An investigation of L2 motivational self-system and intercultural communicative competence of pre-service English teachers': Kazakhstani perspective

Yucel Gelisli*, Professor, Faculty of Educational Sciences, Gazi University, 06500 Ankara, Turkey

Lazura Kazykhankyzy, Research Assistant, Akhmet Yassawi University, 06500 Ankara, Turkey

Abstract

This study aimed to explore the relationship between L2 motivational self-system (ideal L2 self and ought to L2 self) and intercultural communicative competence (ICC) among pre-service teachers of English in Kazakhstan. Moreover, the predicting effect of ought to self and ideal self on participants ICC was examined. Quantitative methods of data analysis were used to analyse the data. The ICC scale developed by the researcher and L2 motivational self-system scale developed by Taguchi, Magid and Papi were used to collect the data. The data were collected from 307 major student-teachers' of English language teaching departments from Akhmet Yassawi and Auezov South Kazahstan State Universities. Descriptive analyses (means, standard deviations), Mann–Whitney *U* test, one-way analysis of variance, Kruskal–Wallis *H* test, Spearman rank-order correlation coefficient and regression analysis were performed to analyse the data.

Keywords: ICC, L2 motivational self-system, pre-service English teachers.

---

* ADDRESS FOR CORRESPONDENCE: **Yucel Gelisli**, Professor, Faculty of Educational Sciences, Gazi University, 06500 Ankara, Turkey

 E-mail address: ygelisli@gmail.com / Tel.: +05053192395

1. Introduction

Today, one of the main goals of teaching a foreign language is to develop learners intercultural communicative competence (ICC), since interacting effectively and appropriately across cultures is a fundamental requirement for individuals in today's global environment (Deardorff, 2006). The concept of intercultural speaker has been developed and introduced in the field of foreign language education by Byram and Zarate (1994) in their working paper which was lately became the Common European Framework of References of the Council of Europe (2001). The term was focused on 'knowing that' as well as 'knowing how', to be more precise, 'knowing about a country and knowing how to interact with people with different ways of thinking, believing and behaving' (Byram, 2009, p. 321).

According to Fantini and Tirmizi (2006), everyone possesses a kind of competence which provides them an opportunity to communicate with the people sharing the same culture without having misunderstandings. In the situation when someone learns another language and needs to communicate with the people speaking that language who have different cultural values, it requires this person to develop another communicative competence for this new situation, which researchers call as 'intercultural' communicative competence. Chen and Starosta (1996, p. 358) defined IC as 'an individual's ability to achieve communication goal while effectively and appropriately utilising communication behaviours to negotiate between the different identities present within a culturally diverse environment'. At the same time, interculturally competent person was defined as someone who is 'interested in other cultures, sensitive enough to notice cultural differences and also willing to modify his/her behaviour as an indication of respect for the people of other cultures' (Bhawuk & Brislin, 1992, p. 416).

The concept of intercultural competence has been studied through various theoretical lenses. Different models of intercultural competence have been developed as a result of the research on intercultural competence (Bennett, 2009; Byram, 1997; Deardorff, 2006; Fantini, 2009; Spitzberg & Changnon, 2009).

Byram's (1997) model of ICC was developed mainly for educational purposes, specifically for foreign language education context. Byram (1997, p. 7) defined ICC as the 'individual's ability to communicate and interact across cultural boundaries'. He mainly uses the term ICC in order to broadening the concept of communicative competence with the purpose of describing the competence of a person in intercultural settings. An individual 'with intercultural competence' in Byram and Fleming's (1998, p. 9) definition 'has the knowledge of one, or, preferably, more cultures and social identities and has the capacity to discover and relate to new people from other contexts for which they have not been prepared directly'. Byram's Model of ICC is the model that most of the research studies in different educational contexts are based upon today. Byram (1997) suggested that the intercultural competence teaching is expected to help students to develop a cognitive and evaluative orientation towards the target culture as well as their own society; Byram's intercultural competence model was one of the models which was used to shape the Common European Framework of Reference for Languages (Council of Europe, 2001), and serves as 'the guiding concept for the overall aim of FL education' (Larzen-Ostermark, 2008, p. 528). As Sercu (2006) points out, many aspects of intercultural competence proposed in intercultural communication and foreign language literature are encompassed in Byram's model. The components of ICC in Byram's (1997, p. 55) model include (1) attitudes, (2) knowledge, and (3) skills (4) and critical cultural awareness.

Most of the studies available in literature concerning ICC from the perspective of teacher education concentrate more on factors, such as being abroad experiences or interaction with foreigners through the internet (Akpinar & Unaldi, 2014; DeJaeghere & Cao, 2009; Fox & Diaz-Greenberg, 2006; Hismanoglu, 2011; Penbek, Yurdakul & Cerit, 2009), while the affective factors which refer to the emotional side of human behaviour such as attitude, motivation, self-esteem, self-concept, anxiety and empathy are ignored.

Among above-mentioned personal characteristics motivational self-guides in terms of ideal L2 self and ought to L2 self are one of the main factors that have a great impact on learners learning L2. The L2 motivational self-system paradigm proposed by Dornyei (2005) is based on the concepts of 'Possible Selves' by Markus and Nurius (1986) and the 'Self-discrepancy theory' by Higgins (1987). The ideal L2 self, which is 'the L2-specific aspect of one's ideal self' (Dornyei, 2005, p. 106) represents an ideal image one aspires to be in the future. If one wants to be a fluent L2 user who interacts with international friends, for instance, the imaginary picture of one's self as a fluent L2 user might act as a powerful motivator to reduce the discrepancy between the here-and-now or actual self and this ideal image. The second dimension of L2 motivational self-system the ought-to L2 self refers to the attributes that one believes one ought-to possess as a result of perceived duties, obligations or responsibilities (Dornyei, 2005). For instance, if a person wants to learn an L2 in order to meet the expectations of significant others, the ought-to L2 self can act as the main motivator for L2 learning.

In recent years, many researchers have examined L2 learning motivation from the perspective of the L2 motivational self-system in different contexts. For example, Taguchi, Magid and Papi (2009) validated L2 motivational system in Asian contexts (Japan, China and Iran). Islam, Lamb and Chambers (2013) and Shahbaz and Liu (2012) suggested that the development of future images can work well in order to motivate Pakistani students to learn English language. Far, Rajab and Etemadzadeh (2012); Ghapanchi, Khajavy and Asadpour (2011) studies in Iran also have supported the validity and applicability of the theory and came to conclusion that the Ideal L2 self-type of motivation is the most important factor of L2 motivational self-system. The theory has also been validated in Saudi Arabian context by Eusafzai (2013) where the strongest predictors of motivation are attitude towards learning English and instrumentality-promotion. Many other studies confirming the relevance of L2 Motivational self-system are conducted in Hungry (Csizer & Kormos, 2009), Chile (Kormos, Kiddle & Csizer, 2011) and Indonesia (Lamb, 2012).

However, a review of the relevant literature on ICC shows that there are a small number of studies in foreign language education contexts which examined the pre-service teachers' ICC levels in teacher preparatory programmes, as well as the studies concerning the variables of affective factors influencing ICC and touching upon the relationships between them. So, of the many affective factors that may contribute to developing ICC, the concepts under focus in this study is L2 motivational self system in terms of ideal l2 self and ought to L2 self guides. Therefore, the present study sought to investigate the pre-service English teachers ICC in a Kazakhstani educational context and examine its association with the motivational self-guides as a motivational factor.

1.1. Purpose of the study

The main purpose of the current study was to reveal whether there was a relationship between motivational self-guides and ICC and the effect of gender and the years of study on the participants' level of ICC and L2 motivational self-guides. For these purposes, the present study focused on the following research questions which were aimed to be answered throughout the study:

1. What are the perceived levels of pre-service English teachers' ICC and L2 motivational self-guides in Kazakhstan?
2. Is there any significant difference between male and female participants in terms of their levels of ICC and L2 motivational self-guides?
3. Is there any significant difference among sophomore, junior and senior students' in terms of their levels of ICC and L2 motivational self-guides?
4. Is there any relationship between motivational self-guides and ICC of the pre-service English teachers?

5. To what extent do the ideal L2 self and ought to L1 self-predict the variability in ICC of the pre-service English teachers?

2. Methodology

2.1. Research design

In the present study, a quantitative research design was adopted, which is according to Aliaga and Gunderson (2002, p. 1) 'explains the phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics)'. In this study, a survey model as a type of quantitative research design was used to collect the data which results are highly generalisable. According to Balnaves and Caputi (2001, p. 76), a survey study is '…a method of collecting data from people about who they are (education, finances, etc.), how they think (motivations, beliefs, etc.), and what they do (behaviour)'.

2.2. Setting and participants

The study was conducted in EFL teacher training programme at two universities in South part of Kazakhstan. The participants of this study were chosen through convenience sampling which is according to Fraenkel and Wallen (2006, p. 98) 'a group of individuals who (conveniently) are available for study'. This is the most widely used sampling method in education research which is beneficial in terms of time, money and effort it takes. This sampling method is among the most widely used ones in educational research and it is quite advantageous in terms of time, money and effort it takes (Muijs, 2010). A total of 307 undergraduate students enrolled in the departments voluntarily participated in the study. The second (45.2%), third (44.2%) and fourth (10.4%) year students comprised of 55 males (17.90%) and 252 (82.10%) females were chosen for the current research.

2.3. Data collection instruments

The ICC scale developed by the researcher on the basis of Byram's conceptualisation of ICC was used to measure participants' level of ICC. The four basic factors of the questionnaire are the four aspects of the ICC construct; attitude, skills, knowledge and awareness. The ICC scale consists of 52 items. In the scale 21 statement measure skill competence, 13 statements component is used to measure attitude, 12 items belong to critical cultural awareness component and six statements were used to determine the participants' knowledge regarding ICC. The participants responded to the statements on a five-point (5 = totally agree; 4 = agree; 3 = partially agree; 2 = disagree and 1 = totally disagree) Likert scale. The Cronbach's alpha value was α = 0.93 for skills, α = 0.86 for attitude, α = 0.80 for awareness, α = 0.76 for knowledge and α = 0.93 for the whole scale.

L2 Motivational self-guides of the participants were measured using subscales adapted from Taguchi et al.'s (2009) questionnaire. It includes many variables, such as ideal and ought to selves, attitudes towards learning English, attitudes towards L2 community, family influence, cultural interest and integrativeness. Among its large number of subscales, only the ones referring to ideal L2 self and ought to self-subscales were adopted for the current study. Negatively worded items 11, 12, 13, 14, 15, 16, 17, 19 and 20 were reverse-coded. The Cronbach's alpha value was α = 0.92 for Ideal L2 self, α = 0.87 for ought to L2 self was and α = 0.87 for attitudes towards learning experience.

2.4. Data analysis procedure

To determine whether parametric or non-parametric tests would be more appropriate to analyse the data, a test of normality was performed. The results of Kolmogorov–Smirnov test and Shapiro–Wilk test indicated that the data regarding the participants' responses to the ICC scale met normality

assumption to use parametric test, whereas the data regarding L2 motivational self-system did not display a normal distribution ($p < 0.05$).

In order to describe the participants' level of ICC and L2, motivational self-guides preliminary descriptive analyses (mean and standard deviation) were carried out. Furthermore, the independent samples *t*-test and Mann–Whitney *U* test were used to assess the effect of gender on participants' levels of L2 motivational self-guides and ICC. Analysis of variance (ANOVA) and Kruskal–Wallis *H* test were employed to analyse the effect of the participants' years of studies on their levels of L2 motivational self-guides and ICC.

3. Results

The present study aimed at investigating the relationships between the L2 motivational self-guides and ICC and to examine the effect of gender and years of study on the participants L2 motivational self-guides and ICC. This section presents the findings revealed from descriptive and inferential statistics, followed by a discussion of the findings.

Preliminary descriptive statistics was used to answer the first research question, 'What are the perceived levels of pre-service English teachers' level of ICC and L2 motivational self-guides?'. The distribution of scores were ranged as the following: interval between 1.00 and 1.80 (Totally insufficient) very weak level of self-sufficiency; 1.81–2.60 (Insufficient) weak level of self-sufficiency; 2.61–3.40 (Partially sufficient) medium level of self-sufficiency; 3.41–4.20 (Sufficient) high level of self-sufficiency and 4.21–5.00 (Totally sufficient) very high level of self-sufficiency. Table 1 represents the results of descriptive analysis of ICC and L2 motivational self-guides.

Table 1. Means and standard deviations of the ICC and L2 motivational self-guides

	N	Mean	Standard deviation
ICC skills	307	3.4903	0.45628
ICC attitudes	307	3.9404	0.46165
ICC awareness	307	3.6319	0.52495
ICC knowledge	307	3.9799	0.51542
Total ICC	307	3.6920	0.36772
Ideal L2 self	307	4.0928	0.61730
Ought to L2 self	307	3.0896	0.59745
Total L2 motivational self-system	307	3.6662	0.43585

As shown in Table 1, according to the scores obtained for overall ICC and L2 motivational self-guides, the analysis revealed that the participants achieved a high level of ICC ($X = 3.69$) and similar level of L2 motivational self-guides ($X = 3.66$). In terms of ICC scale, the highest mean scores were observed in ICC knowledge ($X = 3.97$) and ICC attitude ($X = 3.94$) components of the scale, whereas the lowest mean score was found on ICC skills component ($X = 3.63$). In terms of L2 motivational self-system scale participants showed a high level of Ideal L2 self ($X = 4.09$) and a medium level of ought to L2 self ($X = 3.08$).

Next, independent samples *t*-test was computed to explore whether there was any significant difference between male and female participants level of ICC. Table 2 represents the results of the Independent samples *t*-test.

Table 2. The *T*-test results for the effect of gender on participants ICC

	Gender	N	Mean	Standard deviation	t	p
ICC skills component	Male	55	3.5939	0.36861	1.867	0.063
	Female	252	3.4677	0.47086		
ICC attitude component	Male	55	3.8727	0.45849	−1.200	0.231

	Gender	N	Mean	Standard deviation		
	Female	252	3.9551	0.46193		
ICC awareness component	Male	55	3.6318	0.58984	−0.002	0.999
	Female	252	3.6319	0.51098		
ICC knowledge component	Male	55	4.0242	0.47295	0.703	0.482
	Female	252	3.9702	0.52462		
Total ICCQ	Male	55	3.7220	0.29851	0.668	0.505
	Female	252	3.6854	0.38136		

*$p < 0.0$.

Statistical analysis of data clearly established that there were no statistically significant differences between Kazakhstani male and female pre-service teachers with respect to their ICC (male $\bar{X}$ = 3.72; female $\bar{X}$ = 3.68; t = 0.668; p = 0.505). However, slight differences were found between males and females mean scores. Male participants mean score was higher than female participants mean score regarding their ICC skills (male $\bar{X}$ = 3.59; female $\bar{X}$ = 3.46) and ICC knowledge (male $\bar{X}$ = 4.02; female $\bar{X}$ = 3.97), while female participants showed higher scores on ICC attitude component (male $\bar{X}$ = 3.87; female $\bar{X}$ = 3.95). In ICC awareness component, males and females achieved the same results (male $\bar{X}$ = 3.63; female $\bar{X}$ = 3.63).

The Mann–Whitney U test was performed to explore whether there was any significant difference between male and female participants level of ideal L2 self and ought to L2 self-guides (See Table 3).

Table 3. The Mann—Whitney U test results for the effect of gender on participants L2 motivational self-guides

	Gender	N	Mean Rank	H	p
Ideal L2 self	Male	55	140.95	6,212.0	0.228
	Female	252	156.85		
Ought to L2 self	Male	55	143.28	6,340.5	0.320
	Female	252	156.34		
Total L2 Motivational self-system	Male	55	141.85	6,262.0	0.262
	Female	252	156.65		

*$p < 0.05$.

The results of the analysis revealed no significant difference between groups in terms of both ideal L2 self and ought to L2 self-guides (H = 6,262.0; p = 0.262). However, when the scores were calculated for each component it was found that although the magnitude of the differences in the means were very small, female participants scored higher scores than males on both ideal L2 self (male, MR = 140.95; female, MR = 156.85) and ought to self-guides (male, MR = 143.28; female, MR = 156.34), suggesting that gender differences do not have any effect on participants' self-guides in this research study.

To answer the third research question 'Is there any significant difference among sophomore, junior and senior students' in terms of their levels of ICC in Kazakhstan', one-way repeated measures ANOVA was employed. Table 4 illustrates the results of the analysis.

Table 4. The ANOVA test results for the effect of years of study on participants level of ICC

	Grade	N	Mean	Standard deviation	F	p	Post hoc test
ICC Skills component	Senior	139	3.5564	0.45886	3.059	0.048*	fourth–third
	Junior	137	3.4212	0.46204			
	Sophomore	32	3.4970	0.38400			
ICC attitudes component	Senior	139	3.9618	0.47863	0.937	0.393	
	Junior	137	3.9027	0.46251			
	Sophomore	32	4.0072	0.37347			

ICC Awareness components	Senior	97	3.6247	0.57336	0.132	0.876	
	Junior	127	3.6471	0.48126			
	Sophomore	33	3.5990	0.49570			
ICC Knowledge components	Senior	139	4.0647	0.48633	4.130	0.017*	fourth–third
	Junior	137	3.8885	0.52668			
	Sophomore	32	4.0000	0.54048			
Total ICCQ	Senior	139	3.7322	0.38564	1.853	0.159	
	Junior	137	3.6476	0.36372			
	Sophomore	32	3.7061	0.28374			

*$p < 0.05$.

As shown in Table 4, the results of the analysis revealed that the difference was not statistically significant among senior, junior and sophomore students based on their total ICC scores ($F = 1.85$; $p = 0.159$). However, significant differences were found in terms of skills component ($F = 3.05$; $p = 0.048$) and knowledge component ($F = 4.13$; $p = 0.017$). In order to determine which specific means are different *post hoc* test was performed. In this respect, the results of *post hoc* least significant difference test indicated a significant difference between senior and junior students according to skills and knowledge components with senior students scoring higher than junior students. When the groups were compared based on the scores of each component, it was revealed that the highest scores on skills and knowledge components referred to senior students. In terms of attitude component sophomore students reported the highest scores than their counterparts and junior students scored a higher score in terms of the awareness component.

Furthermore, to explore the effect of years of study on participants L2 motivational self-guides the Kruskal–Wallis *H* test was calculated (See Table 5).

Table 5. The Kruskal—Wallis *H* test results for the effect of years of study on participants level of L2 motivational selfg-guides

	Years of study	N	Mean rank	X^2	p
Ideal L2 self	Senior	139	151.86	0.335	0.846
	Junior	136	154.34		
	Sophomore	32	161.86		
Ought to L2 self	Senior	139	152.87	1.479	0.477
	Junior	136	158.90		
	Sophomore	32	138.09		
Total L2 Motivational self-system	Senior	139	157.14	0.961	0.619
	Junior	136	148.74		
	Sophomore	32	162.70		

*$p < 0.05$.

The Kruskall–Wallis *H* test results revealed no statistically significant differences among the between groups according to their levels of ideal L2 self and ought to L2 self-guides ($X^2 = 0.961$; $p = 0.619$). Although the means of ranks of the groups regarding their ideal L2 self and ought to L2 self were very close to each other, sophomore students' scores were higher in terms of the ideal L2 self than their counterparts from junior and senior groups. Junior student, in turn, demonstrated higher scores in terms of ought to L2 self than the students of other groups.

To answer the fourth research question 'Is there any relationship between motivational self-guides and ICC of the pre-service English teachers'? the Spearman Rank-Order Correlation Coefficient was performed. Table 6 represents the results of the correlation analysis.

Table 6. Correlations between the components of ICC and L2 motivational self-system

	Skills	Attitude	Awareness	Knowledge	ICC	Ideal L2 self	Ought to L2 self
Skills	1						
Attitude	0.452**	1					
Awareness	0.350**	0.247**	1				
Knowledge	0.553**	0.416**	0.267**	1			
ICC	0.853**	0.698**	0.632**	0.663**	1		
Ideal L2 self	0.282**	0.316**	0.297**	0.302**	0.392**	1	
Ought to L2 self	0.353**	0.151**	0.362**	0.324**	0.417**	0.310**	1

** Correlation is significant at the 0.01 level (two-tailed).

The results of Spearman correlation coefficient test which was performed to investigate the correlation between the components of ICC and components of L2 motivational self-system revealed that all the correlations were positive and significant correlated with each other. It was also found that there were positive significant correlations among the components of ICC and overall ICC. The strong and positive correlations between ICC and *skills component (r = 853), attitude component (r = 698), knowledge component (r = 663)* and *awareness component (r = 632)* suggests that all the four components of ICC had a significant effect on participants' overall levels of ICC. The results showed that there were strong and medium size of correlations between Ideal L2 self and overall ICC (*r* = 392) and its components (attitude, *r* = 316; knowledge, *r* = 302; awareness, *r* = 297 and skills, *r* = 282). The Ideal L2 self was positively and significantly correlated with all of the components of ICC and overall ICC at the same level. Ought to L2 self also was positively and significantly correlated with all of the components of ICC and overall ICC; however, it had the largest correlation with overall ICC (*r* = 417) followed by awareness component of ICC (*r* = 362) and the lowest correlation with attitude component of ICC (*r* = 151).

Standard regression analysis was used to find the answer to the last research question 'To what extent do the ideal L2 self and ought to L1 self-predict the variability in ICC of the pre-service English teachers in Kazakhstan'? The results were illustrated in Table 7.

Table 7. Predictors of ICC

		Standardised coefficient		
	Predictors	*B*	*t*	*p*
ICC	Ideal L2 self	0.433	7,985	0.000
	ought to L2 self	−0.082	−1,516	0.130
Overall model	*F* = 32.166; df = 306; *p* = 0.000 R^2 = 0.175; Adj. R^2 = 0.169			

According to the regression analysis, Ideal L2 self was found to be the significant predictor of ICC (*β* = 0.433, *t* = 7.98, *p* = 0.00), whereas the results revealed that ought to L2 self did not contribute to the prediction of participants' level of ICC (*β = −0.082, t = −*1.516, *p* = 0.130). It was found that the model with included the control of two motivational self-guides on ICC explained 17.5% of the total variation (R^2 = 0.175, *F* change = 32.16, *p* < 0.000).

4. Discussion

The present study primarily aimed at investigating pre-service English teachers' levels of ICC and L2 motivational self-guides in a Kazakhstani educational context. The findings of this study were interpreted in relation to the objectives of the current study and discussed along with the related studies available in the literature.

The ICC scale developed by the researcher was used to measure participants' level of ICC in terms of the skills, attitude, awareness and knowledge components. Skills component assessed participants

perceptions about their skills regarding their abilities to interact with people from different cultures and countries by using appropriate combination of knowledge and attitude (e.g., *I am able to communicate appropriately by taking into consideration norms and beliefs of people from different cultures; I can cooperate easily with people from different cultures on shared activities and ventures; I can use appropriate verbal behaviour (e.g., accent, tone) when communicating with people from other cultures*). Attitude component assessed the participants respect and openness to different cultures and to people who are perceived as different in respect to the cultural meanings, beliefs and behaviours they possess (*e.g., Interacting with people from different cultures makes me happy; I get a lot of pleasure from taking part in different intercultural activities such as music festivals, fairies, concerts etc.; I am eager to make friends from different cultures and countries*). Awareness component evaluated the participants' thoughts and feelings and how they positioned in the cultural particular intercultural situations (e.g., I feel anxious when communicating with people from different cultures; I do not feel confident enough to make friends from other cultures; I find it difficult to express my thoughts when interacting with people from other cultures), and knowledge component was used to assess the participants culture related knowledge as well as sociolinguistic awareness *(e.g., I am able to read, understand and interpret books, magazines, articles etc., of different cultures; I know about the importance of other cultures values and beliefs in communicating with people from different cultures etc.)*.

When the findings of the current study were interpreted it was found that pre-service English teachers had a high ICC level. The participants demonstrated significantly higher mean scores in knowledge and attitude components rather than in awareness and skills components. It showed that the participants ICC knowledge and attitude compared to other to two components were reasonably good. There are many similar studies which results are in line with the current study in the field of foreign language education with various instruments and methods to assess students' levels of ICC in different contexts (Demircioglu & Cakir, 2016; Hismanoglu, 2011; Mirzaei & Forouzandeh, 2013; Oz, 2015; Penbek et al., 2009; Saricoban & Oz, 2014; Yuen & Grossman, 2009; Yu, 2012). For example, Hismanoglu (2011) conducted a study with the students of ELT department in Lefke University, North Cyprus. This qualitative study was aimed at investigating the ELT students' level of ICC skills and examine whether their linguistic proficiency, overseas experience and formal instruction affect their acquisition of ICC. According to the results the ELT students of North Cyprus demonstrated a high level of ICC, the studies conducted by Saricoban and Oz (2014) explored the pre-service English teachers' levels of ICC in Turkish setting. They also revealed that English pre-service teachers in Turkey had a high level of ICC. And in line with the results of the present study they also revealed that participants mean scores in knowledge dimension were statistically higher than in the attitude and skills dimensions. They explained it by participants' willingness to gain the knowledge about different cultures and lack of opportunities to communication with people from different cultures.

Moreover, the results indicated that pre-service English teachers had high level of Ideal L2 self-behaviour. These kinds of studies were conducted in many different contexts which also revealed high levels of ideal self-guides in the participants. These results are consistent with the findings of Yang and Kim (2011) in Chinese, Japanese, South Korean and Swedish contexts, Lamb (2012) in Indonesian, Rajab, Far and Etemadzadeh (2012) in Iraninan, Islam et al. (2013) in Pakistan, Outhaichute and Raksasataya (2018) in Thailand contexts and many other studies where L2 ideal self was found to be the most important component of the L2 motivational self-system. The findings also ascertained that participants ought to L2 self was in the average level, so that it confirmed the results of Yang and Kim (2011). As she claimed ought to L2 self-guide functions only at the cognitive level and there is no emotional attachment to it by the learner, so that it affects learners L2 motivation weaker that the ideal L2 self. These findings are also congruent with those of Demir-Ayaz (2016) who found that the level of ought to L2 self of undergraduate students in Turkey is lower that their level of Ideal L2 self. She supposed that it may be affected by the norms of Turkish educational context, in which Turkish learners see L2 learning as an obligation to become competitive in order to find a well-paid job or a privilege status in the society.

Further results also indicated that gender had no significant effect on participants' level of ICC and L2 motivational self-guides. Both male and female participants received the same mean scores on ICC, ideal L2 self and ought to L2 self-guides. These findings are consistent with other studies (Matveev, 2002; Mirzaei & Forouzandeh, 2013; Oz, 2015).

With respect to the relationship between L2 motivational self-guides and ICC, it was revealed that there were strong positive correlations between ICC and ideal L2 self as well as ought to L2 self-guides. The findings of this study are consistent with those of other studies (Kanat-Mutluoglu, 2016; Mirzaei & Forouzandeh, 2013; Oz 2015) in terms of a strong positive correlation between ICC and Ideal L2 self. So that participants with high ideal L2 self-have high levels of ICC, so that they are more motivated to learn an L2. In addition, the findings of this study revealed that the ideal L2 self has the potential to predict the variations in language learners' perceived levels of ICC. The high level of ideal L2 self-motivates language learners to communicate in L2 language and at the same time encourage L2 learners to engage in interaction with people from different communities and achieve a high level of L2 competence. This result is consistent with similar studies in which Kanat-Mutluoglu (2016); Oz (2016) investigated the predicting effect of ideal L2 self on WTC in L2. That is, the learners' awareness related to their ideal L2 self-guides would trigger their willingness to communicate in that language.

It is important to bear in mind that the goal of ICC is not to develop 'native speaker competence' in L2 learners but rather an ability to communicate effectively and appropriately with people from a wide range of communities. Therefore, the teacher educators should help language learners to gain necessary knowledge and skills to deal with intercultural differences across different cultures as well as to become a competence speaker and a mediator between different cultures (Corbett, 2003).

5. Conclusion and recommendations

Relying on the results of the present study, we can say that the clear idea of desired future self-achieved through imagery is found to be the most influential component of L2 motivational self-system which influence L2 learners level of ICC. In other words, the L2 learners who are motivated to become interculturally competent interlocutors in the future are able to direct their learning and acquire better ICC. That is, it can be suggested to EFL teachers and teacher educators to put more effort to foster future self-guides of their students and provide with the opportunity to self-regulate their intercultural development consciously by determining their own ways of L2 learning based on their types of motivational self-guides (Oz, 2015).

It also must be noted that the current study was conducted in two universities of Kazakhstan, and therefore the results cannot be generalised beyond these particular universities departments. More studies of this type are needed in Kazakhstani context with larger samples and different learners with various levels by conducting both qualitative and quantitative research methods to provide more convincing results, since the present study limited by qualitative method only with ELT programme students.

References

Akpinar, K. D. & Unaldi, I. (2014). Exploring intercultural competence in teacher education: a comparative study between science and foreign language teacher trainers. *Educational Research and Reviews*, *9*(21), 1156–1164.

Aliaga, M. & Gunderson, B. (2002). *Interactive statistics*. Virginia: Pearson Education.

Balnaves, M. & Caputi, P. (2001). *Introduction to quantitative research methods: an investigative approach*. Sage.

Bennett, M. J. (2009). *Defining, measuring, and facilitating intercultural learning: a conceptual introduction to the intercultural education double supplement*.

Bhawuk, D. P. & Brislin, R. (1992). The measurement of intercultural sensitivity using the concepts of individualism and collectivism. *International Journal of Intercultural Relations*, *16*(4), 413–436.

Byram, M. & Zarate, G. (1994). *Definitions, objectives and assesment of socio-cultural competence*. Council of Europe.

Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Multilingual Matters.

Byram, M. (2009). Intercultural competence in foreign languages: the intercultural speaker and the pedagogy of foreign language education. *The SAGE Handbook of Intercultural Competence*, 321–332.

Chen, G. M. & Starosta, W. J. (1996). Intercultural communication competence: a synthesis. *Annals of the International Communication Association*, *19*(1), 353–383.

Corbett, J. (2003). *An intercultural approach to English language teaching*. Clevedon, UK: Multilingual Matters.

Council of Europe. Council for Cultural Co-operation. Education Committee. Modern Languages Division. (2001). *Common European framework of reference for languages: learning, teaching, assessment*. Cambridge, UK: Cambridge University Press.

Csizer, K. & Kormos, J. (2009). Learning experiences, selves and motivated learning behaviour: a comparative analysis of structural models for Hungarian secondary and university learners of English. *Motivation, Language Identity and the L2 Self*, 98–119.

Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education, 10*(3), 241–266.

DeJaeghere, J. G. & Cao, Y. (2009). Developing US teachers' intercultural competence: does professional development matter? *International Journal of Intercultural Relations*, *33*(5), 437–447.

Demir-Ayaz, A. (2016). *The relationship between foreign language learners' future second language (L2) self-guides, language learning motivation and achievement* (Unpublished master's thesis). Hacettepe University, Ankara, Turkey.

Demircioglu, S. & Cakir, C. (2016). Intercultural competence of students in international baccalaureate world schools in Turkey and Abroad. *International Education Studies*, *9*(9), 1–14.

Dornyei, Z. (2005). *The psychology of the language learner: individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum.

Eusafzai, H. A. K. (2013). L2 Motivational selves of Saudi preparatory year EFL learners: a quantitative study. *Arab World English Journal*, *4*(4).

Fantini, A. & Tirmizi, A. (2006). *Exploring and assessing intercultural competence (1)*. World Learning Publications.

Fantini, A. E. (2009). Assessing intercultural competence. *The SAGE Handbook of Intercultural Competence*, 456–476.

Far, H. R., Rajab, A. B. & Etemadzadeh, A. (2012). Examining the relationship between L2 motivational self system and L2 learning among TESL students. *US-China Foreign Language*, *10*(6), 1266–1270.

Fox, R. K. & Diaz-Greenberg, R. (2006). Culture, multiculturalism, and foreign/world language standards in US teacher preparation programs: toward a discourse of dissonance. *European Journal of Teacher Education*, *29*(3), 401–422.

Fraenkel, J. R. & Wallen, N. E. (2006). *How to design and evaluate research in education*. Mc Grawall Hill.

Ghapanchi, Z., Khajavy, G. H. & Asadpour, S. F. (2011). L2 motivation and personality as predictors of the second language proficiency: role of the Big Five traits and L2 motivational self System. *Canadian Social Science*, *7*(6), 148–155.

Higgins, E. T. (1987). Self-discrepancy: a theory relating self and affect. *Psychological Review*, *94*(3), 319.

Hismanoglu, M. (2011). An investigation of ELT students' intercultural communicative competence in relation to linguistic proficiency, overseas experience and formal instruction. *International Journal of Intercultural Relations*, *35*(6), 805–817.

Islam, M., Lamb, M. & Chambers, G. (2013). The L2 motivational self system and national interest: a Pakistani perspective. *System*, *41*(2), 231–244.

Kanat-Mutluoglu, A. (2016). The influence of ideal l2 self, academic self-concept and intercultural communicative competence on willingness to communicate in a foreign language. *Eurasian Journal of Applied Linguistics*, *2*(2), 27–46.

Kormos, J., Kiddle, T. & Csizer, K. (2011). Systems of goals, attitudes, and self-related beliefs in second-language-learning motivation. *Applied Linguistics*, *32*(5), 495–516.

Lamb, M. (2012). A self system perspective on young adolescents' motivation to learn English in urban and rural settings. *Language Learning, 62*(4), 997–1023.

Larzen-Ostermark, E. (2008). The intercultural dimension in EFL—teaching: a study of conceptions among Finland—Swedish comprehensive school teachers. *Scandinavian Journal of Educational Research*, *52*(5), 527–547.

Markus, H. & Nurius, P. (1986). Possible selves. *American Psychologist*, *41*(9), 954.

Mirzaei, A. & Forouzandeh, F. (2013). Relationship between intercultural communicative competence and L2-learning motivation of Iranian EFL learners. *Journal of Intercultural Communication Research, 42*, 300–318.

Muijs, D. (2010). *Doing quantitative research in education with SPSS*. Sage.

Outhaichute, M. P. & Raksasataya, A. P. D. S. (2018). The influential factors of English motivational self system. *GSTF Journal on Computing (JoC)*, *2*(4).

Oz, H. (2015). Ideal L2 self as a predictor of intercultural communicative competence. *Anthropologist, 19*(1), 41–53. Retrieved from https://goo.gl/JovU3r

Oz, H. (2016). Role of the ideal L2 self in predicting willingness to communicate of EFL students. *Research papers as an Additional Language*, 163–182.

Penbek, S., Yurdakul, D. & Cerit, A. G. (2009). Intercultural communication competence: a study about the intercultural sensitivity. In *University students based on their education and international experiences.* European and Mediterranean Conference on Information Systems.

Rajab, A., Far, H. R. & Etemadzadeh, A. (2012). The relationship between L2 motivational self-system and L2 learning among TESL students in Iran. *Procedia-Social and Behavioral Sciences*, *66*, 419–424.

Saricoban, A. & Oz, H. (2014). Research into pre-service English teachers' intercultural communicative competence (ICC) in Turkish context. *The Anthropologist*, *18*(2), 523–531.

Sercu, L. (2006). The foreign language and intercultural competence teacher: the acquisition of a new professional identity. *Intercultural Education*, *17*(1), 55–72.

Shahbaz, M. & Liu, Y. (2012). *Complexity of L2 motivation in an asian ESL setting*.

Spitzberg, B. H. & Changnon, G. (2009). Conceptualizing intercultural competence. *The SAGE Handbook of Intercultural Competence*, 2–52.

Taguchi, T., Magid, M. & Papi, M. (2009). The L2 motivational self system among Japanese, Chinese and Iranian learners of English: a comparative study. *Motivation, Language Identity and the L2 Self*, *36*, 67–97.

Yang, J. S. & Kim, T. Y. (2011). The L2 motivational self-system and perceptual learning styles of Chinese, Japanese, Korean, and Swedish students. *English Teaching*, *66*(1), 141–162.

Yuen, C. Y. & Grossman, D. L. (2009). The intercultural sensitivity of student teachers in three cities. *Compare*, *39*(3), 349–365.