**a correlational study of in-service English teachers’ cognitions of intercultural communicative competence (ICC) and their pedagogical skills in teaching.**

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**Abstract**

Teachers’ cognitions such as their attitudes, beliefs, perceptions, and practices are believed to be the key and effective factors on how they teach. Although there has been a great deal of research on what language teachers think, believe, and know about their teaching (Borg, 2003), there are few studies considering the correlation of the above-mentioned issue and intercultural communicative competence (ICC). This study aimed at investigating both English teachers’ cognitions of ICC and their pedagogical skills and also how they correlate with each other. The participants of this study were 73 EFL teachers (21 males, 52 females), selected through purposive sampling. This mixed-method study utilized a range of instruments including a questionnaire, observations, semi-structured interviews. Although the findings indicate that it is required to interculturalize the English language teaching and teachers of language need to be more knowledgeable about language cultures, it was found that the participants’ perceptions of ICC played an important role in how they act, behave or teach in classrooms. There is also a meaningful correlation between what they think and believe and their pedagogical skills they apply for teaching. The results show an urgent need for incorporating relevant programs for in-service language teachers in the future.

**Keywords:** *teachers' cognitions, in-service teachers, intercultural communicative competence, pedagogical skills in teaching*