice, such as watching films, having conversations, and role-playing tasks (EP21; EP8).

The findings point to the need for a holistic curriculum model that addresses four key areas:

1. Language proficiency: Balanced development across listening, speaking, reading, and writing.
2. Authentic and interactive practice: Including role-plays, simulations, and cultural immersion activities.
3. Cultural awareness: Understanding norms, values, and acceptable communication strategies across contexts.
4. Academic readiness: Inclusion of discipline-specific vocabulary and formal communication skills.

This holistic approach is necessary to bridge the gap between classroom instruction and mobility needs, preparing students for both "survival communication abroad" and "academic success and intercultural collaboration".

4.4. Cross-Group Synthesis and Tensions

This subsection synthesizes findings across stakeholder groups to identify areas of convergence and divergence in perceived ICC needs. The integration of findings across students, lecturers, and Erasmus coordinators provides a concrete map of where perceptions converge and diverge, strengthening the validity of the needs analysis. The synthesis revealed critical points of agreement and significant pedagogical tensions in Table 5.

Table 5

Cross-group themes on ICC needs

<i>Theme</i>	<i>Students (Survey)</i>	<i>Lecturers (Interviews)</i>	<i>Erasmus (Interviews)</i>	<i>Coordinators</i>
Motivation	Integrative, desire for Anglo-American culture	Stress functional/pragmatic communication	Readiness for intercultural mobility	
Content	Preference for "small c" culture (daily life, traditions)	Balance of "big C" (history, arts) and "small c"	Emphasis on pragmatic, idiomatic use abroad	
Materials	Textbooks and structured content	Authentic materials (videos, realia)	Need for real-life communicative practice	
Barriers	Lack of exposure to diverse cultures	Over-reliance on grammar/textbook	Low language proficiency & culture shock	

Key Points of Convergence:

1. Functional Need: All groups agree that the purpose of English learning has moved beyond mere linguistic knowledge to include social and functional engagement. Lecturers emphasize this in their focus on pragmatic communication, and coordinators validate it through the mobility requirements.
2. Pragmatic Gap: There is clear agreement (from lecturers and coordinators) that the current curriculum fails to address idiomatic, colloquial, and pragmatic communication, leaving students underprepared for real-life interactions.

Key Points of Divergence (Tensions):

1. Materials: The strongest tension exists between the students' desire for familiar, structured materials (textbooks) and the lecturers' and coordinators' insistence on authentic materials (videos, realia, social media) and real-life practice. An effective curriculum must navigate this tension by integrating authentic materials gradually.
2. Cultural Depth: Students prefer immediate, "small c" culture, whereas lecturers desire a richer, balanced inclusion of "big C" aspects (history, social characteristics).

3. Readiness Perception: There is a significant disconnect between students' self-reported strong positive orientation to ICC and the Erasmus coordinators' critical reports of students' low language proficiency and subsequent struggles with culture shock and academic communication.

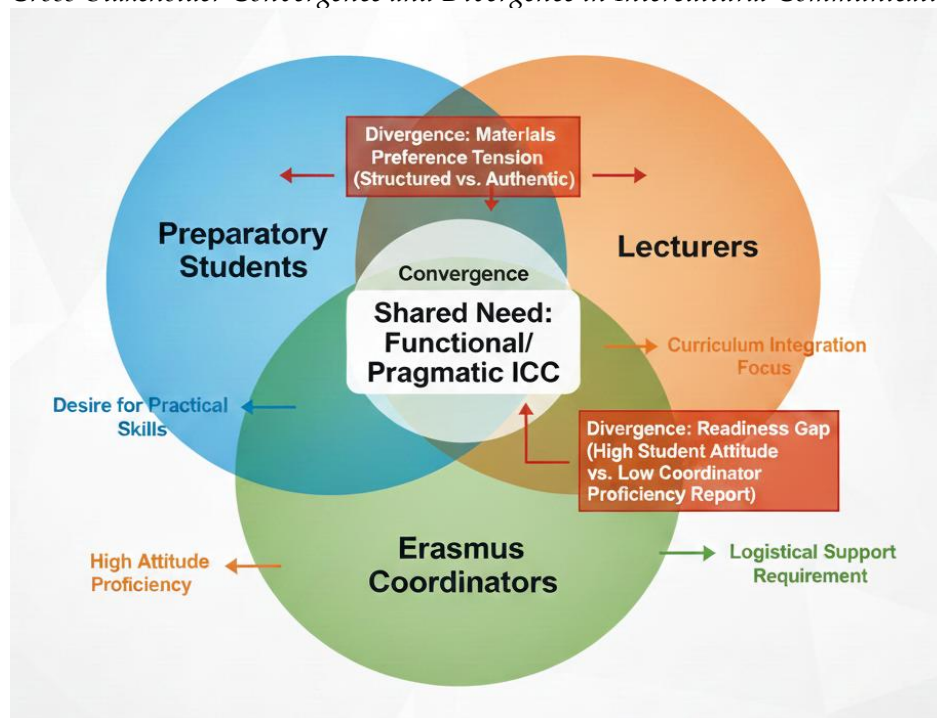
This multi-stakeholder synthesis strengthens the validity of the identified ICC needs and provides a robust evidence base for curriculum development, suggesting actionable strategies such as balancing everyday cultural content with academic readiness, integrating authentic materials gradually, and aligning classroom instruction with mobility requirements. To illustrate these patterns of convergence and divergence across stakeholder groups, Figure 2 presents a visual synthesis of the qualitative findings, highlighting shared ICC needs alongside key pedagogical and institutional tensions.

Figure 2 illustrates how preparatory students, lecturers, and Erasmus coordinators articulate overlapping needs for functional and pragmatic intercultural communicative competence, while simultaneously revealing structural tensions in perceptions of readiness, materials, and instructional priorities.

At the point of convergence, all three stakeholder groups emphasize the shared need for functional ICC, understood as the ability to use English effectively in real-world academic, social, and mobility-related contexts. This shared center reflects students' desire for practical communicative skills, lecturers' emphasis on curriculum-level integration of intercultural content, and Erasmus coordinators' focus on communicative effectiveness during international mobility. The convergence confirms that ICC is perceived not as an abstract educational ideal but as a pragmatic necessity across instructional and institutional domains.

Figure 2

Cross-Stakeholder Convergence and Divergence in Intercultural Communicative Competence (ICC) Needs



However, the figure also highlights two major areas of divergence. The first concerns materials preference, where preparatory students demonstrate a stronger inclination toward structured and familiar learning resources (e.g., textbooks), while lecturers advocate for increased use of authentic materials such as videos, realia, and digital media. The second divergence relates to perceived readiness, where students report high motivation and positive attitudes toward intercultural learning, whereas Erasmus coordinators consistently report low levels of linguistic and pragmatic

proficiency among outgoing students. This discrepancy points to a critical readiness gap between learners' self-perceptions and institutional observations during mobility experiences.

5. Discussion

A needs analysis was conducted following the Democratic Approach (Demirel, 2013), which emphasizes collecting data from multiple stakeholders to design culture-based language programs. Accordingly, data were collected through both quantitative and qualitative methods from preparatory class students, lecturers, and Erasmus coordinators. The results demonstrate a clear alignment between student motivation, lecturer expectations, and institutional mobility demands regarding the need for intercultural communicative competence development.

A further contribution of this study lies in its deliberate inclusion of Erasmus coordinators, who are typically excluded from ICC needs analyses. Although they do not engage with students on a daily classroom basis, their experiences in managing international exchange programs reveal systemic obstacles to intercultural readiness. Their insights demonstrate that ICC cannot be treated solely as a pedagogical issue but must also be considered in terms of institutional practices and internationalization policies (Kremer & Pinto, 2025). In this respect, their involvement complements student and lecturer perspectives, strengthening the study's originality and providing a more holistic view of ICC needs in higher education.

Across all three groups, there was strong agreement that ICC is indispensable for preparing students for global academic and professional engagement. Students expressed integrative motivation, showing a clear desire to communicate with people from diverse cultural backgrounds. Lecturers reinforced this orientation by emphasizing the importance of embedding cultural content into language instruction. Similarly, Erasmus coordinators underscored that intercultural readiness is essential for successful participation in mobility programs, echoing findings that culturally responsive education contributes to future global citizenship (Balıkcıoğlu Akkuş & Uysal, 2024; Espinoza, 2025).

Despite these convergences, notable divergences emerged that reveal gaps between institutional policy, classroom practice, and learner expectations. Students preferred structured, textbook-based instruction and showed high interest in everyday cultural practices (small-c culture) over literary or historical traditions. This trend resonates with research advocating curricula focused on culturally meaningful daily interactions rather than symbolic, decontextualized content (Boonteerarak & Khueansri, 2025; Chung, 2025). By contrast, lecturers emphasized that current teaching materials prioritize grammar and vocabulary at the expense of intercultural communication, calling for scenario-based assignments, role plays, and multimedia resources (Biçer & Yıldırım, 2023). Erasmus coordinators provided an institutional perspective, highlighting systemic challenges such as low language proficiency, culture shock, and limited mobility preparation—findings consistent with broader higher-education literature emphasizing the need for cohesive policy-pedagogy alignment (Nada et al., 2023; Vevere et al., 2017).

When interpreted in Türkiye's educational landscape, the results highlight a persistent reliance on monocultural teaching resources and test-oriented instruction. Students' focus on British and American culture reflects textbook dependency and longstanding native-speaker ideology (Alptekin, 2002). Lecturers' recommendations to integrate authentic, locally relevant, and comparative materials mirror pedagogical efforts worldwide to broaden cultural horizons while addressing learners' own cultural identity formation (Mašát & Hřivnová, 2020; Mohammed, 2023). Meanwhile, Erasmus coordinators' reports of communication challenges during mobility underscore that ICC development cannot be achieved solely through classroom-based linguistic outcomes but requires coordination between international offices and language education units (Ertay et al., 2024).

Theoretically, this study contributes by reframing ICC needs analysis as a multi-stakeholder and systemic process rather than a purely learner-centered diagnostic. Including Erasmus coordinators expands Byram's (1997) model into institutional dimensions of ICC formation and

aligns with Deardorff's (2006) process-oriented view, which situates ICC at the interaction of affective, behavioral, and contextual components. This approach also reflects the democratic curriculum design tradition (Ornstein & Hunkins, 1993), emphasizing dialogue among all agents in curriculum development. It challenges assumptions that needs analysis ends with learner preferences and instead positions curriculum planning across micro-level pedagogy, meso-level program design, and macro-level internationalization priorities (Chung, 2025; Du, 2025).

These findings yield several implications for foreign language education. First, ICC should be explicitly embedded within language curriculum outcomes, ensuring that intercultural knowledge, attitudes, and skills are developed alongside linguistic proficiency. Second, a balanced distribution of small-c culture (daily practices, pragmatics) and big-C culture (literature, arts, history) is needed to reflect both student motivation and lecturer pedagogical expectations (Espinoza, 2025). Third, gradual integration of authentic multimodal materials—films, podcasts, menus, and social-media discourse—can cultivate pragmatic skills and cultural curiosity, echoing calls for communication-centered pedagogy (Kramsch, 1993; Mašát & Hřivnová, 2020). Fourth, Erasmus-readiness modules jointly implemented by international offices and language lecturers can mitigate culture shock and communication anxiety by providing pre-departure practice grounded in real-world scenarios. Finally, professional development enabling teachers to operationalize ICC frameworks in assessment and instruction remains crucial (Balıkcıoğlu Akkuş & Uysal, 2024; Çelik, 2025).

From a broader lens, these results underscore that language without culture is incomplete communication (Kramsch, 1993). Students' interest in relatable cultural content offers motivation for ICC instruction, while lecturers' advocacy for authenticity supports experiential and reflective learning. Thus, ICC is best nurtured through tasks that allow learners to interpret, compare, and act upon cultural differences rather than through factual cultural transmission alone.

As a result, this study advances ICC scholarship by situating needs analysis in a multi-level ecosystem where intercultural competence is co-constructed through learner experience, pedagogical mediation, and institutional support structures. It contributes a context-sensitive model from Türkiye, where international mobility has increased but intercultural preparation remains emergent. Practically, the results of this study suggest several actionable implications for foreign language education in Türkiye and similar contexts. First, ICC should be explicitly embedded within language curriculum objectives so that intercultural knowledge, attitudes, and skills are developed and assessed alongside linguistic proficiency. Designing a curriculum that promotes a balanced integration of "small c" culture such as everyday practices, customs, and pragmatic norms and "big C" culture such as literature, arts, and history would address both student engagement preferences and lecturers' pedagogical goals. Reducing textbook dependency through the gradual incorporation of authentic multimodal resources, including films, podcasts, menus, and social media discourse, can further help learners navigate the cultural nuances of real-world communication. In addition, coordinated "ICC readiness" modules designed jointly by Erasmus offices and language lecturers could prepare students for international mobility by addressing communication strategies, culture shock management, and the interpersonal demands of intercultural experiences. Finally, sustained professional development opportunities would enable instructors to operationalize ICC frameworks such as those proposed by Byram (2008) and Deardorff (2006), supporting them in integrating reflective tasks, scenario-based activities, and intercultural assessment practices into their teaching. Although the study's scope is limited to one university, the results offer transferable insights. Future research should expand across multiple institutions and employ longitudinal or intervention-based designs to examine how ICC-oriented curricular reforms influence learners' engagement and readiness during international experiences.

6. Conclusion and Recommendations

The findings of this study indicate that university preparatory students require systematic support in developing intercultural communicative competence alongside linguistic proficiency. Students

are open to development in both linguistic and cultural dimensions and require a language curriculum that is more comprehensive, rich in content, and supported by authentic materials to effectively engage in intercultural communication.

Considering the findings, students view English not only for academic success or job placement, but also as a tool for establishing intercultural interaction, understanding foreign cultures, and developing communication skills in multicultural environments. This reinforces the necessity of considering culture as an integral component in foreign language teaching. Students' interest in "small c" cultural elements such as daily life practices, traditions, and forms of social interaction and their desire for such content to be covered with authentic materials are particularly noteworthy. Lecturers and Erasmus coordinators further highlight a gap between classroom instruction and the communicative demands of international academic and social contexts. Lecturers emphasize the need for authentic materials and interactive practices, while Erasmus coordinators report that insufficient intercultural preparedness contributes to communication anxiety and adjustment difficulties during mobility experiences. Together, these perspectives suggest that intercultural competence development should be systematically embedded within curricula rather than treated as supplementary content.

To support the development of intercultural communicative competence in higher education, several implications arise from these findings. First, cultural content should be intentionally embedded within the structure of foreign language programs rather than treated as supplementary material. Designing curriculum that fosters intercultural awareness and critical reflection can help students engage with cultural diversity more meaningfully. Second, language instruction would benefit from the use of authentic and contemporary resources such as videos, films, social media content and other real-world texts that go beyond the limitations of textbooks and expose learners to contextualized language use. Third, instruction should take place in interactive, student-centered environments where activities such as drama, role-play, project-based learning and problem-solving tasks encourage learners to explore communication through multiple perspectives. Assessment practices also need to recognize the multidimensional nature of intercultural learning; alongside written tests, tools such as portfolios, presentations and classroom observations can capture growth in attitudes, skills and cultural interpretation more effectively. Finally, supporting teachers through continuous professional development in intercultural communication is essential for the successful and sustainable implementation of such curricula. These results underline the importance of aligning foreign language education with broader internationalization goals in higher education. Integrating intercultural objectives, authentic materials, and reflective practices into language curriculums can enhance students' readiness for academic study and intercultural interaction. Although the study is limited to a single institutional context, the findings offer transferable insights for similar programs. Future research may examine the longitudinal impact of intercultural-oriented curricula and explore instructional interventions that support sustainable intercultural learning outcomes.

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Ethics Statement: Ethical approval was granted by Düzce University Scientific Research and

Publication Ethics Committee on September 4, 2021 with the approval code 2021/110. Participants were informed about the study's objectives, procedures, and their rights before taking part. Written informed consent was obtained, ensuring voluntary participation and the right to withdraw at any time.

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Appendix A. Lecturers' Culture-Related Gain Preferences

<i>Items</i>	<i>M</i>	<i>SD</i>
Remember		
R.7 Define a variety of common colloquial terms	2.93	.258
R.1 Define the term culture.	2.86	.351
R.2 Define herself or himself using cultural descriptors.	2.80	.560
R.4 Name the most popular dishes from different cultures.	2.80	.560
R.9 Define the phenomenon of culture shock, recognize its stages.	2.80	.560
R.3 Recognize the difference between tolerance and appreciation.	2.66	.617
R.5 Identify personal biases and stereotypes related to food.	2.33	.723
R.8 Recognize the language in different regions of the country.	2.26	.883
R.6 Order the steps of a process given in a TV Show.	1.93	.703
Understand		
U.5 Describe (intercultural) communication.	3.00	.000
U.11 Identify the differences between the lifestyles and customs of people in different cultures.	3.00	.000
U.25 Identify key socio-cultural differences associated with the target language.	3.00	.000
U.2 Identify cultural influences on language acquisition.	2.93	.258
U.6 Explain the meaning of culture in intercultural communication.	2.93	.258
U.8 Identify some of their own family traditions and share with the class.	2.93	.258
U.9 Recognize the fact that language and culture are inseparable.	2.93	.258
U.1 Explain the function of language and culture.	2.86	.351
U.3 Identify the four components of language.	2.86	.351
U.7 Distinguish the different meaning of a word in different cultures.	2.86	.351
U.20 Identify the idioms and proverbs.	2.86	.351
U.12 Understand how verbal and nonverbal communication differ	2.80	.560
U.14 Identify cultural universals in nonverbal communication.	2.80	.560
U.18 Identify global problems in current events that could be improved with the support of intercultural communications.	2.80	.414
U.19 Describe the steps of a process related to national and international festivals.	2.80	.414
U.21 Recognize figurative and literal language.	2.80	.414
U.10 Locate specific information about traditions in charts by watching short documentaries.	2.73	.457
U.17 Discuss the relationship between nonverbal communication and culture.	2.73	.593
U.22 Estimate the importance of intercultural communication.	2.73	.593
U.23 Identify challenges that arise from cross-cultural differences in intercultural interactions and learn ways to creatively address them.	2.73	.593
U.13 Discuss the types of messages that are communicated nonverbally.	2.66	.617
U.26 Recognize how writing is influenced and reflected by our culture.	2.66	.617
U.4 Identify the phenomenon of code switching and interlanguage.	2.66	.617
U.15 Explain the limitations of some cross-cultural research findings.	2.60	.632
U.24 Recognize difference between western and non-western approaches to conflict, culture, and communication.	2.40	.736
U.16 Give an example of cross-cultural differences in facial expressions, proxemics, gestures, eye contact, paralanguage, chronemics, and silence.	2.00	.654
Apply		
AP.5 Write a process paragraph/blog about their favorite festival.	3.00	.000
AP.2 Deliver a short speech using visuals on traditions.	2.93	.258
AP.3 Write a short paragraph of comparing traditions around the world.	2.93	.258
AP.11 Demonstrate an understanding of the interrelationship between language, communication and culture.	2.93	.258
AP.1 Develop a high interest level of culture, relevant to students.	2.86	.351
AP.6 Take part in a dialogue about ordering food at a restaurant/cafe.	2.86	.516
AP.8 Use idioms and proverbs.	2.86	.351
AP.14 Demonstrate increasing ability to communicate with non-native speakers, as well as persons who exhibit a different worldview, value system, and communicative style.	2.86	.351
AP.10 Practice performing communication activities as they would be done in other cultures.	2.80	.414
AP.12 Demonstrate the importance of cultural identity and the role of cultural biases in intercultural interactions.	2.80	.414
AP.13 Demonstrates a logical manner, supporting ideas with well-reasoned arguments and evidence.	2.73	.457

Appendix 1 continued

<i>Items</i>	<i>M</i>	<i>SD</i>
AP.15 Demonstrate a high degree of cultural intelligence and cross-cultural communication skills applicable to the real world of business and travel.	2.73	.457
AP.16 Discover what makes good writing, clear syntax, and proper punctuation	2.66	.617
AP.9 Show achieved a higher level of mastery and fluency in the language.	2.60	.632
AP.4 Write a human-interest story to engage audiences around a global problem.	2.46	.743
AP.7 Use slang words by utilizing a mnemonic device.	2.13	.833
<i>Analyze</i>		
A.3 Analyze cultural self-awareness and the dynamics that arise in interactions between people from different cultures	3.00	.000
A.4 Analyze intercultural communication using the authentic discourse of human encounters.	3.00	.000
A.2 Examine a variety of cultural traditions and values.	2.93	.258
A.10 Compare and contrast their food choices with the eating habits of others locally and globally.	2.93	.258
A.9 Identify problems related to non-verbal cultural differences.	2.86	.351
A.5 Distinguish how to accommodate nonverbal behaviors to communicate effectively with target audiences.	2.80	.414
A.6 Distinguish between formal and informal language.	2.80	.560
A.1 Examine the complexity of culture.	2.60	.507
A.7 Distinguish conversations with different generations of people.	2.60	.736
A.8 Distinguish ethnocentrism and stereotypes.	2.60	.507
<i>Evaluate</i>		
E.8 Evaluate examples of intercultural misunderstandings and to identify potential obstacles to 'successful' communication, and to suggest causes and solutions.	3.00	.000
E.12 Describe how cultural values influence communication.	3.00	.000
E.1 Interpret the concept of cross-cultural differences and misunderstandings.	2.93	.258
E.4 Explain the value of sensitivity and openness toward diverse cultures.	2.86	.351
E.6 Value the importance of idioms and proverbs.	2.86	.351
E.7 Consider communication processes among cultures	2.86	.351
E.11 Argue the difficulties of living in foreign countries.	2.86	.516
E.13 Evaluate the difficulties others have when living, visiting, studying, and working abroad.	2.86	.516
E.9 Classify barriers to intercultural communication, adjustment to other cultures, and culture shock.	2.80	.414
E.14 Interpret behavior, attitudes and communication styles of people from different cultures correctly.	2.80	.414
E.2 Explain the benefits and risks of diversity.	2.66	.617
E.5 Evaluate a text to classify various cuisines around the world.	2.53	.516
E.10 Evaluate information and evidence critically, recognizing flaws or inconsistencies in an argument.	2.53	.516
E.3 Explain how food choices are limited by culture and geography.	2.33	.617
E.15 Compare and contrast American and British writing to writing from other cultures.	2.33	.899

Appendix B. Intercultural Communicative Competence Scale Results

<i>Sub-Dimension</i>	<i>Focus/Key Items</i>	<i>M</i>	<i>SD</i>	<i>Interpretation</i>
Reasons for Learning English	Integrative (4.66)	4.43	.80	Integrative reasons are strongest; students want to connect with target culture.
	Instrumental (4.32)			
	Personal (4.31)			
English Language Culture	British (4.47)	3.82	.20	British and American cultures most preferred; limited interest in others.
	American (4.38)			
	Other native (3.76)			
	Other contexts (2.79–2.43)			
Learning English Language Culture (ICC)	Positive ICC attitudes (4.2–4.7)	3.71	.80	Strong positive orientation to intercultural competence and cultural awareness.
	Negative control items (1.59–1.88)			
Culture in English Teaching Materials	Top: daily life/traditions (4.53)	4.21	.95	Students prefer “small c” culture (daily life) over “big C” (politics, history).
	US culture (4.50)			
	Lowest: politics (3.34)			
Materials & Activities	Textbook (2.33)	1.93	.78	Preference for structured materials (textbooks, discussions); authentic media least preferred.
	Discussions (2.18)			
	Videos (2.03)			
	Lowest: newspapers (1.50)			

Appendix C. Lecturers' Content and Material Preferences

<i>Sub-Dimension</i>	<i>Focus/Key Items</i>	<i>M</i>	<i>SD</i>	<i>Interpretation</i>
Content Preferences	Top: Social & historical aspects (4.80)	4.08	.92	Lecturers prefer a balanced mix of Big-C (history, literature, art) and small-c (daily life, leisure). Avoid political issues.
	Leisure (4.66)			
	Daily life (4.53)			
	Lowest: Political issues (2.80)			
Material Preferences	Top: Videos & documentaries (2.42), Novels/stories (2.00), Discussions/realia (1.88)	1.79	.74	Lecturers emphasize authentic materials for teaching culture, while textbooks rank lower.
	Lowest: Posters (1.00)			