

# **EXPLORING PRE-SERVICE TEACHERS' PERCEPTIONS OF THEIR PEDAGOGICAL PREFERENCES, TEACHING COMPETENCE AND MOTIVATION**

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This mixed-method study examines the perceptions of Intercultural Communicative Competence (ICC) by English teachers in the Preparatory Year (PY) program at King Saudi University. The researcher employed a mixed-method study conducted in two phases to investigate the importance of the 10 ICC objectives adapted from the work of Byram (1997) and Fantini and Tirmizi (2006). The quantitative data were collected during the first phase of the research through a survey aiming to identify patterns and trends of teachers' perceptions of ICC objectives and their relevance to the curriculum content and classroom activities. The qualitative data were collected during the second phase of the research using focus group discussions and class observations.

The main implication of this study is that there is a gap between English teachers' perceptions of ICC objectives and their current practices in the classroom. The fact that ICC objectives are not an explicit part of the current curriculum limits their systematic integration. Additionally, the current study findings call for the introduction of learning strategies that can accelerate the students' standard academic language learning, one of the ICC objectives that was found to be rather important for the English PY program.