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**THE ATTITUDES OF LEARNERS OF  
ENGLISH TOWARDS CULTURE  
TEACHING IN LANGUAGE CLASSES**

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TRAKYA ÜNİVERSİTESİ  
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YABANCI DİLLER EĞİTİMİ BÖLÜMÜ  
İNGİLİZ DİLİ EĞİTİMİ ANA BİLİM DALI  
YÜKSEK LİSANS TEZİ



**İNGİLİZCEYİ YABANCI DİL OLARAK  
ÖĞRENEREN ÖĞRENCİLERİN YABANCI DİL  
DERSLERİNDE KÜLTÜR ÖĞRETİMİNE  
KARŞI TUTUMLARI**

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T.C.  
TRAKYA ÜNİVERSİTESİ  
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**SONGÜL UZUN** tarafından hazırlanan **THE ATTITUDES OF LEARNERS OF ENGLISH TOWARDS CULTURE TEACHING IN LANGUAGE CLASSES** (İngilizceyi Yabancı Dil Olarak Öğrenen Öğrencilerin Yabancı Dil Derslerinde Kültür Öğretimine Karşı Tutumları ) Konulu **YÜKSEK LİSANS** Tezinin Sınavı, Trakya Üniversitesi Lisansüstü Eğitim-Öğretim Yönetmeliği'nin 12.-13. maddeleri uyarınca **13.06.2013 pazartesi** günü saat **10.30'da** yapılmış olup, tezin\* .....**Kabul.....Edilmesine..... OYBİRLİĞİ /OYÇOKLUĞU** ile karar verilmiştir.

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**Başlık:** İngilizceyi Yabancı Dil Olarak Öğrenen Öğrencilerin Yabancı Dil Derslerinde Kültür Öğretimine Karşı Tutumları

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## ÖZET

Bu tez çalışmasının amacı, İngilizceyi yabancı dil olarak öğrenen öğrencilerin dil derslerinde kültür öğretimine karşı tutumlarını ortaya koymaktır. Buna ek olarak, öğrencilerin cinsiyet, bölüm, sınıf, uyruk ve yurtdışında bulunma durumlarının tutumları üzerindeki rolü incelenmiştir. Bu çalışma için anket planı kullanılmıştır. Çalışmanın katılımcıları, 2012-2013 Akademik Yılı'nda Trakya Üniversitesi Uygulamalı Bilimler Yüksekokulu'nda öğrenim gören 320 Bankacılık ve Turizm İşletmeciliği & Otelcilik bölümü öğrencileridir. Bu çalışmanın veri toplama aracı olarak çoktan seçmeli sorulardan ve 5 maddeli ölçekten oluşup Çalışkan (2009) tarafından uyarlanan anket kullanılmıştır. Toplanan veriler, SPSS 17.0 programı ile istatistiksel açıdan analiz edilmiştir. Sonuçlar, Bankacılık ve Turizm İşletmeciliği & Otelcilik bölümlerinde öğrenim gören öğrencilerin dil derslerinde kültürel öğelerin öğretilmesine karşı olumlu bir tutum sergilediklerini göstermiştir. Ayrıca, öğrencilerin cinsiyetleri ve sınıfları göz önünde bulundurulduğunda kültür öğretimine bakış açıları arasında istatistiksel olarak önemli bir fark olduğu ortaya çıkmıştır. Ancak, öğrencilerin kültür öğretimine karşı tutumlarında, bölümleri, uyrukları ve yurtdışında bulunma durumları açısından anlamlı bir fark bulunamamıştır. Sonuç olarak, bu çalışma ile İngilizceyi yabancı dil olarak öğrenen öğrencilerin dil derslerinde hedef kültürü öğrenmek istedikleri sonucuna varılmıştır. Bu sebeple, İngilizce öğretmenlerinin ders içeriklerini gözden geçirmelerinin ve kültürel öğeleri ders içeriklerine eklemelerinin yararlı olacağı düşünülmektedir.

**Anahtar Kelimeler:** İngilizce öğretimi, kültür öğretimi, tutum, yabancı dil dersleri

**Title:** The Attitudes of Learners of English towards Culture Teaching in Language Classes

**Author:** Songül UZUN

## **ABSTRACT**

The purpose of this thesis is to investigate whether students who are learning English as a foreign language (EFL) hold a positive or negative attitude towards culture teaching in language classes. Besides, it is aimed to inspect whether students' department, gender, grade, nationality and abroad experience have an impact on their attitude. Survey design was implemented for the study. The participants of the study were 320 undergraduate students of Banking and Tourism & Hotel Management Departments at The School of Applied Sciences, Trakya University in 2012-2013 Academic Year. In the study, a questionnaire comprising both multiple choice questions and a 5- point likert scale which was adapted by Çalışkan (2009) was used as the data collection instrument to assess students' attitudes towards culture teaching. The data collected was statistically analyzed by SPSS 17.0. The results revealed that, students of Banking and Tourism & Hotel Management Departments held a positive attitude towards the inclusion of cultural content in language classes. The results also indicated that there was a statistically significant difference between the perceptions of the students depending on their gender and grade. However, no significant difference was found in students' attitudes in terms of their department, nationality and abroad experience. Consequently, this study highlighted that students want to learn target culture in their language classes. Therefore, it might be beneficial for the instructors of English to reassess their curriculum in respect of adding cultural components to their course content.

**Keywords:** Teaching English, culture teaching, attitude, language classes

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## CHAPTER 1

### INTRODUCTION

#### 1.1. Background of the Study

Throughout history, mankind has always been curious about “the others” and this curiosity of human beings has encouraged them to communicate, which resulted in learning other languages. The reasons for learning a foreign language (FL) have been various depending on ages and settings. Today, the age of technology and information requires people all around the world to share their ideas. The rapid spread of the internet provides people to communicate easier in our global village. English, as lingua franca, is the most popular language and people are striving to find the most suitable ways to learn it. Educational systems all over the world seek the most efficient ways for effective language education. Even though language instruction has traditionally been regarded as the teaching of grammar, today it considers productive skills to be more important in order to enable people to be competent speakers of the multicultural world.

In recent years, as the impact of culture has made itself felt, language has become redefined as an integral part of the culture with which it is connected. Therefore, language has begun to be viewed as a phenomenon structured and motivated by its culture. Today, competence in a foreign language also includes an understanding of the values and traditions of the people who speak that language. Several studies have been conducted on the relation between language and culture in language teaching. Various scholars have approached the relationship between culture and language from different perspectives.

To attribute the place of culture in language teaching, Kramersch (1993) states that we can often read in teachers' guide-lines that language teaching consists of teaching the four skills 'plus culture'. Whether it is called *civilisation* in French, *Landeskunde* in German or *culture* in English, culture is regarded as simple information put across by the language rather than as a trait of language itself. However, if language is considered as a social practice then, culture becomes the very core of language teaching. Brooks (cited in Hendon 1997:164) remarks "Language is the most typical, the most representative and the most central element in any culture and language and culture are not separable". Byram and Risager (cited in Hong, 2008: para.3) highlight the essence of culture in foreign language teaching and they assert "The aims of language teaching are to develop both linguistic and cultural competence which can be called intercultural communicative competence".

To the question what kind of culture to teach, Brooks (1968) discerns five different meanings for the term 'culture'. These are biological growth, personal refinement, literature and fine arts, patterns of living and the sum total of a way of life and he suggests that culture as 'patterns of living' takes the major emphasis in the classroom. He argues that this aspect of cultural instruction is appropriate since it aims to teach them the authentic use and the socially accepted behavior in that culture. This perception of culture is agreed by Tomalin and Stempleski (1993), and Chastain (1988) who coined this kind of culture as culture with a small 'c' or behavioral culture and they regard this view of culture to have a direct contribution to students' ability to "function linguistically and socially in the contemporary culture" (Chastain 1988:303). Thus, a cultural instruction of showing the lifestyles of the target language community integrated to the procedure of language teaching is viewed as the core for an effective language teaching by different researchers.

In addition to the research carried out on the interwoven relationship between language and culture, the affective domain of the language learning along with linguistic domain was discussed for the success and the failure of language learning. The need for considering the affective aspect of language learning is expressed by Tarone and Yule (1989) who assert that:

The recognition of the fact that the learners have needs in what may be termed the 'affective' domain, which are at least as important as their need in the 'knowledge domain, has resulted in the identification of a number of factors which are claimed to influence the learning process. Concepts such as attitude, motivation, self confidence, and anxiety are frequently invoked in discussions of what makes a successful language learner (p. 133).

In their studies on motivation, Gardner and Lambert (1972) state that integrative motivation (the intention of becoming a part of target culture as well as speaking the target language) gave rise to more effective language learning than did instrumental motivation (the intention of learning the language to serve a purpose, such as getting a job, with no wish to mix socially with the speakers of the language).

Apart from motivation, attitude is also considered as an integral aspect of language and culture learning. A positive attitude is regarded as an advantage to any learning situations and comprehension of people's behavior patterns and their underlying values clearly gives a more positive attitude to the person who is trying to learn that language (Valdes, 1986: 2). In the same vein, Seliger (1988) points out that:

Since language is used in social exchanges, the feelings, attitudes, and motivations of the learners in relation to the target language itself, to the speakers of the language, and to the culture will affect how learners respond to the input to which they are exposed. In other words, these affective variables will determine the rate and degree of second language learning (p.30)

The fact that the essence of affective domain along with linguistic domain is suggested by the researchers verifies that it is worth searching the attitudes of learners of English as a Foreign Language (EFL) in order to enhance their success in language learning.

## **1.2. Statement of the Problem**

It is frequently observed in many different learning circumstances that learners complain about their insufficient communication skills although they study English for many years. During their studies they could pretty much master in structural part of the language, yet they do not feel competent while speaking. The reason behind this complaint could be the deficit of cultural elements which are hidden in languages as codes. Nevertheless, students' perceptions about the instruction of cultural elements in English language are the keys to their success as their attitudes affect their motivation and success. Therefore, underlying reason of this study is derived from the need to learn about the learners' attitudes towards culture teaching while they learn the language. In short, the problem statement of this study is that the teachers need to integrate cultural elements in order to facilitate competent students in language use; hence initially, they need to understand the attitudes of the students for an effective instruction.

## **1.3. Purpose of the Study**

This thesis study aims to find out the students' perceptions regarding the inclusion of culture in language teaching and to reveal whether their demographic features have an effect on their attitudes towards culture. To be able to attain the overall aim, the subsequent research questions will be studied:

RQ 1. What is the attitude of Banking and Tourism & Hotel Management students towards incorporating cultural elements in language classrooms?

RQ 2. Do variables such as gender, department, grade, nationality, and abroad experience have a significant effect upon students' attitudes towards the target culture?

## **1.4. Significance of the Study**

To be efficient speakers of English, learners are required to be competent in every aspect of the language. Any missing aspect would create misunderstandings in communication. For an effective communication it is necessary to understand the native speakers of the target language. Among the important aspects of language, culture has a valuable place as it shows how people of the language live and how their lifestyles affect their language.

Culture is an essential part of achieving the goals of a language course as it is indispensable to encourage learners to seek the codes of language so as to help them use the language in its natural context. Research on language and culture indicates that the attitudes towards languages and their cultures highly affect motivation of the learners which is the key for their success. That is why, it is crucial to explore learners' attitudes towards culture teaching. In the light of these propositions, this study is important in terms of many aspects. Firstly, the survey will discover the perceptions of students at the School of Applied Sciences, Trakya University regarding culture teaching. Furthermore, it will bring an idea for the instructors of English about the content of their classes. Additionally, it will help students to be aware of culture-language relation which will motivate them to carry English to the outside world. Moreover, the study will provide evidence to encourage instructors to benefit from culture teaching and to evaluate their course content in language learning process.

## **1.5. Assumptions of the Study**

In the study, it is assumed that;

1. A positive attitude towards culture teaching will be observed.
2. When the departments are taken into consideration, Tourism and Hotel Management students will have a more positive attitude than the students of Banking department.

3. The students are going to give honest and correct responses to the questionnaire used for gathering data.
4. The findings of this study are going to provide significant contributions to the syllabus of English lessons at the School of Applied Sciences.

### **1.6. Limitations of the Study**

1. This study is restricted to the students learning English at the School of Applied Sciences, Trakya University.
2. The number of subjects participated in this study is restricted to 320 students in The School of Applied Sciences at Trakya University.
3. The participants of the study are only the students enrolled in Banking and Tourism & Hotel Management departments.
4. The data collection instrument is restricted to the questionnaire involving multiple choice questions and 5- point likert scale.

### **1.7. Key Terminology**

**Culture:** It refers to ‘the whole way of life of the foreign country, including but not limited to its production in the arts, philosophy and “high culture” in general’ (Byram 1989:15).

**Intercultural Competence:** It is ‘the individuals’ ability to interact in their own language with people from other country and culture, drawing upon their knowledge about intercultural communication, their attitudes of interest in otherness, and their skills in interpreting, relating and discovering’ (Byram, 1997:71)

**Intercultural Communicative Competence:** It refers to ‘the ability to interact with people from another country and culture in a foreign language’ (Byram, 1997:71)

**Attitude:** It is defined as ‘the sum total of a man's instincts and feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specified topic’ (Gardner 1980:267).

**Language Attitudes:** They are actually ‘the feelings people have about their own language or the languages of others, in other words, they are an individual’s psychological constructions regarding their own language and/or the languages of others’ (Crystal, 1992:25).

## **1.8. Abbreviations**

<b>EFL</b>	: English as a Foreign Language
<b>FL</b>	: Foreign Language
<b>L1</b>	: First Language
<b>L2</b>	: Second Language
<b>SPSS</b>	: Statistical Package for Social Science



## CHAPTER 2

### LITERATURE REVIEW

#### 2.1. Language and Cultural Interaction

##### 2.1.1. The Definition of Language

Human beings need a society to live in so that they can survive. Each community has its own mutual peculiarities that enable the people within that society interact easily. Thus, they need language to communicate while sharing their ideas. Language is a magic box that includes many implicit codes about a community delivering them covertly. That is to say, this magic box is not easy to define. That is why, linguists and philologists have been trying to define the term for decades.

Longman Dictionary of Contemporary English defines language as “a system of communication by written or spoken words, which is used by the people of a particular country or area”. According to Brown (2000:4), “language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another”. Whitman (cited in Brown, 2000) suggests “language is not an abstract construction of the learned, or of dictionary-makers, but is something arising out of the work, needs, ties, joys, affections, tastes, of long generations of humanity, and has its bases broad and low, close to the ground”. Kramsch (1998: 3) suggests “language is the principle means whereby we conduct our social lives. When it is used in contexts of communication, it is bound up with culture in multiple and complex ways”.

As it is clear from the definitions above, all of the attempts of defining language mention a community and its shared values which is culture in short. In other words, it is impossible to define language without mentioning culture. Thus, it is worth to consider the efforts to explain what culture is.

### **2.1.2. The Definition of Culture**

Culture is such a complex phenomenon that it is difficult to clarify with a single definition. In 1952, a list containing 164 possible definitions of culture was compiled by Alfred Kroeber and Clyde Kluckhohn, and the scholars haven't reached the consensus yet.

According to a common way of understanding culture, the earlier definitions consisted of mainly four elements: "values" (ideas about what in life seemed important), "norms" (expectations of how people will behave in various situations); "institutions" (the structures of a society within which values and norms transmitted); "artifacts" (things or aspects of material culture derived from cultures' values and norms) (Meteözade, 2007: 9).

One of the best-known definitions of culture by Geertz (1975:89) describes culture as a "historically transmitted semiotic network constructed by humans and which allows them to develop, communicate and perpetuate their knowledge, beliefs and attitudes about the world".

More recently Robinson (cited in Meteözade, 2007) has analyzed the definition of culture in terms of four categories.

In the behaviorist definition, culture consists of behaviors (e.g., traditions, habits or customs) that are shared and observed as in marriage and leisure. In the functionalist definition the concern is to understand why people act the way they do, in other words the reason behind a particular event (e.g., eating different food, speaking in loud

voices). The idea of culture as a world view is in the perspective of the cognitive analysis which does not define culture as a material phenomenon as it was defined in the behaviorist definition. The last category is the symbolic approach to culture which views cultural understanding as a dynamic process in a historical system (p.11).

Another definition postulated by Byram (1989:15) refers to culture as ‘the whole way of life of the foreign country, including but not limited to its production in the arts, philosophy and “high culture” in general’. The term “high culture” takes place in the works of Stern as well; however, he expresses it differently. Stern (1992) draws attention on the distinction between culture with a capital ‘C’ and culture with a small ‘c’. The former indicates great achievement, refinement and artistic endeavor (artistic venture) whereas the latter suggests way-of-life culture.

Wardhaugh's (1990) definition of culture which resembles Geertz's (1975) in respect of historical transmission draws attention with its emphasis on the learned character of culture in its related social environment free of any genetic background. He does not use the term culture in the sense of high culture or capital ‘C’ (e.g., music, art, literature and so on), but in the sense of whatever a person must know in order to function in a certain society. In Wardhaugh's (1990:211) words, “culture is 'the know-how' that a person must possess to get through the task of daily living; only for a few does it require a knowledge of some, or much, music literature and the arts”.

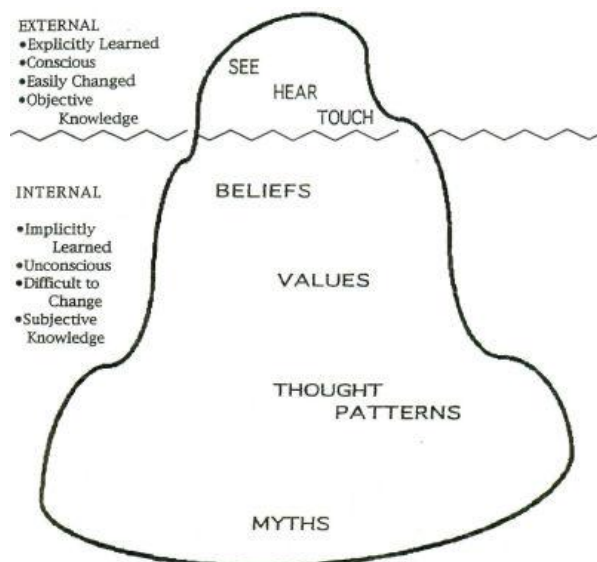
Among the different definitions of culture given by sociolinguists, Kramsch (1998:10) states “it is a membership in a discourse community that shares a common social space and history and common imaginings”. When we observe Peterson's (2004:16) definition, which is “the totality of socially transmitted behavior patterns, arts, beliefs, institutions and all other products of human work and thought”, it is obviously seen that culture incorporates multiple elements. Although the various definitions suggest explanations for both inside and surface of the culture, very often what people see as culture is only the surface of the culture. Among the

elements forming the surface of culture, one can count language, architecture, food, population, music, clothing, art and literature, peace of life, emotional display, gestures, leisure activities, eye contact and sports (Peterson, 2004). Below this surface, there are still some hidden aspects like opinions, viewpoints, attitudes, philosophies, values, beliefs, assumptions, all of which cannot be perceived with our senses, but they are the foundation for what people see at the top (Rodliyah and Muniroh, 2012).

Weaver's (cited in Kiet 2009:66) cultural iceberg (see Figure 1) shows that much of our own culturally-shaped knowledge is covert and often subconsciously applied in our everyday interactions.

### Figure1: Cultural Iceberg

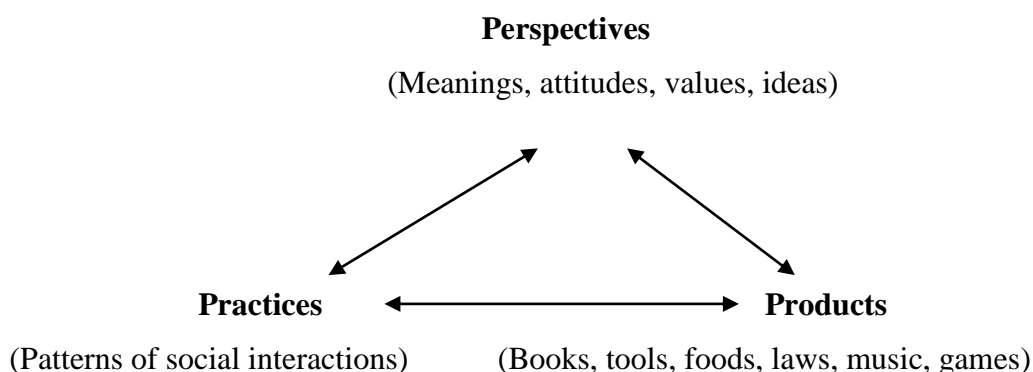
(Source: Weaver, 1993, <http://home.snu.edu/~hculbert/iceberg.htm>)



In a similar vein, according to the National Standards for Foreign Language Learning (1996), culture is typically understood to include the philosophical perspectives, the behavioral practices, and both visible and invisible products of a society. Figure 2 shows what constitutes culture according to The National Standards

for Foreign Language Learning (1996: 43). The relationship among perspectives, practices, and products within culture is illustrated below.

**Figure 2: The Relationship between Perspectives, Practices, and Products**  
**(The National Standards for Foreign Language Learning, 1996:43)**



As confirmed by the definitions and explanations above, the notion of culture is quite subjective and complicated. Moreover, the relationship between language and culture for interaction is obvious. In a word, as different they are, language and culture form a whole. These comprehensive peculiarities of culture and language are crucial for foreign language settings in order to be aware of cultural frameworks of interaction. Understanding how culture affect interpretation of messages in communication would increase awareness of incorporating culture in language learning and teaching. Another concept to be discussed is the term '*thought*' that has a strong relationship with language and culture. Therefore, it would be rather beneficial to have a look at the studies regarding this relation so that all the components of a successful communication would be understood.

### **2.1.3. Language, Culture and Thought**

The strict relationship among language, culture and thought and how they influence one another have always been a subject of discussion and inspired the works of Boas, Sapir and Whorf. The efforts to reveal this relationship are found in

so called Sapir-Whorf Hypothesis which is given alternative names such as the Whorfian Hypothesis, Linguistic Determinism, or Linguistic Relativity. Sapir (cited in Wardhaugh 1990) clearly summarizes his views on the subject in his book titled "*Language*":

Human beings do not live in the objective world alone, nor alone in the world of social activity as ordinarily understood, but are very much at the mercy of the particular language which has become the medium of expression for their society. ... The background linguistic system (in other words, the grammar) of each language is not merely a reproducing instrument for voicing ideas but rather is itself the shaper of ideas, the program and guide for the individual's mental activity, for his analysis of impressions, for his synthesis of his mental stock in trade. ... We dissect nature along lines laid down by our native languages (pp. 212-213).

From the quotation above, it can be interpreted that our thoughts are determined by the systems of classification of the particular language we speak. The people using different languages will see the environment around them differently. The various thoughts and actions emerging from different nations are due to different languages they speak. Thus, the view of British people on earth would be different from that of Turks due to their languages.

The hypothesis Sapir and Whorf proposed has two different versions: a strong one and a weaker one. Whereas the strong version may not have received very much approval, the weak one is likely to be easily received. For both of the versions of Whorfian Hypothesis, Kramsch (1998) adds her comments as:

The strong version of Whorf's hypothesis, therefore, that posits that language determines the way we think, cannot be taken seriously, but a weak version, supported by the findings that there are cultural differences in the semantic associations evoked by seemingly common concepts, is generally accepted nowadays (p.13).

Like Kramsch, Bonvillain (2000) briefly summarizes the two versions of the Sapir-Whorf hypothesis:

The opinions of Sapir and Whorf on relationships among language, thought, and behavior have come to be known as the Sapir-Whorf hypothesis. One summation of this theory, sometimes referred to as the “weak version,” is that some elements of language, for example, in vocabulary or grammatical systems, influence speakers’ perceptions and can affect their attitudes and behavior. The “strong version” suggests that language is ultimately directive in this process. The difference between the two versions seems to be the degree of control that language exerts. The “strong” position is clearly questionable (pp. 51-52).

Another view opposing Sapir - Whorf Hypothesis comes from Hudson (1980: 105) stating “We dissect the universe along lines laid down by nature and by our communicative and cognitive needs, rather than by our language”. In other words, it is our values or needs that are reflected in our languages. Our language does not determine the way we behave, but it shows the way we do things, which is culture indeed.

The weak version of Sapir-Whorf Hypothesis indicates the relation among three important terms which are ‘culture’, ‘language’ and ‘thought’ and states that language does not determine our world view; however, it is still quite effective in identifying and classifying our background knowledge. As it can be inferred from the discussions above, the issue of culture is of quite importance in learning a language. That is why, culture teaching has become a significant area in language teaching.

## **2.2. Language Education and Culture**

Learning a foreign or second language is not merely mastering an object of academic study, but rather should be focused on as a means of communication. The communicative goals of a foreign or second language teaching were decided as a

result of studies carried out by different linguists and sociolinguists in the field. Before discussing the recent views on the place of culture and communication in language teaching, it is necessary to have a look at the role of culture in literature. Earlier language teaching practices in the Grammar- Translation Method, which focused on the literature teaching, included cultural component as ‘capital C culture’. That is to say, the thing taught was “high culture” through literature and fine arts.

In the 1960s, the era of Audiolingualism, the significance of culture for language learning was emphasized. However, the culture here was ‘small c’ which consisted of social patterns, everyday behavior and the lifestyle of the people using the target language. To this method, language and culture cannot be separated; thus, one of the responsibilities of the teacher is to present information about that culture (Larsen-Freeman, 1989, Kramsch, 1989; cited in Çamlıbel, 1998: 22).

However, in the 1970s and 1980s there was a shift to communicative language teaching and communication gained importance as the ultimate goal of second or foreign language teaching. When Noam Chomsky proposed the term “linguistic competence” it drew a strong reaction from Dell Hymes who was one of the leading sociolinguists of the time. Linguistic competence was defined as the knowledge of language of ‘the ideal speaker-hearer in a completely homogeneous speech community’. Hymes (1972) declared that this idealization was so far from the reality of most of the world’s experience. He accounted for the knowledge that enabled people to use language appropriately in different social settings (Holmes, 1992). Namely, Hymes (1972) defined communicative competence not only as an inherent grammatical competence, but also as the ability to use grammatical competence in a variety of communicative situations, thus bringing the sociolinguistic perspective into Chomsky’s linguistic view of competence.

Supporting the ideas of Hymes (1972), Canale and Swain (1980) indicated the elements of communicative competence as consisting of linguistic competence, discourse competence, strategic competence, and sociolinguistic competence. Of these elements, sociolinguistic competence, which requires an understanding of the



social context in which language is used, attracted special attention in Communicative Language Teaching.

Not being contented with the elements stated above Van Ek (1986) in his 'framework for comprehensive foreign language learning objectives' added two more components to the list: socio-cultural competence and social competence. Thus, Van Ek's model of 'communicative ability' (1986: 35) includes six 'competences', together with autonomy and social responsibility. His list of these six competences described in Byram (1997) is as follows:

1. *Linguistic competence*: It is associated with the ability to produce and interpret meaningful utterances, which are formed in accordance with the rules of the language.
2. *Sociolinguistic competence*: It refers to the awareness of ways in which the choice of language forms is determined by such conditions as setting, relationship etc.
3. *Discourse competence*: It involves the ability to use appropriate strategy in the construction and interpretation of texts.
4. *Strategic competence*: When communication is difficult, we have to find ways of 'getting our meanings across' or of 'finding out what somebody means; these are communication strategies, such as rephrasing, assigning for clarification, etc.
5. *Socio-cultural competence*: Socially and culturally, languages are differently framed. Being in one specific cultural or social situation or trying to master it outside the context requires a specific reference frame.
6. *Social competence*: It involves both the will and the skill to interact with others, involving motivation, attitudes, self-confidence, empathy and the ability to handle social situations (p.10).

Extending communicative competence in recent traditions, Byram (1997) suggested two different competences, one of which is intercultural competence and the other is intercultural communicative competence. He stated that:

In the first case, the individuals have the ability to interact in their own language with people from other country and culture, drawing upon their knowledge about intercultural communication, their attitudes of interest in otherness, and their skills in interpreting, relating and discovering, i.e. of overcoming cultural difference and enjoying intercultural contact. Their ability to do this will probably derive from their experience of language learning, even though they do not use the specific language on a given occasion. On the other hand, someone with intercultural communicative competence is able to interact with people from another country and culture in a foreign language. They are able to negotiate a mode of communication and interaction which is satisfactory to themselves and the other and they are able to act as a mediator between people of different cultural origins. (p. 71)

By virtue of this stream of thought, many international and national foreign language associations have begun to incorporate culture in their standards. In 1996 (p. 17), TESOL (Teaching English to Speakers of Other Languages) published “to use English in socially and culturally appropriate ways” as its third goal in ESL (English as a Second Language) Standards for Pre-K-12 Students. Additionally, the national standards for foreign language education developed in part with ACTFL (American Council of Teachers of Foreign Languages) were based on “knowing how, when and why to say what to whom”. The national standards were created with the ultimate goal of foreign language teaching which is “the ability to communicate in meaningful and appropriate ways with users of other languages”. With this in mind, ACTFL developed a framework based on the explicit and the implicit forms of culture (cited in Önalın, 2005: 217).

Regarding what culture to teach, Met and Byram (1999) also highlighted the changing nature of culture teaching and suggested that culture teaching had traditionally been thought of as high culture: the literature, the arts as well as history, geography, and so on. But an anthropological emphasis became popular in recent decades, so culture teaching focused on aspects of daily life and institutions which characterized the places where the target language was spoken. These, as mentioned

before, came to be called big ‘C’ and little ‘c’. When students study another language, they inevitably encounter the structures that do not exist in their languages such as neuter gender or female or male concepts. Moreover, they begin to realize what is polite in a certain circumstance. From these experiences they understand that there are different cultural codes that are hidden in the language they learn. That is to say, students need to understand cultural differences when communication is the aim of language instruction. This makes it clear that teaching a foreign language means incorporating cultural knowledge of the target language as well.

Respecting the views on the importance of culture teaching in foreign language learning, it is obviously seen that intending mere fluency in utterances in a foreign language without any awareness of their cultural implications or of their proper situational use, or the reading of a material without the realization of the values would certainly lead to a total failure in language learning. As a result, recently teachers have begun to add the principles of communicative language teaching to their teaching practices recently. Thus, language teachers have tried to avoid turning out a “fluent fool” as Bennet (1997:16) suggests, or “someone who speaks a foreign language well but does not understand the social or philosophical content of the language” by deliberately helping students learn to experience reality in a new way through culture.

### **2.3. Five Views on Culture**

There have been different definitions of culture which bring different views on culture teaching. According to Holme (2003), language teachers in communication era seem to depend on the combination of five different views on culture. These views are the communicative view, the classical curriculum view, the instrumental or culture-free-language view, the deconstructionist view, and the competence view. For Holme, although all of these views can work together in language teaching, each of the views differs about how central language teaching is to culture.

### **2.3.1. The Communicative View**

As a view originated from communicative approach, communicative view focuses on providing students with language that can be used in a particular context. This view differs from any opinion that language may be inherently valuable. Culture is a source of as Dudley-Evans and St John (cited in Holme 2003) call ‘carrier content’ for the language points and it is held separate from these language points. For instance, when students are introduced to watch a video on recent race riots in the UK, the main purpose of such activity is to foster discussion skills and to show discourse of protest rather than acquainting students with the tensions that prevail in Britain’s multi-culture (Holme, 2003). That is to say, according to this view, cultural content should be separate in language teaching and the content including cultural components should be considered as an instrumental tool for communication.

### **2.3.2. The Classical Curriculum View**

For this view, Holme (2003:18) comments ‘the interest of language is secondary to how they function as access routes to the alien and, in some sense, enlightening modes of thought which their host communities are held to have endangered’. Hence, the culture to which the language gives access can also increase the intellectual value of that language. This provided a reason for the learning of Ancient Languages, whose construction was held to teach their students with principles of logical thought, perhaps because their grammar was somehow associated with the rationalist philosophical tradition to which they gave birth (Holme, 2003).

### **2.3.3. The Instrumental or Culture-Free-Language View**

According to Holme (2003), this view could be derived from a common concern in respect of the hidden political and cultural record of a language. Phillipson’s thesis (as noted in Holme, 2003) argues that a dominant language such

as English is owned by the socioeconomic centre of global power that embraces the BANA (British, Australian, and North American) countries. The language emerged from this centre towards the periphery as a system of cultural and epistemological distress for those located there. This argument implicitly shows that a language will become a mechanism of cultural transmission, which promotes the values of its host-culture against those of regions to which it is conveyed. Therefore, adopting an English-medium education in the Gulf could be regarded as transforming those countries into constant costumers not only of language of the BANA states but also of the knowledge hidden value system (Holme, 2003). Along with the ideas proposed by Phillipson, language advisers of the Gulf are aware of the dangers of cultural corruption concealed in the learning of a dominant international language. Taking the age and objectives of the learners into account, they have responded in two entirely different ways. Contextualizing the target language in the students' own region and culture is the first response emerged. The underlying idea of this argument is that culture is not the core of language, but rather its moveable background and can be changed like the scenery of a play. The other response is about apprehending value-free scientific, financial or technological knowledge. Thus, language should be learnt to have access to the communities whose knowledge or socioeconomic function are used (Holme, 2003). This argument of probable corruption that can be caused by the foreign language learnt is also supported by Rao (cited in Alptekin and Alptekin, 1984) as well who asserts that the host countries which reach one-way flow of information from Anglo-American areas are in danger of submerging their own cultures and thus, they bring some restrictions to their educational systems in order to save their lifestyles.

#### **2.3.4. The Deconstructionist View**

The fourth view proposed by Holme (2003) is the deconstructionist view. The deconstructionist view recognizes many quite different lines of thought. While explaining this view, he first mentions the critical literacy perspectives and critical discourse of Fairclough (1989), Hodge and Kress (1993), or Maybin (1994) where

the cultural formation of text means that the language students may be manipulated by the text's implicit messages. Holme (2003) proposes that an understanding of such meaning should be included in language learning. When language is regarded as a social construction, language teachers are taken back towards the systematic functional linguistic analysis of language which was developed by the works of Halliday (cited in Holme, 2003) explaining the concept of language as a social semiotic system, the structure of which reflects the communicative needs of a given social context. By the same token, Fairclough (1989) acknowledges language as a system of socially constructed meanings. Hence, it could be concluded that language is not a neutral representation of the social context but it is the continuation of the social order and the value systems hidden in its forms of use. Holme exemplifies what these approaches mean in the classroom by referring to 'grammatical metaphor' which is a feature of language stated by Systematic Functional Linguistic. In Thompson's definition (cited in Holme 2003:20), a grammatical metaphor is 'the expression of a meaning through a lexico-grammatical form which originally evolved to express a different kind of meaning'. Giving an example phrase – 'glass crack growth', Halliday (cited in Holme 2003) uses grammatical metaphor as the nominalization common in the expression of cause and effect relationships central to the scientific use. The reason for the occurrence of the metaphor is that this phrase refers to a process 'growing' which should harmoniously or naturally be expressed as a verb but which is here represented by a noun phrase. Thus, Halliday (cited in Holme, 2003) suggests that the task of interpreting English scientific discourse is complicated by grammatical metaphor since scientific discourse is not identical to the natural expression of things as nouns and actions as verbs by which language is characterized. Students will have the opportunity to enhance critical understanding of certain types of text and of the systems through which they can themselves participate in the construction of an influential form of discourse by deconstructing the use of such nominalization (Holme, 2003).

### 2.3.5. The Competence View

Holme (2003) calls the fifth view to language and culture as the competence view. This view argues that the knowledge of language's culture is fundamental to a full understanding of a language's nuances of meaning. (Byram, 1989; Byram and Fleming, 1998; Byram and Risager, 1999). Hence, the competence of the knowledge of a culture is necessary in order to grasp true meaning of language. Therefore, a sustained and ethnographically structured encounter with the language's culture should act as a completion for learning a language (Roberts et al., cited in Holme 2003). Similarly, as Holme suggests in the same study, the relationship between language and culture can be discovered in different language-based practices of different groups in different societies. Thus, he considers deconstructionist and competence views both starting from very different positions, but reaching the same broad assertion that language is to some extent a cultural construction.

In his last comments on these five views, Holme (2003) states that the first three views treat cultural content as marginal or even irrelevant to successful language learning. Additionally, he finds the first two views quite problematic with flaws. For the communicative view, he argues that this view makes unreasonable assumptions about the learner as a user of the target language. Moreover, he finds this view underestimating the influence of the cultural background of the learner's on determining what the type of encounters they are likely to have. For the classical curriculum view, Holme argues that students must decide whether or not to invest their time and intellect for the interest of the culture which the target language grants access. The third view, culture-free language brings questions about the relation between language and culture. Even in scientific context, value-free language should be discussed. Another drawback of this view is the thought of mother tongue being fragile and at a risk of contamination. For the last two views, he postulates that both views attach importance to culture in language teaching since it is seen as essential to get full understanding of meaning in the target language. Both views believe in a semantic relativism where meanings are not fully shared between languages and

where this differentiation is a result of the effect upon language. Furthermore, it is necessary to show that language and culture affect each other within the formation of conceptual metaphor and the construction of abstract thought that it produces. This reflects that language transmits a collection of schematizations of past users, some of which would be universals while the others will belong to the current remote cultures that contributed to the evolution of a contemporary culture.

While a great deal of literature focus on the inseparable nature of culture in language teaching, there are some concepts that are mostly confronted when talking of culture teaching. It is necessary to understand these concepts clearly for a successful cultural instruction.

## **2.4. The Concepts Related to Culture**

### **2.4.1. Enculturation and Acculturation**

The two terms which are commonly encountered in discussion of culture and culture learning are “enculturation” and “acculturation”. When we talk of the first culture acquisition it is called enculturation; whereas, the acquisition of second or additional culture is called acculturation and both exhibit unique variations (Damen, 1987). Similarly, Brown (1986) defines acculturation as the process of becoming adapted to a new culture. Again, Damen (1987) explains enculturation and acculturation as follows:

Enculturation builds a sense of cultural or social identity, a network of values and beliefs, patterned ways of living, and, for the most part, ethnocentrism, or belief in the power and the rightness of native ways. Acculturation, on the other hand, involves the process of pulling out the world view or ethos of the first culture, learning new ways of meeting old problems, and shedding ethnocentric evaluations (p.140).



In brief, although enculturation seems to be a natural process where individuals gain the values of the community which they live in, acculturation is the term which is about learning a second or foreign language where individuals learn the codes of a new community different from their own culture.

### **2.4.2. Cultural Awareness and Cross-cultural Awareness**

Another term which is worth mentioning is cultural awareness. Cortazzi and Jin (1999) state that cultural awareness means becoming aware of members of another cultural group including their behaviors, their expectations, their perspectives and values. Kuang (2007) suggests four levels of cultural awareness. At the first level, people are aware of their ways of doing things, and they consider their way is the only way. They disregard the influence of cultural differences. At the second level, people become aware of others' ways of doing things, but they still see their way as the best. Cultural differences at this level are regarded as a source of problems, and people tend to ignore the problems or underestimate their importance. People at the third level of cultural awareness are aware of both their ways of doing things and others' ways of doing things, and they tend to choose the best way according to the situation. At the this level, people come to realize that cultural differences can lead to problems as well as benefits, and are willing to use cultural diversity to generate new solutions and alternatives. At the fourth level lastly, people from different cultural backgrounds are brought together to create a culture of shared meanings. People at this level constantly interact with others, and generate new meanings and rules to meet the needs of a particular situation. Fundamentally, individuals who experience the four levels of cultural awareness move from a stage of "cultural ignorance" to a stage of "cultural competence". This kind of change is a critical goal of culture teaching in foreign language teaching, as Krasner (1999) postulates, raising students' awareness about the target culture.

For cross-cultural awareness, Damen (1987) suggests that it involves discovering and understanding one's own culturally conditioned behavior and

thinking, as well as the patterns of others. Similarly, as Samovar and Porter (2004) state that intercultural communication involves interaction among people whose cultural perceptions and symbol systems are distinct enough to alter the communication event. The term “intercultural communication” is mentioned with various names such as cross-cultural communication, transcultural communication, interracial communication, international communication, and contracultural communication as Damen (1987) remarks. Zhang (2007) argues that having the proper awareness of cross-cultural communication is the first step to achieve harmony and success of intercultural communication.

Thus, it can be interpreted that both cultural awareness and cross-cultural awareness are crucial for the learners of languages in order to be aware of their own values and the values of the target language. By this way, the learners will be more open to the new culture without carrying bias and being scared of losing their own identity.

### **2.4.3. Cultural Identity, Culture Shock, and Culture Bump**

Some other terms worth considering include cultural identity, culture shock, and culture bump. Damen (1987) notes that cultural identity is associated with the relationship between the individual and society, and it is at stake when the process of acculturation is under way, because becoming bicultural means developing an altered cultural personality and identity. Kramer (1994) indicates that foreign language learning is an informative process in which learners expose their own cultural identity to the contrasting effects of a foreign language and culture.

Culture shock is described by Byram (1986) as a common experience for a person learning a second language in a second culture and he refers to culture as the events ranging from mild irritating to deep psychological panic and crisis. Culture shock is further stated by Damen (1987) as an intermediate stage in the acculturative

process which is particularly painful as it follows an initial period of euphoria and joy at the new and strange situation.

Culture bump, however, occurs when a person from one culture finds himself or herself in a different, strange, or uncomfortable situation when interacting with people of a different culture (Archer, 1986). Additionally, it is said to be caused by communication styles, behaviors involving the use of time, space or speaking physical objects such as clothing or artifacts, or even the architecture or decor of a location. Archer (1986) distinguishes culture bump from culture shock as the former is more instantaneous usually over within minutes or seconds whereas the latter extends over a period of time. Similarly, Leppihalme (1997) acknowledges that although culture shock, which describes the result of sudden contact with another culture, implies a shock to entire system, for less serious upsets, on the other hand, the term culture bump has been suggested. Archer (1986) considers culture bumps as giving a good chance for international educators, since they equip both teachers and students with an awareness of self as a cultural being and offer an opportunity for skill development in deducting one cultural influence on everyday life, conveying feelings successfully in a cross-cultural situation, and observing behavior. Moreover, she notes negative, neutral, and positive culture bumps can be encountered; however, negative ones should be eliminated.

Jiang (2001) relates culture bumps with EFL contexts and remarks that culture bumps are inevitable for native English speaking teachers who work in EFL contexts. These incidents should be regarded as opportunities to teach their own culture as this kind of knowledge attained from experience tends to be more deeply established than that attained from books. Culture bumps are the incidents that can happen to anyone who is unfamiliar with a new culture; hence, not only language students but also language teachers may encounter such experiences which can turn out to be very instructive for teachers and students to discuss in the class.

## 2.5. Goals for Culture Teaching

As language teaching is not something about just teaching language forms but also including cultural elements of that language being taught, some goals of cultural instruction should be clarified. The basic aim of cultural instruction is believed to be increase students' awareness and to develop their curiosity towards the target culture and their own, helping them to make comparisons between cultures. However, the comparisons should not underestimate any of the cultures being analyzed, but should enrich students' experience and to make them aware that there is still diversity among cultures although some culture elements are being globalized. Then, where to go and what to achieve in this field is the next important issue to deal with. Seven goals of cultural instruction that Seelye (1988) proposed were modified and listed by Tomalin and Stempleski (1993) as follows:

1. To help students to develop an understanding of the fact that all people exhibit culturally-conditioned behaviors.
2. To help students to develop an understanding that social variables such as age, sex, social class, and place of residence influence the ways in which people speak and behave.
3. To help students to become more aware of conventional behavior in common situations in the target culture.
4. To help students to increase their awareness of the cultural connotations of words and phrases in the target language.
5. To help students to develop the ability to evaluate and refine generalizations about the target culture, in terms of supporting evidence.
6. To help students to develop the necessary skills to locate and organize information about the target culture.
7. To stimulate students' intellectual curiosity about the target culture, and to encourage empathy towards its people (pp. 7-8).

Consequently, culture teaching objectives include not only the goals for reinforcing the foreign language learning but also the goals for raising individuals who develop empathy and understanding towards others' cultures.

## **2.6. Attitude and Language Learning**

Attitudes play a crucial role in our daily lives as we mostly pursue our choices according to our attitudes. Thus, the studies on attitudes towards different events have always been under research in various fields. Therefore, a survey of attitudes is used to identify the beliefs and thoughts of the people living in different communities. Up to now, many research areas have used attitudes as essential explanatory concepts. If the aim of the research is to understand the learners' emotions, beliefs and the reasons for these, it is necessary to look at the term 'attitude' in depth. Therefore, this part will deal with the possible definitions of the term 'attitude', the structure of attitude as well as the theories associated with attitude.

### **2.6.1. The Definition of Attitude**

For almost a century now, the notion of 'attitude' has been one of the key concepts of the social and behavioral sciences, and a large body of sociological, social psychological and sociolinguistic literature is devoted to its analysis. The main reason for the centrality of this notion in both theory and research is the widely accepted idea that attitudes apply selective effects on information processing. Through the language learning process, learners' emotions and their differences have always been the concern of language teaching studies. Since the learners are in the center of learning process, it is pretty much valuable to consider psychological and social aspects of their learning process. Individual differences which Dörnyei (2005:1) defines as "the characteristics or traits in respect of which individuals may be shown to differ from each other", plays a significant role in learning activities. Among the individual differences affecting the learner's success one can count

attitudes as an important matter. For the definition of attitudes, in general Likert (cited in Gardner, 1980: 267) states "attitude is an inference which is made on the basis of a complex of beliefs about the attitude object".

Gardner (1980: 267) extends on Likert's definition by postulating attitude as "the sum of a man's instincts and feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specified topic". In his book '*Attitudes and Language*', Baker (1992: 10) defines attitudes as "a hypothetical construct used to explain the direction and persistence of human behavior". Another definition emerging from Ajzen (cited in Baker 1992:10) identifies attitude as "a disposition to respond favorably or unfavorably to an object, person, institution, or event".

However, Wenden (1991) proposes a broader definition of the concept "attitudes". He states that the term "attitudes" includes three components namely, cognitive, affective and behavioral. A *cognitive* component is made up of the beliefs and ideas or opinions about the object of the attitude. The *affective* one refers to the feeling and emotions that one has towards an object, 'likes' or 'dislikes', 'with' or 'against'. Finally, the *behavioural* component refers to one's existing actions or behavioral intentions towards the object.

As it is seen from the statements above, there are various definitions of attitude, all of which look from a different perspective. Moreover, it is important to note that the concept of attitude does not stand on its own as such. There is an overlap between concepts such as belief, behavior, opinion, value, stereotype and others, which are commonly associated with attitude in a strong manner and often used interchangeably. Importantly, it is necessary to have a close look at theories of attitude as well as the structure of attitude.

### **2.6.2. Mentalist and Behaviorist Theories of Attitude**

There are two major opposing perspectives in social psychology that concern attitude: the “mentalist” and the “behaviorist” views of attitude. Some researchers consider attitude as a behavioral aspect while the others consider it as a mental state. The behaviorist view of attitudes remarks that they can be deduced from the responses that an individual makes to social situations. Research conducted from this approach is somewhat simpler than research conducted from a mentalist approach as no self-reporting from respondents is required. Yet, this approach could be criticized since it considers attitude as the sole determinant of the behavior, underestimating the other factors such as age, gender, group membership and language backgrounds of the individuals (McKenzie, 2010). Another drawback of this approach is that the observed behavior can be deceiving and it may not be the same in different circumstances (Baker, 1992). Hence, the fact that a person behaves in a particular way in one specific situation does not guarantee that he or she will behave like that again, which makes single instances of behavior rather unreliable indicators of attitudes in general. These downsides of behavioral approach to attitude, as one of the earliest approaches in psychology, are argued by the mentalist view of attitude. The mentalist view defines attitude as “an internal state aroused by stimulation of some type and which may mediate the organism’s subsequent response” (Fasold 1984: 147). The main point of this definition is that attitudes are thought to influence individuals’ behaviour, rather than determining it (Gardner, 1982). Hence, as Allport (1935: 805) states, ‘it [that is, an attitude] is not behavior, but the precondition of behavior’.

In spite of the growing popularity of mentalist view of attitude in recent years, there are some problems with this approach as well when research methodology is taken into account. If an attitude is seen as an inner state of readiness, and can thus not be inferred from observable responses, self-reported data would be the only method to investigate attitudes. However, self-reported data is regarded to be rather doubtful in terms of validity. Furthermore, mentalists believe

that attitudes cover three components, such as cognitive (knowledge), affective (feeling), and behavioral or conative (action) components, which makes it more difficult to understand (Baker, 1992).

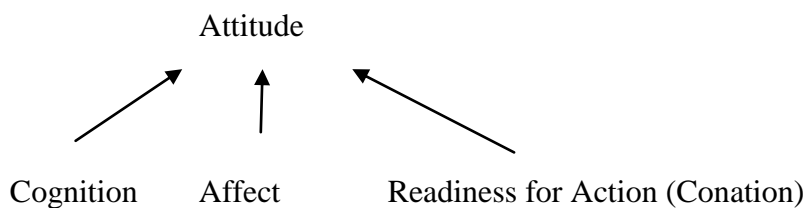
Even though the behaviorist view and mentalist view seem to have major conceptual differences on the notion of attitude, there are some points that they appear to be in consensus. For example, supporters of both frameworks agree that attitudes are learned from previous experience and therefore, individuals do not hold an attitude towards an object until they first encounter either the object itself or information about it.

### **2.6.3. Structure of Attitudes**

When the structure of attitudes is concerned, an important issue that occurs is whether or not they have identifiable subcomponents. This appears to be the matter on which there is the greatest disagreement between the behaviorist and the mentalist points of view (Fishman and Agheyisi, 1970). Generally supporters of the behaviorist perspective regard attitudes as unitary components, while those who follow the mentalist view consider attitudes to have a multiple componential structure (Agheyisi and Fishman, 1970).

The classic model of mentalist view holds three different types of components proposed by Plato (cited in Baker, 1992): a cognitive, an affective, and a conative (behavioral) component (see Figure 3). The cognitive component concerns thoughts and beliefs. Thus, cognitive responses reflect perceptions of the attitude object and knowledge and beliefs about it. The next category is affective responses, which deal with feelings toward and evaluations of a specific object. Lastly, behavioral or conative responses refer to “behavioral inclinations, intentions, commitments, and actions with respect to the attitude object” (Ajzen, 2005: 6). Therefore, this type of response serves as an indicator of people’s behavior with regard to the attitude object (Ajzen, 2005).



**Figure 3: Hierarchical Model of Attitude (adapted from Baker 1992: 13)**

Although they are related to behaviors, attitudes cannot be understood easily as they are the combination of verbal and non verbal responses. For the difficulty of attitude measurement, Ajzen (2005:3) asserts “Like personality trait, attitude is a hypothetical construct that, being inaccessible to direct observation, must be inferred from measurable responses”. In addition to the model including cognitive, affective and conative components, verbal and non-verbal responses are added by Ajzen (2005) to supply a more precise measurement of attitudes.

**Table 1: Responses Used to Infer Attitudes (Ajzen, 2005:4)**

	Response Category		
Response Mode	Cognition	Affect	Conation
<b>Verbal</b>	Expressions of beliefs about attitude object	Expressions of feelings toward attitude object	Expressions of behavioral intentions
<b>Nonverbal</b>	Perceptual reactions to attitude object	Physiological reactions to attitude object	Overt behaviors with respect to attitude object

In conclusion, it is possible to say that an individual’s attitudes towards an object, a situation or an event could be obtained through verbal or non-verbal responses. These responses could be not only conative, showing how a person is going to react to a particular object, but also affective, indicating how an individual feels about the object or they could be of a cognitive nature, reflecting the person’s beliefs or perceptions of the object. While the views concerning the nature and

structure of attitudes differ, there seems to be some consensus that attitudes are learned through direct experience, stable and closely related to overt behavior.

#### **2.6.4. Language Attitudes**

As mentioned above, under the mentalist view, attitudes comprise three components: cognitive (knowledge), affective (feeling), and conative (action). At this point language attitudes rather than attitudes in general are of particular interest. Since languages are crucial for communication, it is necessary to understand the nature of attitudes towards languages and their community. To Fasold's viewpoint (1984), language attitudes should not restrict themselves to attitudes towards language alone (i.e. "rich", "poor", "beautiful", "ugly", "harsh", "sweet sounding" language varieties) but should open themselves up to speakers of whatever language and society they live in. Thus, the term "language attitudes" does not only mean attitudes towards the language itself, but also the people of language and everything about them are of concern. For the language attitudes specifically, Crystal (1992) asserts that language attitudes are actually the feelings people have about their own language or the languages of others, and he further defines them as an individual's psychological construction regarding his/her own language and/or the languages of others.

To Baker (1992) in general, the term "language attitudes" is an umbrella term which comprises a wide range of research topics and areas:

- attitude to language variation, dialect and speech style
- attitude to learning a new language
- attitude to a specific minority language (e.g. Irish)
- attitude to language groups, communities and minorities
- attitude to language lessons
- attitude to the uses of a specific language

- attitude of parents [together with other relatives as well as an individual's social environment] to language learning
- attitude to language preference (p. 29)

As seen from Baker's list, language attitudes combine many aspects of language which influence language learning process and the achievement in this process. In the same vein, Starks and Paltridge (1996) state that whether they are positive or negative, attitudes having cognitive, affective and behavioral domains influence our choices. In educational basis, learning a language is closely related to the attitudes towards "languages".

Gardner (1985) distinguishes attitudes towards learning the language from attitudes towards the language community itself. However, attitudes towards both the target language and its community affect language learning as evidence showed (Gardner & Lambert 1972). Since languages are mostly learnt in educational institutions, the teacher, the learning environment and the colleagues will be crucial factors in the formation process of attitudes towards the language. Hence, remembering the evidence that attitudes about the language affect second or foreign language learning, and the correlation between positive attitudes towards language and achievement, attitudes of both the teachers and the students are searched in a number of studies.

Going through some details, Gardner and Lambert mention five motivational attributes affecting second language (L2) acquisition. These are:

- the learner's reasons for learning the L2,
- degree of anomie dissatisfaction with one's place and role in society,
- level of ethnocentrism,
- the degree to which the first culture is preferred over the second,
- attitudes held toward the target language and culture (Gardner, 1980, 1985; Gardner and Lambert, 1972).

As seen above, Gardner (1985:10) considers attitudes as a component of motivation in language learning. According to him, “motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language”. As motivation and attitudes are highly interrelated in language learning, it is crucial to analyze the term ‘motivation’ going beyond its definition. Gardner (1985) states that there are two types of motivation: integrative motivation and instrumental motivation. The former is associated with a positive disposition toward L2 group and the willingness to interact with and even become similar to valued members of that community. The latter is about the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary (Dörnyei, 1994). Therefore, L2 learners with instrumental motivation mostly feel that their educational setting is enough to reach their language learning goals. However, L2 learners with integrative motivation are more likely to have desire to reach more extensive bonds with or within second language, by attempting to interact with the target language speakers and its culture. Therefore, it is mostly integrative motivation that causes positive attitudes towards the language and its community.

### **2.6.5. The Necessity of Attitudes towards Target Language Culture**

Both teachers and students struggle with different dimensions of language learning which is a demanding task for each. Sometimes, learning the target culture along with the language itself can be viewed by English language teachers as threatening to personal and cultural identity (Gray, 2000). They sometimes possess a mix of negative feelings which include suspicion and distrust of the dominant language and its speakers (Lambert, 1980). Nevertheless, Rivers (1981:318) disagrees these fears by describing the study of another culture as ‘a liberating experience in that students are encouraged to develop tolerance of other viewpoints and other forms of behavior while understanding better those of their own society or cultural group’.

In addition to the essence of positive attitudes towards the target language and culture for personal development as a liberating experience, the studies of Gardner and Lambert (1972) found a strong correlation between attitudes and language learning achievement. Therefore, when a learner possesses positive attitudes towards the target language community and its culture, a desire to understand them and to empathize with them will emerge, which will also lead to integrative orientation to learn the target language (Üzüm, 2007). It seems clear that second language learners take advantage of positive attitudes, and the bitter sweet fact is that negative attitudes could lead to decreased motivation owing to lack of input and interaction (Brown, 2000). Gardner (cited in Dörnyei, 2005:4) goes one step further, claiming “language learning without sufficiently positive language attitudes to support is a futile attempt”. Similarly, Karahan (2007:84) expresses “positive language attitudes let learner have positive orientation towards learning English”.

All in all, the strict relationship between the attitudes towards the target language, its culture and language learning achievement has been investigated by various researchers in the literature. Thus, this correlation has led to studies in the field both on learners and on teachers of foreign/second language in respect to their attitudes towards the language and culture.

### **2.6.6. Relevant Studies on Attitudes towards Culture Teaching**

Considering the contemporary insights about language teaching and taking the communicative approaches to language teaching into account, students’ motivation and their attitudes towards English as a foreign language (EFL) is regarded as essential for their success. After the studies of Gardner and Lambert (1972), discussing motivation and attitude, there have been many different studies both internationally and intranationally.

In his study conducted in Taiwan, Liou (2010) investigated how Taiwanese college students and teachers perceived the issues related to English as an International Language (EIL). The study revealed that more than half of the teacher respondents (68%) agreed that their teaching should integrate with English native speakers' cultures. In line with the teachers' responses, student respondents displayed the same degree of agreement with teachers (69%). Another study examining attitudes of the students towards English or American culture was carried out by Çalışkan (2009). In this study, investigating preparatory class students' attitudes towards culture teaching, the results showed that most of the students had positive attitudes towards culture teaching.

In a different research of Al-Tamimi and Shuib (2009) which was conducted on Petroleum Engineering Undergraduates at Hadhramout University of Sciences and Technology, the results indicated that the students' motivation was of instrumental reasons for learning the English including utilitarian and academic causes. Personal reasons were also regarded as important motives by the students. However, regarding the integrative reasons, the results provided evidence that learning English as a part of the culture of its people had the least impact on students' English language motivation. On the other hand, data about the students' attitudes revealed that most of the students had positive attitudes towards the social value and educational status of English. In addition, the findings showed the students' positive orientation toward the English language. Interestingly enough, the results indicated that a high number of the students displayed their interest in the culture of the English speaking world as represented by English-language films.

A comprehensive study was conducted by using both questionnaires and interviews by Taki (2008) on Iraqi participants who were between 18-30 years of age and had never been abroad before. The major aim of the study was to understand the needs of Iraqis while learning English. The general results of the study revealed that most Iraqis had desire to learn and understand the aspects of foreign cultures but actually they did not have the opportunity to reach what they wanted. In addition, they knew that cultural knowledge was important and that language was not enough

to communicate; however, they did not know the important aspects of culture they should be aware of. The respondents considered body language as a crucial element of culture in order to avoid misunderstanding but, their knowledge about the differences between their own culture and English speaking countries was insufficient.

Gökçe (2008) studied the attitudes and motivational intensity of 10<sup>th</sup> grade students in a high school which had 2 different sections called Anatolian Vocational High school and Vocational High school. In her study, she examined whether there was any significant difference between Anatolian high school and high school sections of the school and whether there was any significant gender difference in terms of attitudes toward English, Anglo-Saxon culture and motivational intensity. The results showed that students at high school sections had more positive attitudes and more motivational intensity than students at Anatolian high school sections do. Additionally, female students tended to have more positive attitudes and more motivational intensity than male students did. Qualitative data analysis of the open-ended responses confirmed the participants' moderately positive attitudes toward learning English; however, it also pointed out that almost half of the participants were found to have negative attitudes toward growing personal effort to learn the Anglo-Saxon culture and over half of their open-ended responses did not show any sign of motivational intensity.

The above-mentioned research evidence reflected that students held positive attitudes towards English. Their attitudes towards English speaking countries and the speakers of English were investigated as well. Attitudes towards teaching English or American culture in language classes need further investigation.

## CHAPTER 3

### METHODOLOGY

#### 3.1. Introduction

This chapter of the study focuses on the research method including the design of the study, the data sources, instrumentation, procedure involved and the data analysis methods.

#### 3.2. Research Design

The basic purpose of this study is to identify the attitudes of young adult Turkish learners of EFL towards culture teaching in English classes. Thus, it is supposed to reveal whether the students have a positive or negative attitude towards incorporation of culture in English classes and whether their department, gender, nationality, grade and abroad experience have an influence on their ideas. The research was conducted in 2012-2013 Academic Year at the School of Applied Sciences, Trakya University, in Edirne, Turkey. The participants of the study were the students of Tourism & Hotel Management and Banking Departments who have the same curriculum in the first two years and different curricula in the last two years of their study.

In this study, survey design was implemented. Brown and Rodgers (as cited in Çalışkan, 2009:41) describe surveys as “any procedures to gather and describe the characteristics, attitudes, views, opinions, and so forth of students, teachers, administrators or any other people who are important to a study. Surveys typically take the form of interviews or questionnaires or both”. Moreover, the design of this

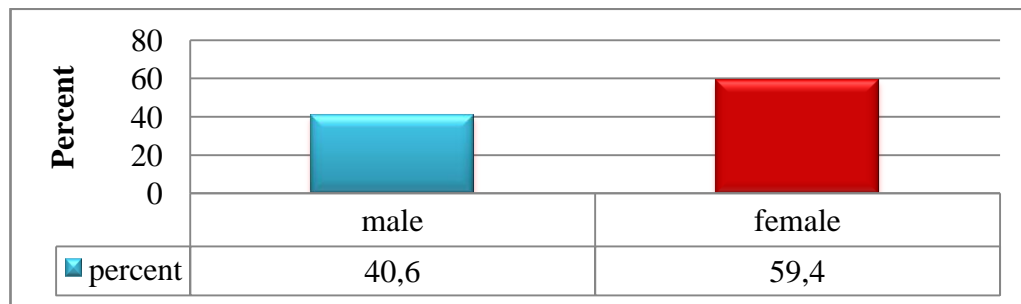


study shows common characteristics of mixed methods research which has become popular recently. Creswell and Plano Clark (2007:5) define mixed methods research as follows: “As a method, it (mixed method research) focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach does alone”. The studies investigating attitudes mostly use survey design and questionnaires are frequently used as data collection instruments for this design. As method, mixed method research was preferred for this thesis study since it merges both quantitative research and qualitative research. Quantitative research enables the researcher to conduct a systematic and intensive research the results of which could be generalized in the field of EFL. Nevertheless, qualitative research helps the participants to give free responses which enable the researcher to enrich the study with various ideas since the qualitative method investigates the *why* and *how* of decision making, not just *what*, *where*, *when*.

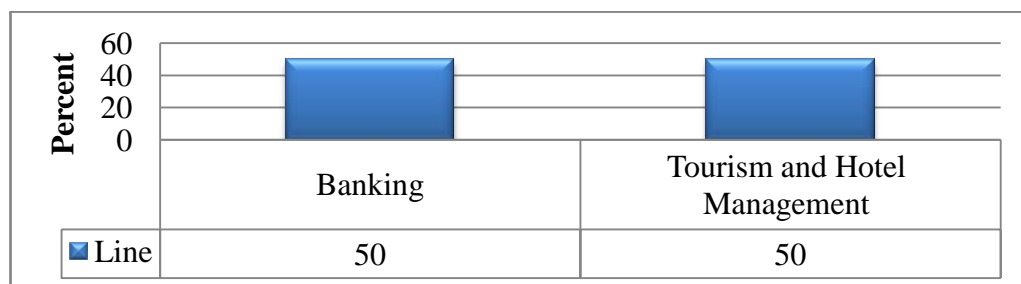
The data in this study were collected through a questionnaire which consists of two parts. The first part consists of 15 multiple choice questions. Each question directs students to choose given options as well as allowing them to reveal their own ideas under the ‘Other’ option part which provided qualitative data for the study. This entailed the freedom of reflecting their personal views. The second part is a 5 point likert scale, showing participants’ agreement, disagreement and neutrality in 13 items.

### **3.3. Profile of the Participants**

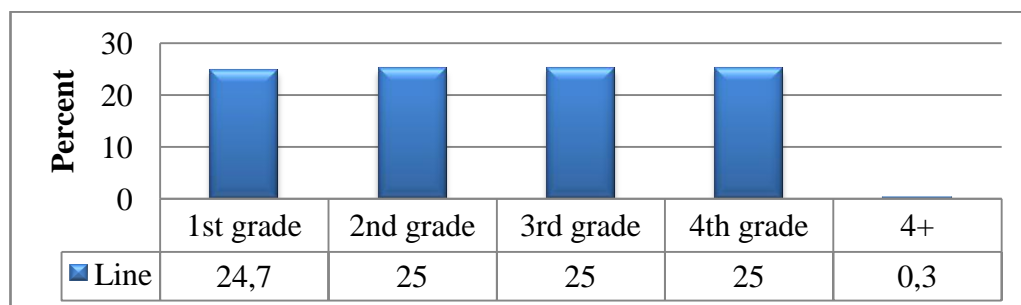
The participants of this thesis study were 320 students of Banking and Tourism & Hotel Management Departments attending the School of Applied Sciences at Trakya University in 2012-2013 Academic Year.

**Figure 4: Gender Proportions**

As for the demographic features of the participants, the proportion of male and female students in the classes was different. The female students of the study by 59,4 % (N=190) outnumbered the male students by 40,6 % (N=130).

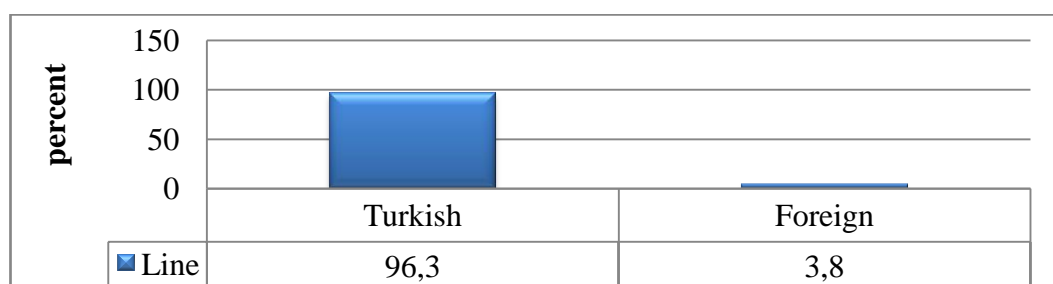
**Figure 5: Department Proportions**

The study was conducted on the students of two different departments. 50% (N=160) of the students were from Banking Department and 50% (N=160) were Tourism and Hotel Management Department students who were in different years of their study.

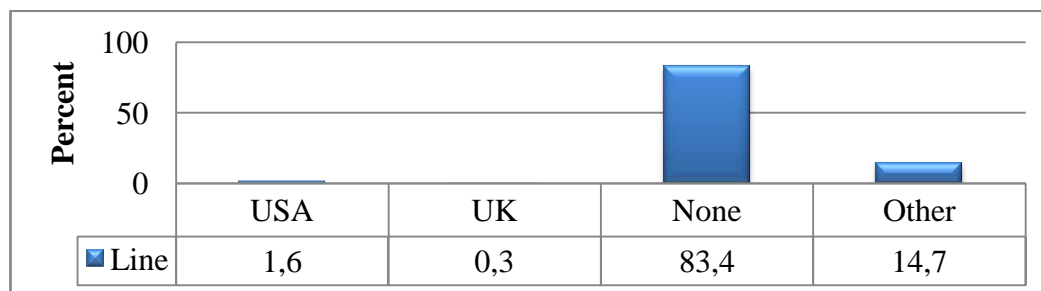
**Figure 6: Grade Proportions**

The study was conducted in equal numbers on the students who study in the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> classes. That is to say, there were 80 students from each grade including both day and night classes from both departments. There were 79 students studying in the 1<sup>st</sup> grade who forms 24,7 % and just 1 repeater student (4+) forming 0,3% of the participants. Additionally, 25% of the students were 2<sup>nd</sup> year students whereas 25% of them were 3<sup>rd</sup> year and 25% of them were 4<sup>th</sup> year students. The students were chosen randomly for this study and they were all at different levels since they were of different grades. Accordingly, they were exposed to English and culture at different levels. The levels of the students ranged from elementary to intermediate/upper-intermediate. The lesson hours for their English classes were equal, both Banking and Tourism students had 6 hours of English classes in the 1<sup>st</sup> year, 4 hours in the 2<sup>nd</sup> year, 4 hours in the 3<sup>rd</sup> year, and 4 hours in the 4<sup>th</sup> year. The books and syllabus for 1<sup>st</sup> and 2<sup>nd</sup> grades were the same but in 3<sup>rd</sup> and 4<sup>th</sup> year, Tourism and Banking students had different coursebooks and different Vocational English materials. Moreover, students of Tourism learn German and Russian in addition to English, but Banking students learn only English as a foreign language.

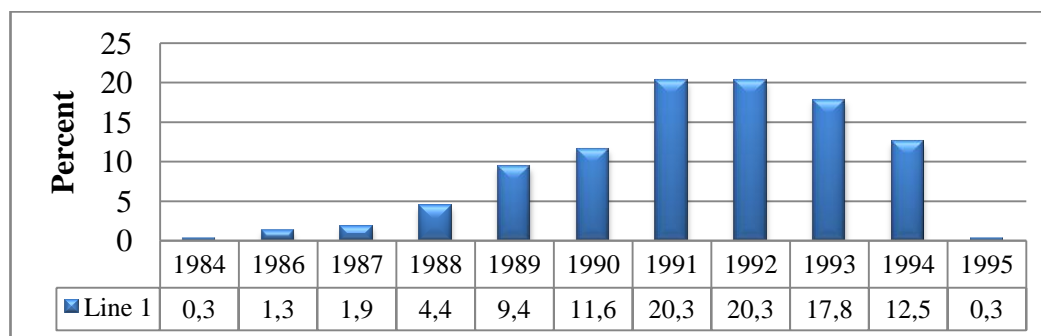
**Figure 7: Nationality Proportions**



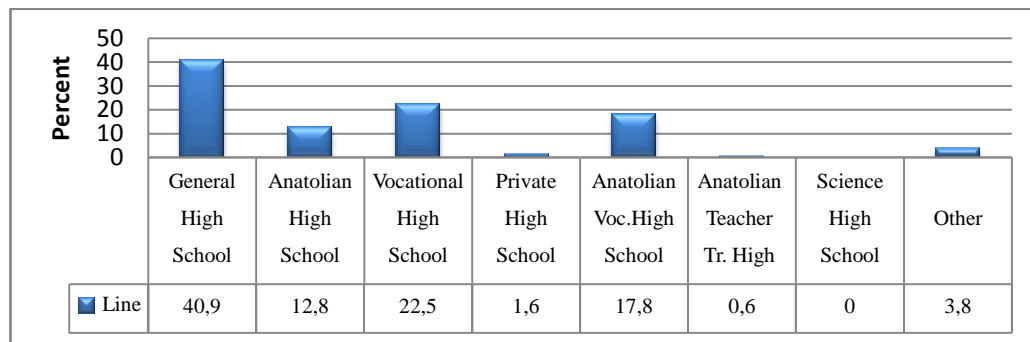
Showing the international structure of classes with the natives of Balkan countries, 96,3% (N= 308) of the participant students were the citizens of Turkish Republic whereas 3,8 % (N= 12) of them were of different nationalities. This group of foreign participants were composed of Greek, Moldovan, Turkman, Kosovan, Bulgarian, Albanian, Cypriot students.

**Figure 8: Abroad Experience Proportions**

Considering the students' abroad experience, it is observed that 83,4% (N=267) of the students had never been abroad, 1,6% (N=5) of them had been to the USA, 0,3% (N=1) of them had been to the UK and 14,7% (N=47) of the students had been to other countries except for the USA and the UK. The other countries visited by the participants were different countries all around the world which were reported to be Hungary, France, Switzerland, Austria, Portugal, Serbia, Albania, Romania, Russia, Spain, Italy, Croatia, Denmark, Sweden, Ukraine, Syria, and Iraq.

**Figure 9: Year of Birth Proportions**

When the age group of the students is taken into consideration, 20,3% (N=65) of the students were born in 1991 and 20,3% (N=65) of them were born in 1992 which form the majority of the students. That is to say, 40,6% of them were at the age group of 21 and 22. The rest of other students' year of birth proportions were distributed and shown in Figure 9.

**Figure 10: Educational Background Proportions**

Looking at the educational background of the participants, 40,9% (N=131) of the students graduated from General High School, 22,5% (N=72) of them graduated from Vocational High School 12,5% (N=57) the students from Anatolian Vocational High School, 12,8% (N=41) the students from Anatolian High School, 1,6% (N=5) of the students from Private High School, 0,6 % (N=2) the students from Anatolian Teacher Training High School, 3,8% (N=12) of the students from other type of schools that took place in foreign countries.

The sample of the study were the randomly chosen students enrolled in different classes in 2012-2013 Academic Year and the data gathered from them was used to reach a generalization of attitudes towards incorporating culture in language classes to represent all Tourism and Banking students at the School of Applied Sciences at Trakya University.

### 3.4. Research Questions

In the light of the problems indicated above, the current study will investigate following research questions:

1. What is the attitude of Banking and Tourism & Hotel Management students towards incorporating cultural elements in language classrooms?

2. Do variables such as gender, department, grade, nationality, and abroad experience have a significant effect upon students' attitudes towards learning the target culture?

### **3.5. Data Collection Instrument**

A two-part questionnaire adapted by Çalışkan (2009) was used as an instrument for this study so as to measure the attitudes of students towards culture teaching (see Appendix 1). This questionnaire was originally designed to assess the attitudes of teachers by Önalın (2005). Two different versions of this questionnaire are available; one is in English (see Appendix 1) and the other one is in Turkish (see Appendix 2) so that students can understand the items clearly. The questionnaire was translated into Turkish by Çalışkan.

#### **3.5.1. The Questionnaire**

In the present study, the questionnaire used has mainly two parts. The first part is composed of 15 multiple choice questions where the students state their preferences in culture teaching. All the questions in this part include the "Other" option so as to give students the opportunity to feel free about expressing their various thoughts. The second part is a 5-point likert scale consisting of 13 items which are marked by one of the following responses:

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

Reliability coefficients for the scale was calculated as "Alpha = 0,801", which means that the scale is highly reliable.

### 3.6. Data Collection Procedure

At the very beginning of 2012-2013 Academic Year Fall semester, necessary verbal consent was taken from the management of Trakya University, the School of Applied Sciences to implement the survey with students in each class. The required permission to use the data collection instrument was obtained from Çalışkan (2009) before application of the questionnaire (see Appendix 3). After the midterm exam, 20 questionnaires in each class were administered to the students randomly so that the survey can represent the whole class. Equal number of participants from both departments (students of Tourism & Hotel Management and Banking departments) answered the questions in the questionnaire. The administration of the instrument took approximately 25 minutes in each class. During the application of the questionnaire, necessary assistance was provided for the students by the researcher to handle the questions correctly. Most of the students were quite volunteers to discuss the issue of culture and to state their opinions on it.

### 3.7. Data Analysis

The data was collected through a two-part questionnaire, the first part of which involves 15 multiple choice questions and the second part is a 5-point likert scale. An Excel sheet was prepared to input the numerical data to SPSS. The package provides statistical measures such as, mean and standard deviation of the data series, reliability frequency, percentage analyses and tests like t-test and ANOVA. The scale used in this section was analyzed by SPSS 17.0 statistics software. As a result of reliability analysis, Cronbach Alpha value was found to be “0,801”. The reliability of the scale dependent on the Alpha coefficient is interpreted as follows:

$0,00 \leq \alpha < 0,40$  unreliable

$0,40 \leq \alpha < 0,60$  low reliability

$0,60 \leq \alpha < 0,80$  quite reliable

$0,80 \leq \alpha < 1,00$  reliable (Kalaycı, 2010:405)

## CHAPTER 4

### RESULTS AND DISCUSSION

#### 4.1. Introduction

In this part of the study, the results of the quantitative and qualitative data are presented and interpreted. The major aim of this thesis is to find out whether learners of English have a positive or negative attitude towards culture teaching in language classes. The additional aim of the study is to reveal whether demographic features such as department, gender, grade, nationality and abroad experience of the participants play a role on their attitude.

A two-part questionnaire was conducted on 320 students studying at the School of Applied Sciences at Trakya University. The first part of the questionnaire included 15 multiple-choice items with “other” options which aimed to give the participants freedom to express their additional opinions on the subject of culture teaching. The data in this part were analyzed through frequency and percentage values of the participants’ responses. The second part of the questionnaire was a 5-point likert scale which was analyzed via SPSS software. For the statistical analysis of the data, One Way ANOVA test, Independent Sample t-Test and Levene’s Test were used. For gender, nationality and department details, Independent-Samples t-Test was circulated due to having two independent groups. For the comparisons regarding grade and abroad experience, One Way ANOVA Test was used because of having more than two mean scores.



## 4.2. Analyses of the Results

This section includes the analyses of the results in respect to the research questions of the thesis study. The results are displayed in tables with explanations and the interpretations of these findings are discussed.

### 4.2.1. Analyses of the Results related to Research Question 1

This section will demonstrate the frequencies, percentages and means of the responses for the first part of the questionnaire in order to reflect the attitude of the participants towards culture teaching in their language classes. Accordingly, all of the views on culture teaching will be shown via the tables prepared for each of 15 multiple-choice questions which demonstrate the details of the participants' opinions.

#### Question 1:

Should Turkish learners of English be taught English/American culture? Please mark any appropriate.

a) Yes

b) No (Please mark two possible reasons)

(1) Some issues may have negative effects on Turkish culture.

(2) I find some culture-specific information inappropriate to the classroom environment.

(3) Personally, I do not feel comfortable with some specific culture-based topics.

(4) Some cultural information is not suitable to my language level.

(5) Particular cultural subjects have sensitive/controversial nature in local culture.

(6) Other: \_\_\_\_\_

**Table 2: The Frequency and Percentage Analysis of ‘Yes/No’ Responses for Question 1 regarding Department and Gender**

	Total		Department				Gender			
	f	%	Banking		Tourism		Male		Female	
			F	%	f	%	f	%	f	%
<b>YES</b>	241	75,3	121	37,8	120	37,5	63	29	148	46,3
<b>NO</b>	79	24,7	39	12,2	40	12,5	37	11,6	42	13,1

The table above indicates that 75,3% of the students believed that English or American culture should be taught, however 24,7% of them thought just the opposite. When their departments are taken into consideration, both Banking (37,8%) and Tourism & Hotel Management (37,5%) students were in favor of being taught about English or American culture. Regarding gender, 29% of male students and 46,3% of female students stated that English/American culture should be taught in language classes. Yet, the percentage of ‘No’ responses from males was 11,6 and it was 13,1 for females.

**Table 3: The Frequency and Percentage Analysis of ‘Yes/No’ Responses for Question 1 regarding Grade**

	Total		Grade									
	F	%	1		2		3		4		4+	
			f	%	f	%	f	%	f	%	f	%
<b>Yes</b>	241	75,3	65	20,3	62	19,4	61	19,1	52	16,2	1	0,3
<b>No</b>	79	24,7	14	4,4	18	5,6	19	5,9	28	8,8	0	0

As seen in Table 3, the majority of ‘Yes’ answer was given by freshmen by 20,3% to state that they wanted Turkish learners of English to be taught English/American culture. However, the highest rate for ‘No’ answer was 8,8% from seniors, which shows that senior students are the most reluctant students about being taught English/ American culture .

**Table 4: The Frequency and Percentage Analysis of ‘Yes/No’ Responses for Question 1 regarding Nationality and Abroad Experience**

	Total		Nationality				Abroad Experience							
	f	%	Turkish		Foreign		USA		UK		None		Other	
			f	%	f	%	f	%	f	%	f	%	f	%
<b>Yes</b>	241	75,3	231	72,2	10	3,1	4	1,2	1	0,3	204	63,8	32	10
<b>No</b>	79	24,7	77	24,1	2	0,6	1	0,3	0	0	63	19,7	15	4,7

Table 4 shows that 72,2% of the students who attached importance to culture learning were Turkish and 3,1% of them were foreign students. The responses disregarding culture learning were given by 24,1 % of Turkish students and 0,6% of them were by foreign students. Additionally, 63,8 % of the students who had never been abroad thought that English or American culture should be taught; whereas 19,7% of them responded that they should not be taught English or American culture at all.

**Table 5: The Frequency and Percentage Analysis of Reasons for ‘No’ Responses**

Probable Reason	f	%
1- Some issues may have negative effects on Turkish culture.	36	22,9
2- I find some culture-specific information inappropriate to the classroom environment.	24	15,3
3- Personally, I do not feel comfortable with some specific culture-based topics.	17	10,9
4- Some cultural information is not suitable to my language level.	16	10,3
5- Particular cultural subjects have sensitive/controversial nature in local culture.	56	35,5
6-Other	8	5,1

Considering the probable causes for rejecting culture learning, the fifth reason “Particular cultural subjects have sensitive/controversial nature in local culture” was the item chosen by the majority of the students by 35,5% and this reason was followed by the first one “Some issues may have negative effects on Turkish culture” by 22,9%. The “Other” option was ticked by 5,1% of the participants. The arguments supplied for this option included some sentences such as:

*“It is not necessary to learn culture.”*

*“I do not want to learn the cultures of imperialist countries.”*

*“I do not want to learn culture because I do not possess the basics of the language.”*

*“It would be a waste of time to learn culture.”*

### **Question 2:**

When you think of culture, which of the following is its *MOST* significant aspect in your opinion?

- (1) The system that is reflected by the media, cinema, music, literature, and art of a community
- (2) The characteristics of home life, nature of family and interpersonal relations in a community
- (3) The customs, traditions and institutions of a country
- (4) Culture entails what people do at work, at home, in their free time and while they are entertained.
- (5) The background knowledge, social and paralinguistic skills that make communication successful
- (6) Other: \_\_\_\_\_

**Table 6: The Frequency and Percentage Analysis of Responses for Question 2**

<b>Items</b>	<b>f</b>	<b>%</b>
1- The system that is reflected by the media, cinema, music, literature, and art of a community	39	12,2
2- The characteristics of home life, nature of family and interpersonal relations in a community	201	62,8
3- The customs, traditions and institutions of a country	59	18,4
4- Culture entails what people do at work, at home, in their free time and while they are entertained.	1	0,3
5- The background knowledge, social and paralinguistic skills that make communication successful	20	6,3
6-Other	0	0
<b>Total</b>	<b>320</b>	<b>100</b>

When the responses given to the question “When you think of culture, which of the following is its *MOST* significant aspect in your opinion?” were analyzed, the results showed that the option “the characteristics of home life, nature of family and

interpersonal relations in a community” was chosen as the most significant aspect of culture by the majority of the students by 62,3%. The “Other” option was chosen by no respondents at all. That is to say, the participants did not offer any other aspects of culture.

**Table 7: The Frequency and Percentage Analysis of Responses for Question 2 regarding Department and Gender**

	Total		Department				Gender			
	f	%	Banking		Tourism		Male		Female	
			F	%	f	%	f	%	f	%
<b>Item 1</b>	39	12,2	20	6,3	19	6	16	5	23	7,2
<b>Item 2</b>	201	62,8	104	32,5	97	30,3	78	24,3	123	38,4
<b>Item 3</b>	59	18,4	26	8,1	33	10,3	23	7,2	36	11,3
<b>Item 4</b>	1	0,3	0	0	1	0,3	1	0,3	0	0
<b>Item 5</b>	20	6,3	10	3,1	10	3,1	12	3,8	8	2,5
<b>Other</b>	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	320	100	160	50	160	50	130	40,6	190	59,4

Considering the departments of the students, Table 7 shows that the students of Banking department chose “the characteristics of home life, nature of family and interpersonal relations in a community” option (Item 2) by 32,5% as the most important characteristic of culture, and Tourism students chose the same option by 30,3%. The same option was chosen by 24,3% of male students and 38,4% of female students.

**Table 8: The Frequency and Percentage Analysis of Responses for Question 2 regarding Grade**

	Total		Grade									
	f	%	1		2		3		4		4+	
			f	%	f	%	f	%	f	%	f	%
<b>Item 1</b>	39	12,2	12	3,8	9	2,8	13	4,1	5	1,6	0	0
<b>Item 2</b>	201	62,8	42	13,1	50	15,6	45	14,1	63	19,7	1	0,3
<b>Item 3</b>	59	18,4	18	5,6	17	5,3	16	5	8	2,5	0	0
<b>Item 4</b>	1	0,3	0	0	0	0	1	0,3	0	0	0	0
<b>Item 5</b>	20	6,3	7	2,2	4	1,3	5	1,6	4	1,3	0	0
<b>Other</b>	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	320	100	79	24,7	80	25	80	25	80	25	1	0,3

Table 8 indicates that seniors regarded “the characteristics of home life, nature of family and interpersonal relations in a community” (Item 2) as the most important aspect of culture by 19,7% and they were followed by sophomores by 15,6% and by juniors by 14,1%.

**Table 9: The Frequency and Percentage Analysis of Responses for Question 2 regarding Nationality and Abroad Experience**

	Total		Nationality				Abroad Experience							
	f	%	Turkish		Foreign		USA		UK		None		Other	
			f	%	f	%	f	%	f	%	f	%	f	%
<b>Item1</b>	39	12,2	36	11,3	3	0,9	1	0,3	0	0	32	10	6	1,9
<b>Item2</b>	201	62,8	194	60,6	7	2,2	4	1,3	1	0,3	165	51,6	31	9,7
<b>Item3</b>	59	18,4	59	18,4	0	0	0	0	0	0	54	16,9	5	1,6
<b>Item4</b>	1	0,3	1	0,3	0	0	0	0	0	0	0	0	1	0,3
<b>Item5</b>	20	6,3	18	5,6	2	0,6	0	0	0	0	16	5	4	1,3
<b>Other</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	320	100	308	96,2	12	3,7	5	1,6	1	0,3	267	83,4	47	14,7

As seen above, 60,6% of the students who thought that the most important aspect of culture was the characteristics of home life, nature of family and

interpersonal relations in a community were Turkish students and 2,2% of the students marking the same item were foreign students. Moreover, this item was chosen by 51,6 % of the students who had never been abroad.

### Question 3:

What is more important in your learning? Please **RANK-ORDER** the following.

(1=the most important, 10= the least important)

- a. Vocabulary
- b. Reading
- c. Pronunciation
- d. Speaking
- e. Culture
- f. Listening
- g. Fluency
- h. Accuracy
- i. Writing
- j. Grammar
- k. Other: \_\_\_\_\_

Note: The frequency value is calculated as number 1 option being the most important one.

**Table 10: The Mean Scores of Responses for Question 3**

	N	Minimum	Maximum	Mean
A. Culture	320	1,00	10,00	3,01
B. Grammar	320	1,00	10,00	4,63
C. Writing	320	1,00	10,00	4,52
D. Fluency	320	1,00	10,00	3,59
E. Vocabulary	320	1,00	10,00	8,5
F. Accuracy	320	1,00	10,00	5,65
G. Speaking	320	1,00	10,00	6,84
H. Listening	320	1,00	10,00	5,96
I. Pronunciation	320	1,00	10,00	6,12
J. Reading	320	1,00	10,00	6,04
K. Other	320	1,00	10,00	0,01

When the participants were asked about the important aspects of language learning, as Table 10 suggests, the item decided to be the most important for their learning was vocabulary by 8,5 mean score. In the order according to students' preferences, vocabulary was ranked as the first (8,5), speaking as the second (6,84), pronunciation as the third (6,12), reading as the fourth (6,04), listening as the fifth (5,96), accuracy as the sixth (5,65), grammar as the seventh (4,63), writing as the eighth (4,52), fluency as the ninth (3,59), culture as the tenth (3,01).

**Table 11: The Mean Scores of Responses for Question 3 regarding Department and Gender**

	Department		Gender	
	Banking	Tourism	Male	Female
	Mean	Mean	Mean	Mean
A. Culture	0,9	1,3	2,2	0
B. Grammar	0,6	2,2	0,9	1,9
C. Writing	0,3	0,9	0,7	0,7
D. Fluency	0,9	2,2	2,2	0,9
E. Vocabulary	27,8	26,9	20,9	33,8
F. Accuracy	0,9	1,6	1,6	0,9
G. Speaking	6,9	3,8	2,5	8,1
H. Listening	1,3	1,6	1,9	0,9
I. Pronunciation	1,9	2,5	1,9	2,5
J. Reading	6,6	7,8	6,9	7,5
K. Other	0	0	0	1

As Table 11 suggests, both students of Banking and Tourism & Hotel Management departments stated vocabulary as the most essential aspect of their language learning. The mean scores for both departments were almost the same with 27,8 for the students of Banking department and 26,9 for the ones of Tourism department. Gender as another variable caused a more considerable difference than department did and the mean score of females was 33,8 whereas it was 20,9 for males.



**Table 12: The Mean Scores of Responses for Question 3 regarding Grade**

	Grade				
	1	2	3	4	4+
	Mean	Mean	Mean	Mean	Mean
A. Culture	0,9	0,3	0,3	0,6	0
B. Grammar	0,9	0,6	0	1,3	0
C. Writing	0,6	0	0,6	0	0
D. Fluency	0,9	1,3	0,6	0,3	0
E. Vocabulary	10	15,6	12,8	16,3	0
F. Accuracy	0,6	0,9	0,9	0	0
G. Speaking	2,8	2,2	3,1	2,5	0
H. Listening	0,6	0,9	0,9	0,3	0
I. Pronunciation	1,9	0,3	0,6	1,3	0
J. Reading	5,3	2,8	4,1	2,2	0,3
K. Other	0	0	0	0	0

Taking the students' grade into consideration, as presented in Table 12, the senior students reported vocabulary as the most significant aspect of their language learning by 16,3 mean score and this was followed by the sophomores by 15,6 mean score.

**Table 13: The Mean Scores of Responses for Question 3 regarding Nationality and Abroad Experience**

	Nationality		Abroad Experience			
	Turkish	Foreign	USA	UK	None	Other
	Mean	Mean	Mean	Mean	Mean	Mean
A. Culture	2,2	0	0	0	1,6	0,6
B. Grammar	2,8	0	0	0	1,9	0,9
C. Writing	1,3	0	0	0	0,9	0,3
D. Fluency	2,8	0,3	0,3	0	1,9	0,9
E. Vocabulary	53,4	1,3	0,6	0	47,8	6,3
F. Accuracy	2,2	0,3	0	0	2,2	0,3
G. Speaking	10,6	0	0	0	10,3	0,3
H. Listening	2,5	0,3	0,3	0	2,2	0,3
I. Pronunciation	4,4	0	0	0,3	3,4	0,6
J. Reading	12,8	1,6	0,3	0	10	4,1
K. Other	0	0	0	0	0	0

Considering the nationality of the students with regard to their ranking of the most important aspect of their language learning, vocabulary was stated to have the highest rank by 53,4 mean score for Turkish students while it was 1,3 for foreign

students. Additionally, the mean for the students who had never been to abroad was shown to be 47,8. Yet, it was 6,3 for the ones who had been to foreign countries except for the USA and the UK.

**Question 4:**

What should cultural information in the language classroom include? Please choose **three most** appropriate.

- (1) Regional and general differences in American and British English
- (2) Customs and traditions in the American/British community
- (3) British/American institutions
- (4) Daily lifestyle, food, clothes
- (5) Leisure activities, styles of entertainment
- (6) Architecture, literature, music and art
- (7) Communicative aspects like body language and idioms
- (8) Social and historical aspects such as national holidays and national heroes
- (9) Political problems in the USA/UK
- (10) Information on religious practices in the US/UK
- (11) Other: \_\_\_\_\_

**Table 14: The Percentage Analysis of Responses for Question 4**

Items	%
1 - Regional and general differences in American and British English	12,8
2 - Customs and traditions in the American/British community	12,3
3 - British/American institutions	1,1
4 - Daily lifestyle, food, clothes	23,4
5 - Leisure activities, styles of entertainment	8,8
6 - Architecture, literature, music and art	12,5
7 - Communicative aspects like body language and idioms	19,8
8 -Social and historical aspects such as national holidays and national heroes	5,1
9 - Political problems in the USA/UK	1
10 - Information on religious practices in the US/UK	1
11- Other	0,2
Total	100

According to Table 14, the students' preferences regarding the inclusion of cultural information in the language classroom were ranged as "daily lifestyle, food, clothes" by 23,4%, "communicative aspects like body language and idioms" by 19.8% and "regional and general differences in American and British English" by 12,8%. The "Other" option was ticked by 0,2% of the participants and the ideas added were:

*"The religious differences between our culture and target culture should be presented."*

*"No cultural information should be included."*

**Table 15: The Frequency and Percentage Analysis of Responses for Question 4 regarding Department and Gender**

	Total %	Department				Gender			
		Banking		Tourism		Male		Female	
		f	%	f	%	f	%	f	%
<b>Item 1</b>	12,8	57	6	67	7	48	5	76	7,8
<b>Item 2</b>	12,3	63	6	56	6	49	5,1	70	7,2
<b>Item 3</b>	1,1	8	1	3	0	2	0,2	9	0,9
<b>Item 4</b>	23,4	113	12	114	12	93	9,6	134	13,8
<b>Item 5</b>	8,8	40	4	46	5	40	4,1	46	4,7
<b>Item 6</b>	12,5	66	7	56	6	47	4,8	75	7,7
<b>Item 7</b>	19,8	91	9	101	10	83	8,6	109	11,2
<b>Item 8</b>	5,1	27	3	23	2	15	1,5	35	3,6
<b>Item 9</b>	1	6	1	4	0	4	0,4	6	0,6
<b>Item10</b>	1	7	1	3	0	4	0,4	6	0,6
<b>Item11</b>	0,2	1	0	1	0	1	0,1	1	0,1

According to their department and gender, the participants' views on the content of the cultural information in the language classes are stated in Table 15. Considering their departments, Item 4 was chosen equally by 12% by both departments to state that daily lifestyle, food and clothes should be included in the cultural information in the language classes. This was followed by Item 7 which was ticked by 10% of Banking students and 10% of Tourism students to indicate that communicative aspects like body language and idioms should be included. The preferences according to gender did not show any remarkable difference. Item 4 was chosen by 13,8% of females and 9,6% of males and it was followed by Item 7 by 11,2% from females and 8,6% from males.

**Table 16: The Frequency and Percentage Analysis of Responses for Question 4 regarding Grade**

	Total	Grade									
		1		2		3		4		4+	
		f	%	f	%	f	%	f	%	f	%
Item 1	12,8	31	3,2	36	3,7	21	2,2	36	3,7	0	0
Item 2	12,3	35	3,6	19	2	30	3,1	34	3,5	1	0,1
Item 3	1,1	2	0,2	2	0,2	4	0,4	3	0,3	0	0
Item 4	23,4	51	5,3	62	6,4	55	5,7	58	6	1	0,1
Item 5	8,8	22	2,3	22	2,3	24	2,5	18	1,9	0	0
Item 6	12,5	34	3,5	26	2,7	37	3,8	24	2,5	1	0,1
Item 7	19,8	44	4,5	56	5,8	40	4,1	52	5,4	0	0
Item 8	5,1	12	1,2	12	1,2	19	2	7	0,7	0	0
Item 9	1	4	0,4	1	0,1	2	0,2	3	0,3	0	0
Item10	1	1	0,1	1	0,1	4	0,4	4	0,4	0	0
Item11	0,2	0	0	1	0,1	0	0	1	0,1	0	0

As indicated in Table 16, Item 4 was mostly marked by the sophomores by 6,4 %, Item 7 was marked by 5,8 % and Item 1 by 3,7 %.

**Table 17: The Frequency and Percentage Analysis of Responses for Question 4 regarding Nationality and Abroad Experience**

	Total	Nationality				Abroad Experience							
		Turkish		Foreign		USA		UK		None		Other	
		f	%	f	%	f	%	f	%	f	%	f	%
Item1	12,8	119	12,3	5	0,5	2	0,2	0	0	104	10,7	18	1,9
Item2	12,3	118	12,2	1	0,1	2	0,2	0	0	106	10,9	11	1,1
Item3	1,1	11	1,1	0	0	0	0	0	0	10	1	1	0,1
Item4	23,4	219	22,8	8	0,8	4	0,4	0	0	188	19,4	35	3,6
Item5	8,8	80	8,3	6	0,6	2	0,2	0	0	69	7,1	15	1,5
Item6	12,5	116	12	7	0,7	1	0,1	1	0,1	98	10,1	22	2,3
Item7	19,8	185	19,2	7	0,7	3	0,3	0	0	158	16,3	31	3,2
Item8	5,1	48	5	2	0,2	1	0,1	0	0	42	4,3	7	0,7
Item9	1	10	1	0	0	0	0	1	0,1	9	0,9	0	0
Item10	1	10	1	0	0	0	0	1	0,1	9	0,9	0	0
Item11	0,2	2	0,2	0	0	0	0	0	0	2	0,2	0	0

Regarding students' abroad experiences, Table 17 shows that Item 4 outweighed item 7 (16,3%) and Item 2 (10,9%) by 19,4% according to the opinions of students who had never been abroad.

**Question 5:**

Which stage would be more appropriate for providing you with cultural information?  
Choose only one. Please state reason(s) why.

(1) Elementary

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(2) Pre-intermediate

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(3) Intermediate

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(4) Upper-intermediate

---

(5) Advanced

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(6) It does not matter

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**Table 18: The Frequency and Percentage Analysis of Responses for Question 5**

Levels	f	%
1-Elementary	104	32,5
2- Pre-intermediate	28	8,8
3- Intermediate	101	31,6
4- Upper-intermediate	43	13,4
5- Advanced	17	5,3
6- It does not matter	27	8,4
<b>Total</b>	320	100

For the level at which students should be taught culture, students' preferences mostly focused on Elementary level by 32,5% and Intermediate level by 31,6%.

Some students by 8,4% thought that level does not matter for cultural instruction. The explanations justifying that elementary level is the most appropriate level to teach culture were as follows:

*“Everything concerning the target language should be given at the basic level.”*

*“Elementary level is significant for all aspects of language.”*

*“It would be easier to absorb culture in the earlier stages of language learning.”*

*“It is necessary to have an idea about the culture of target language at the beginning.”*

*“Both language and its culture should be taught simultaneously at the beginner level.”*

*“It would help learning to be permanent.”*

*“It makes language learning attractive.”*

*“If we learn their life styles and cultures at the beginning, we can easily understand what they mean”*

The participants claiming that intermediate level is the most convenient level to teach culture grounded their arguments on the views below:

*“Culture can be understood after learning the basics of the language.”*

*“You can understand and interpret at this level.”*

*“Culture learning expects learners to have some vocabulary and to be able to comprehend the sentences/texts.”*

*“Further levels can be undertaken more successfully.”*

**Table 19: The Frequency and Percentage Analysis of Responses for Question 5 regarding Department and Gender**

	Total		Department				Gender			
	f	%	Banking		Tourism		Male		Female	
			f	%	f	%	f	%	f	%
<b>Item 1</b>	104	32,5	54	16,9	50	15,6	34	10,6	70	21,9
<b>Item 2</b>	28	8,8	20	6,3	8	2,5	8	2,5	20	6,3
<b>Item 3</b>	101	31,6	50	15,6	51	15,9	46	14,4	55	17,2
<b>Item 4</b>	43	13,4	21	6,6	22	6,9	18	5,6	25	7,8
<b>Item 5</b>	17	5,3	6	1,9	11	3,4	11	3,4	6	1,9
<b>Item 6</b>	27	8,4	9	2,8	18	5,6	13	4,1	14	4,4
<b>Total</b>	320	100	160	50,1	160	49,9	130	40,6	190	59,5

With regard to the preferences for the level to teach culture, the responses of Banking and Tourism departments showed a slight difference since marks for the Elementary level were 16,9% for Banking students, and 15,6% for Tourism students. In addition, the percentage for Intermediate level was 15,6% for Banking and it was 15,9% for Tourism students. When it comes to gender of the participants, the Elementary level was mostly chosen by the females by 21,9% while it was 10,6% for the males. Additionally, Intermediate level was marked by 17,2% of the females and 14,4% of the males.

**Table 20: The Frequency and Percentage Analysis of Responses for Question 5 regarding Grade**

	Total		Grade									
	f	%	1		2		3		4		4+	
			f	%	f	%	f	%	f	%	f	%
<b>Item 1</b>	104	32,5	35	10,9	32	10	20	6,3	17	5,3	0	0
<b>Item 2</b>	28	8,8	7	2,2	11	3,4	4	1,3	6	1,9	0	0
<b>Item 3</b>	101	31,6	19	5,9	23	7,2	31	9,7	28	8,8	0	0
<b>Item 4</b>	43	13,4	7	2,2	6	1,9	12	3,8	17	5,3	1	0,3
<b>Item 5</b>	17	5,3	3	0,9	3	0,9	5	1,6	6	1,9	0	0
<b>Item 6</b>	27	8,4	8	2,5	5	1,6	8	2,5	6	1,9	0	0
<b>Total</b>	320	100	79	24,6	80	25	80	25	80	25,1	1	0,3

As of grades of the participants, Table 20 reports that freshmen by 10,9 % and sophomores by 10% preceded the other students with their choice of Item 1 stating that Elementary level is the most appropriate level to teach culture. However, Item 3 was chosen mostly by juniors by 9,7 % to indicate that intermediate level is convenient for culture instruction.

**Table 21: The Frequency and Percentage Analysis of Responses for Question 5 regarding Nationality and Abroad Experience**

	Total		Nationality				Abroad Experience							
	f	%	Turkish		Foreign		USA		UK		None		Other	
			f	%	f	%	f	%	f	%	f	%	f	%
<b>Item1</b>	104	32,5	100	31,3	4	1,3	1	0,3	0	0	94	29,4	9	2,8
<b>Item2</b>	28	8,8	28	8,8	0	0	1	0,3	0	0	23	7,2	4	1,3
<b>Item3</b>	101	31,6	97	30,3	4	1,3	2	0,6	1	0,3	83	25,9	15	4,7
<b>Item4</b>	43	13,4	41	12,8	2	0,6	1	0,3	0	0	31	9,7	11	3,4
<b>Item5</b>	17	5,3	17	5,3	0	0	0	0	0	0	15	4,7	2	0,6
<b>Item6</b>	27	8,4	25	7,8	2	0,6	0	0	0	0	21	6,6	6	1,9
<b>Total</b>	320	100	308	96,3	12	3,8	5	1,5	1	0,3	267	83,5	47	14,7

When the nationality of the students is regarded, the table above shows that Turkish students chose Item 1 (Elementary level) by 31,3% which was followed by Item 3 (Intermediate level) by 30,3%. These two levels were selected equally (1,3%) by foreign students. As for nationality, Item 1 was chosen by 29,4% and Item 3 by 25,9 % by Turkish students, yet Item 3 got more marks (4,7%) than Item 1 (2,8%) from foreign students.

#### **Question 6:**

What might be your reactions when you are provided with cultural information?

- (1) Interested (positive reactions)
- (2) Analytical (analyzing, comparing with my own culture)
- (3) Skeptical
- (4) Rejected (negative reactions)
- (5) No reaction at all
- (6) Other: \_\_\_\_\_



**Table 22: The Frequency and Percentage Analysis of Responses for Question 6**

Items	f	%
1. Interested	199	62,2
2. Analytical	95	29,7
3. Skeptical	2	0,6
4. Rejected	2	0,6
5. No reaction at all	22	6,9
Total	320	100

According to Table 22, most of the students by 62,2 % stated that they would be interested in being provided cultural information. Only 0,6 % of them rejected getting cultural information in language classes. No other reactions were reported by the participants.

**Table 23: The Frequency and Percentage Analysis of Responses for Question 6 regarding Department and Gender**

	Total		Department				Gender			
	f	%	Banking		Tourism		Male		Female	
			f	%	f	%	f	%	f	%
<b>Item 1</b>	199	62,2	102	31,9	97	30,3	82	25,6	117	36,6
<b>Item 2</b>	95	29,7	42	13,1	53	16,6	34	10,6	61	19,1
<b>Item 3</b>	2	0,6	1	0,3	1	0,3	1	0,3	1	0,3
<b>Item 4</b>	2	0,6	2	0,6	0	0	2	0,6	0	0
<b>Item 5</b>	22	6,9	13	4,1	9	2,8	11	3,4	11	3,4
<b>Other</b>	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	320	100	160	50	160	0,50	130	40,5	190	59,5

As Table 23 demonstrates, 31,9% of Banking students and 30,3% of Tourism students stated that they would be interested in culture learning. With regard to negative reactions, 13,1% of Banking students and 16,6% of Tourism students indicated that they would be analytical when American/British culture was taught to them. Concerning gender, it was observed that 36,6% of female students showed interest towards culture learning while only 25,5% of males shared this idea with them. In addition, 19,1% of female students and 10,6% of male students suggested that they would react analytically to culture teaching.

**Table 24: The Frequency and Percentage Analysis of Responses for Question 6 regarding Grade**

	Total		Grade									
	f	%	1		2		3		4		4+	
			f	%	f	%	f	%	f	%	f	%
<b>Item 1</b>	199	62,2	57	17,8	48	15	52	16,3	42	13,1	0	0
<b>Item 2</b>	95	29,7	20	6,3	23	7,2	18	5,6	33	10,3	1	0,3
<b>Item 3</b>	2	0,6	0	0	0	0	2	0,6	0	0	0	0
<b>Item 4</b>	2	0,6	0	0	0	0	1	0,3	1	0,3	0	0
<b>Item 5</b>	22	6,9	2	0,6	9	2,8	7	2,2	4	1,3	0	0
<b>Other</b>	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	320	100	79	24,7	80	25	80	25	80	25	1	0,3

As Table 24 illustrates, the reactions of the students to culture learning with regard to their year of study, it is seen that the freshmen reported to be interested in being taught English or American culture more than the students in other grades by 17,8%.

**Table 25: The Frequency and Percentage Analysis of Responses for Question 6 regarding Nationality and Abroad Experience**

	Total		Nationality				Abroad Experience							
	f	%	Turkish		Foreign		USA		UK		None		Other	
			f	%	f	%	f	%	f	%	f	%	f	%
<b>Item1</b>	199	62,2	190	59,4	9	2,8	4	1,3	1	0,3	161	50,3	33	10,3
<b>Item2</b>	95	29,7	93	29,1	2	0,6	0	0	0	0	87	27,2	8	2,5
<b>Item3</b>	2	0,6	2	0,6	0	0	0	0	0	0	2	0,6	0	0
<b>Item4</b>	2	0,6	2	0,6	0	0	0	0	0	0	1	0,3	1	0,3
<b>Item5</b>	22	6,9	21	6,6	1	0,3	1	0,3	0	0	16	0,5	5	1,6
<b>Other</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	320	100	308	96,3	12	3,7	5	1,6	1	0,3	267	83,4	47	14,7

Table 25 indicates that both Turkish (59,4%) and foreign (2,8%) students stated that they were interested in learning culture. The percentage of being analytical was 29,1% for Turkish students and 0,6% for foreign students. 50,3% of the students who had tendency to be interested in culture learning had not been

abroad before while 10,3% of them had been abroad but to the countries other than the USA and the UK.

**Question 7:**

Do you think that target cultural elements should be included in language learning?

( ) a. Yes

( ) b. No (please give two possible reasons marking any suitable).

(1) My field (banking, tourism, etc.) does not require it.

(2) I do not find it necessary for myself.

(3) I myself do not have sufficient cultural information.

(4) I believe American/English culture is harmful to my own culture.

(5) Other: \_\_\_\_\_

**Table 26: The Frequency and Percentage Analysis of ‘Yes/No’ Responses for Question 7 regarding Department and Gender**

	Total		Department				Gender			
	f	%	Banking		Tourism		Male		Female	
			f	%	f	%	f	%	f	%
<b>Yes</b>	257	80,3	125	0,391	132	0,413	101	31,6	156	48,8
<b>No</b>	63	19,7	35	0,109	28	0,088	29	9,1	34	10,6
<b>Total</b>	320	100	160	0,50	160	0,50	130	40,6	190	59,4

Table 26 shows that 80,3% of the students thought that cultural elements should be included in language learning; however, 19,7% of them stated that cultural elements should not be included in language learning. Regarding their departments, 39,1% of the students who were in favor of the inclusion of cultural elements in language learning were Banking students and 41,3% of them were Tourism students. Female students constituted 48,8% and males constituted 31,6% of the students who were in favor of learning cultural elements in language classes.

**Table 27: The Frequency and Percentage Analysis of ‘Yes/No’ Responses for Question 7 regarding Grade**

	Total		Grade									
	f	%	1		2		3		4		4+	
			f	%	f	%	f	%	f	%	f	%
<b>Yes</b>	257	80,3	69	21,6	70	21,9	63	19,7	54	16,9	1	0,3
<b>No</b>	63	19,7	10	3,1	10	3,1	17	5,3	26	8,1	0	0
<b>Total</b>	320	100	79	24,7	80	25	80	25	80	25	1	0,3

As seen in Table 27, mostly the freshmen (21,6%) and the sophomores (21,9%) marked the option “Yes” for the inclusion of cultural elements in language learning. Nevertheless, the ones marking the option “No” were mostly the seniors by 8,1%.

**Table 28: The Frequency and Percentage Analysis of ‘Yes/No’ Responses for Question 7 regarding Nationality and Abroad Experience**

	Total		Nationality				Abroad Experience							
	f	%	Turkish		Foreign		USA		UK		None		Other	
			f	%	f	%	f	%	f	%	f	%	f	%
<b>Yes</b>	257	80,3	245	76,6	12	3,8	5	1,6	1	0,3	210	65,6	41	12,8
<b>No</b>	63	19,7	63	19,7	0	0	0	0	0	0	57	17,8	6	1,9
<b>Total</b>	320	100	308	0,963	12	3,8	5	1,6	1	0,3	267	83,4	47	14,7

The table above indicates that 76,6 % of Turkish students and all of the foreign students agreed to include cultural elements in language learning. Yet, 19,7% of Turkish students did not agree. 65,6% of the students who had not been abroad, 12,8% of students who had been to other foreign countries and all of the students who had been to the USA and the UK marked the option “Yes”.

**Table 29: The Frequency and Percentage Analysis of ‘No’ Responses for Question 7**

Reasons	%
1- My field (banking, tourism) does not require it.	25,4
2- I do not find it necessary for myself.	35,7
3- I myself do not have sufficient cultural information.	11,2
4- I believe American/English culture is harmful to my own culture.	19,8
5-Other	7,9
Total	100

Considering the reasons for being reluctant about cultural elements, second reason “it is not necessary for myself” by 35,7% and first reason “My field (banking, tourism) does not require it” by 25,4% were the major factors for rejecting culture teaching. In addition, the “Other” option which formed 7,9% of the responses included arguments such as:

*“Fluency is enough for language learning and we can learn the culture of the target language on our own.”*

*“If the goal is learning the language, reading, writing and vocabulary should be given priority.”*

*“It does not harm our culture, but it is not necessary.”*

*“It can be learnt on the internet if needed.”*

*“Culture cannot be taught at school.”*

*“Anyone needing it can learn it herself/himself.”*

### **Question 8:**

In what ways (what kind of materials, tasks, activities...etc) would you like to be introduced with cultural information? Please, mark **three appropriate** options.

- (1) Through the content of course books
- (2) Using novels and short stories
- (3) Discussions of cultural experiences
- (4) Pictures and posters
- (5) Video films and documentaries
- (6) Newspapers and magazines

(7) Daily used articles such as menus and tickets

(8) Other: \_\_\_\_\_

**Table 30: The Percentage Analysis of Responses for Question 8**

Items	%
1. Through the content of course books.	12,5
2. Using novels and short stories.	10,6
3. Discussions of cultural experiences.	18,5
4. Pictures and posters.	9,6
5. Video films and documentaries.	26,3
6. Newspapers and magazines.	13,1
7. Daily used articles such as menus and tickets.	8,8
8. Other	0,4

When the students were asked in what ways they would like to be introduced with cultural information, the majority of them by 26,3% reported that they preferred video films and documentaries. This was followed by discussion of cultural experiences by 18,5% and through newspapers and magazines by 13,1 %. The “Other” option constituting 0,4% of the responses included the ideas below:

*“Current series such as ‘How I met your mother’, ‘Newsroom’, ‘Workalcoholics’ which include cultural jokes can be followed.”*

*“Internet materials can be used.”*

*“Visits to the countries of the target language could be beneficial.”*

**Table 31: The Frequency and Percentage Analysis of Responses for Question 8 regarding Department and Gender**

	Department				Gender			
	Banking		Tourism		Male		Female	
	f	%	f	%	f	%	f	%
<b>Item 1</b>	63	6,6	57	5,9	46	4,8	74	7,7
<b>Item 2</b>	50	5,2	51	5,3	38	4	63	6,6
<b>Item 3</b>	85	8,8	93	9,7	79	8,2	99	10,3
<b>Item 4</b>	49	5,1	42	4,4	34	3,5	57	5,9
<b>Item 5</b>	125	13	126	13,1	105	10,9	146	15,2
<b>Item 6</b>	60	6,2	66	6,9	48	5	78	8,1
<b>Item 7</b>	45	4,7	40	4,2	34	3,5	51	5,3
<b>Item 8</b>	1	0,1	2	0,2	2	0,2	1	0,1

In respect to participants' departments, based on their views about the ways to be introduced to cultural information, Table 31 shows that the item "Video films and documentaries" was marked equally by both Banking students (13%) and Tourism students (13,1%). The item "Discussion of cultural experiences" was chosen more by Tourism students by 9,7% while Banking students marked it by 8,8%. The item having the third rank item was "Through newspapers and magazines" which was chosen by Banking students by 6,2% and by Tourism students by 6,9%.

**Table 32: The Frequency and Percentage Analysis of Responses for Question 8 regarding Grade**

	Grade									
	1		2		3		4		4+	
	f	%	f	%	F	%	f	%	f	%
<b>Item 1</b>	22	2,3	39	4,1	30	3,1	28	2,9	1	0,1
<b>Item 2</b>	18	1,9	32	3,3	29	3	22	2,3	0	0
<b>Item 3</b>	0	0	0	0	0	0	1	0,1	0	0
<b>Item 4</b>	26	2,7	18	1,9	22	2,3	25	2,6	0	0
<b>Item 5</b>	68	7,1	61	6,3	60	6,2	61	6,3	1	0,1
<b>Item 6</b>	34	3,5	30	3,1	31	3,2	30	3,1	1	0,1
<b>Item 7</b>	22	2,3	19	2	20	2,1	24	2,5	0	0
<b>Item 8</b>	0	0	0	0	2	0,2	1	0,1	0	0

As Table 32 illustrates, the freshmen were the ones who favored being introduced to cultural information through films and documentaries more than the students of other grades by 7,1%.

**Table 33: The Frequency and Percentage Analysis of Responses for Question 8 regarding Nationality and Abroad Experience**

	Nationality				Abroad Experience							
	Turkish		Foreign		USA		UK		None		Other	
	f	%	f	%	F	%	f	%	f	%	f	%
<b>Item1</b>	115	12	5	0,5	0	0	0	0	103	10,7	30	3,1
<b>Item2</b>	97	10,1	4	0,4	1	0,1	0	0	84	8,7	16	1,7
<b>Item3</b>	173	18	5	0,5	4	0,4	1	0,1	148	15,4	25	2,6
<b>Item4</b>	86	8,9	5	0,5	1	0,1	0	0	79	8,2	11	1,1

<b>Item5</b>	241	25,1	10	1	5	0,5	1	0,1	209	21,7	36	3,7
<b>Item6</b>	122	12,7	4	0,4	0	0	0	0	109	11,3	17	1,8
<b>Item7</b>	83	8,6	2	0,2	4	0,4	1	0,1	64	6,7	16	1,7
<b>Item8</b>	2	0,2	1	0,1	0	0	0	0	0	0	3	0,3

As seen in Table 33, 25,1% of the students favoring to learn culture through films and documentaries were Turkish students and 1% of the students choosing the same item were Foreign students. The percentage for the discussion of cultural experiences was 18 for Turkish students and 0,5 for foreign students. Newspapers and magazines were regarded to be the third best way to teach cultural information by 12,7 % of Turkish students and 0,4% of foreign students.

### Question 9:

Are there any disadvantages of learning the target culture in EFL classes?

( ) a. No

( ) b. Yes (Please mark 2 appropriate options)

(1) Indifference to my own culture

(2) Over-sympathy to US/UK culture

(3) Linguistic and cultural imperialism

(4) Cultural assimilation

(5) Inclusion of too much cultural information creates a boring atmosphere

(6) Other: \_\_\_\_\_

**Table 34: The Frequency and Percentage Analysis of ‘Yes/No’ Responses for Question 9 regarding Department and Gender**

	Total		Department				Gender			
	f	%	Banking		Tourism		Male		Female	
			f	%	f	%	f	%	f	%
<b>Yes</b>	71	22,2	33	10,3	38	11,9	38	11,9	92	28,8
<b>No</b>	249	77,8	127	39,7	122	38,1	33	10,3	157	49,1
<b>Total</b>	320	100	160	50	160	50	71	22,2	249	77,9



For the question “Are there any disadvantages of learning the target culture in EFL classes?”, high proportion of the students did not state any disadvantages (77,8%), the students defining some disadvantages took a place of 22,2%. Taking their departments into consideration, “No” responses were provided by 39,7% of Banking students and 38,1% of Tourism students. As for gender, 49,1% of the female participants and 10,3% of the male participants did not report any disadvantages of culture learning in EFL classes while 11,9% of males and 28,8% of females stated some disadvantages.

**Table 35: The Frequency and Percentage Analysis of ‘Yes/No’ Responses for Question 9 regarding Grade**

	Total		Grade									
	f	%	1		2		3		4		4+	
			f	%	f	%	f	%	f	%	f	%
<b>Yes</b>	71	22,2	12	3,8	16	5	15	4,7	28	8,8	0	0
<b>No</b>	249	77,8	67	20,9	64	20	65	20,3	52	16,3	1	0,3
<b>Total</b>	320	100	79	24,7	80	25	80	25	80	25	1	0,3

As Table 35 indicates, the highest percentage by 20,9% for no disadvantages of culture learning in EFL classes was reported by freshmen although the highest percentage for stating disadvantages was given by seniors by 8,8%.

**Table 36: The Frequency and Percentage Analysis of ‘Yes/No’ Responses for Question 9 regarding Nationality and Abroad Experience**

	Total		Nationality				Abroad Experience							
	f	%	Turkish		Foreign		USA		UK		None		Other	
			f	%	f	%	f	%	f	%	f	%	f	%
<b>Yes</b>	71	22,2	70	21,9	1	0,3	0	0	0	0	62	19,4	9	2,8
<b>No</b>	249	77,8	238	74,4	11	3,4	5	1,6	1	0,3	205	64,1	38	11,9
<b>Total</b>	320	100	308	96,3	12	3,8	5	1,6	1	0,3	267	83,4	47	14,7

Both Turkish and foreign students stated no disadvantages of culture learning in EFL classes, the former by 74,4% and the latter by 3,4%. Regarding experiences in foreign countries, the participants who had been to the USA and the UK did not

show any disadvantages of culture learning. However, 19,4% of the participants with no abroad experience stated some disadvantages and 2,8% of the participants who had been to other foreign countries agreed that there were some disadvantages.

**Table 37: The Frequency and Percentage Analysis of ‘Yes’ Responses for Question 9**

Items	f	%
A. Indifference to my own culture	17	1,2
B. Over-sympathy to US/UK culture	8	5,6
C. Linguistic and cultural imperialism	25	17,6
D. Cultural assimilation	50	35,2
E. Inclusion of too much cultural information creates boring atmosphere	40	28,2
F. Other	2	1,4

The mostly selected options for the explanations of the drawbacks that may arise from culture teaching were ranked as “cultural assimilation” by 35,2%, “inclusion of too much cultural information creates a boring atmosphere” by 28,2% and “linguistic and cultural imperialism” by 17,6%. 1,4% of the responses comprised “other reasons” for disadvantages of culture teaching which involved such sentences from participants:

*“It can drive me apart from the content of the lessons since I would be busy with comparing my culture to the target culture.”*

*“Detailed information except for practical and useful information decreases perception of the lesson.”*

**Question 10:**

Are there any advantages of learning cultural information in EFL classes?

a. No

b. Yes (please choose 2 appropriate options)

(1) Attaining at a global understanding of culture

(2) Respecting different cultures

(3) Improving general background knowledge

- (4) Better communicative competence  
 (5) Adding interest to teaching and learning the language  
 (6) Other: \_\_\_\_\_

**Table 38: The Frequency and Percentage Analysis of ‘Yes/No’ Responses for Question 10 regarding Department and Gender**

	Total		Department				Gender			
	f	%	Banking		Tourism		Male		Female	
			f	%	f	%	f	%	f	%
<b>Yes</b>	302	94,4	152	47,5	150	46,9	117	36,6	185	57,8
<b>No</b>	18	5,6	8	2,5	10	3,1	13	4,1	5	1,3
<b>Total</b>	320	100	160	50	160	50	130	40,7	190	59,4

Table 38 shows that high proportion of the participants by 94,4% agreed that there were some advantages of culture learning in EFL classes and only 5,6% of them disagreed. The advantageous aspect of culture learning was supported by Banking (47,5%) and Tourism (46,9%) students. Female participants agreed by 57,8% and males agreed by 36,6% that there were advantages of culture learning.

**Table 39: The Frequency and Percentage Analysis of ‘Yes/No’ Responses for Question 10 regarding Grade**

	Total		Grade									
	f	%	1		2		3		4		4+	
			f	%	f	%	f	%	f	%	f	%
<b>Yes</b>	302	94,4	77	24,1	73	22,8	76	23,8	75	23,4	1	0,3
<b>No</b>	18	5,6	2	0,6	7	2,2	4	1,3	5	1,6	0	0
<b>Total</b>	320	100	79	24,7	80	25	80	25	80	25	1	0,3

The freshmen, compared to others, supported the advantages of culture learning in EFL classes more by 24,1% whereas the sophomores emphasized the disadvantages more than the others by 2,2%.

**Table 40: The Frequency and Percentage Analysis of ‘Yes/No’ Responses for Question 10 regarding Nationality and Abroad Experience**

	Total		Nationality				Abroad Experience							
	f	%	Turkish		Foreign		USA		UK		None		Other	
			f	%	f	%	f	%	f	%	f	%	f	%
<b>Yes</b>	302	94,4	292	91,3	10	3,1	4	1,3	1	0,3	255	79,7	42	13,1
<b>No</b>	18	5,6	16	4,7	2	0,6	1	0,3	0	0	12	3,8	5	1,6
<b>Total</b>	320	100	308	96,3	12	3,8	5	1,6	1	0,3	267	83,4	47	14,7

Considering the nationality, as seen in Table 39, 91,3% of Turkish students and 3,1% of foreign students indicated that there were advantages of culture learning in EFL classes. As for abroad experience, 79,7% of the students who had never been abroad, and 13,1% of the students who had been to foreign countries except for the USA and the UK reported that it is advantageous to learn culture in EFL classes.

**Table 41: The Frequency and Percentage Analysis of ‘Yes’ Responses for Question 10**

Items	f	%
A. Attaining at a global understanding of culture	104	17,2
B. Respecting different cultures	52	8,6
C. Improving general background knowledge	201	33,2
D. Better communicative competence	124	20,5
E. Adds interest to teaching and learning the language	122	20,1
F. Other	1	0,2

The mostly selected advantages of culture teaching were lined up as: “It improves general background knowledge” (33,2%), “It enables students to have better communicative competence” (20,5%), and “It adds interest to teaching and learning the language (20,1%)”.

**Question 11:**

Do you experience any difficulties in learning the cultural content of your textbooks/texts?

( ) a. No

( ) b. Yes (please give specific problems). **Choose 2** appropriate options.

(1) I find it difficult to understand some aspects of American/British culture.

(2) The course books do not include any help.

(3) I am not so knowledgeable about American/British culture.

(4) There is too much information on American/British culture.

(5) Other: \_\_\_\_\_

**Table 42: The Frequency and Percentage Analysis of ‘Yes/No’ Responses for Question 11 regarding Department and Gender**

	Total		Department				Gender			
	f	%	Banking		Tourism		Male		Female	
			f	%	F	%	f	%	f	%
<b>Yes</b>	131	40,9	72	22,5	59	18,4	54	16,9	77	24,1
<b>No</b>	189	59,1	88	27,5	101	31,6	76	23,8	113	35,3
<b>Total</b>	320	100	160	50	160	50	130	40,7	190	59,4

The chart demonstrates that the number of the students facing some problems by 40,9 % cannot be underestimated although the larger group of the sample of the study does not have any difficulties in learning the cultural content of their text books (59,1%). What is more, Banking students (22,5%) indicated that they had more difficulty in learning the cultural content of their text books than Tourism students (18,4%). Additionally, female students (24,1%) had more difficulty than the males (16,9%) in learning the cultural content of their textbooks.

**Table 43: The Frequency and Percentage Analysis of ‘Yes/No’ Responses for Question 11 regarding Grade**

	Total		Grade									
	f	%	1		2		3		4		4+	
			f	%	f	%	f	%	f	%	f	%
<b>Yes</b>	131	40,9	33	10,3	31	9,7	37	11,6	30	9,4	0	0
<b>No</b>	189	59,1	46	14,4	49	15,3	43	13,4	50	15,6	1	0,3
<b>Total</b>	320	100	79	24,7	80	25	80	25	80	25	1	0,3

When the participants were asked whether they have any difficulties in learning cultural content of their textbooks or texts, as seen in Table 43, senior students were the ones who had the highest percentage by 15,6% about not having any difficulties. Yet, junior students had more difficulties than students in other grades by 11,6%.

**Table 44: The Frequency and Percentage Analysis of ‘Yes/No’ Responses for Question 11 regarding Nationality and Abroad Experience**

	Total		Nationality				Abroad Experience							
	f	%	Turkish		Foreign		USA		UK		None		Other	
			f	%	f	%	f	%	f	%	f	%	f	%
<b>Yes</b>	131	40,9	129	40,3	2	0,6	4	1,3	0	0	116	36,3	11	3,4
<b>No</b>	189	59,1	179	55,9	10	3,1	1	0,3	1	0,3	151	47,2	36	11,3
<b>Total</b>	320	100	308	96,3	12	3,8	5	1,6	1	0,3	267	83,4	47	14,7

40,3% of Turkish students and 0,6% of foreign students revealed that they had difficulties in learning cultural content of their textbooks. Furthermore, while the ones who had been to the USA reported more difficulties in learning cultural content of their books (1,3%), the participants having been to other foreign countries presented less difficulties (3,4%).

**Table 45: The Frequency and Percentage Analysis of ‘Yes’ Responses for Question 11**

Items	f	%
A. I find it difficult to understand some aspects of American/British culture.	73	27,9
B. The course books do not include any help.	62	23,7
C. I am not so knowledgeable about American/British culture.	98	37,4
D. There is too much information on American/British culture.	23	8,8
E. Other:	6	2,3

Among the probable reasons for having difficulties in learning cultural content in EFL books, the students’ suggestions about the main justifications of the difficulties are rated as follows: “I am not so knowledgeable about American/British culture.”(37,4%), “I find it difficult to understand some aspects of American/British

culture.”(27,9%), “The course books do not include any help (23,7%)”. The “Other” option having 2,3% of the responses stated the following sentences:

*“It is difficult to learn culture without being and living in the target culture”*

*“I am not interested”*

*“I just do not want to learn”*

*“I am not competent enough in language to understand cultural elements”*

### Question 12:

Do you think that you need supplementary materials in terms of cultural information throughout your language learning?

a. No

b. Yes (of what kind?) Please, mark 2 appropriate options.

(1) Authentic materials

(2) Realia (objects)

(3) Pictures of cultural items

(4) Other: \_\_\_\_\_

**Table 46: The Frequency and Percentage Analysis of ‘Yes/No’ Responses for Question 12 regarding Department and Gender**

	Total		Department				Gender			
	f	%	Banking		Tourism		Male		Female	
			f	%	f	%	f	%	f	%
<b>Yes</b>	223	69,7	111	34,7	112	35	86	26,9	137	42,8
<b>No</b>	97	30,3	49	15,3	48	15	44	13,8	53	16,6
<b>Total</b>	320	100	160	0,50	160	50	130	40,6	190	59,4

69,7% of the students affirmed that they needed supplementary material in terms of culture learning throughout their language learning whereas 30,3% of them explained that they did not need any. The need for supplementary material was nearly same for both departments since it was stated by 34,7% of Banking students

and 35% of Tourism students. For the gender, the females reported their need of supplementary material by 42,8% whereas the males reported it by 26,9%.

**Table 47: The Frequency and Percentage Analysis of ‘Yes/No’ Responses for Question 12 regarding Grade**

	Total		Grade									
	f	%	1		2		3		4		4+	
			f	%	f	%	f	%	f	%	f	%
<b>Yes</b>	223	69,7	66	20,6	54	16,9	63	19,7	40	12,5	0	0
<b>No</b>	97	30,3	13	4,1	26	8,1	17	5,3	40	12,5	1	0,3
<b>Total</b>	320	100	79	24,7	80	25	80	25	80	25	1	0,3

The analysis in participants’ year of study indicated that, freshmen by 20,6% needed supplementary materials in their culture learning more than students in the other grades. The majority of the students who did not need any supplementary materials were senior students who formed 12,5% of the ‘No’ responses.

**Table 48: The Frequency and Percentage Analysis of ‘Yes/No’ Responses for Question 12 regarding Nationality and Abroad Experience**

	Total		Nationality				Abroad Experience							
	f	%	Turkish		Foreign		USA		UK		None		Other	
			f	%	f	%	f	%	f	%	f	%	f	%
<b>Yes</b>	223	69,7	216	67,5	7	2,2	3	0,9	0	0	190	59,4	30	9,4
<b>No</b>	97	30,3	92	28,8	5	1,6	2	0,6	1	0,3	77	24,1	17	5,3
<b>Total</b>	320	100	308	96,3	12	3,8	5	1,6	1	0,3	267	83,4	47	14,7

To consider the effect of their nationalities on their needs of supplementary materials, Table 47 shows that 67,5% of Turkish students and 2,2% of foreign students needed some supplementary materials in culture learning. On the other hand, as for their abroad experiences, the ones who had been to the USA (0,9%), the ones who had been to other countries (9,45) and the ones who had never been abroad (59,4%) mostly needed supplementary materials when compared to the others that did not need any materials.



**Table 49: The Frequency and Percentage Analysis of ‘Yes’ Responses for Question 12**

Items	f	%
B. Authentic materials	120	26,9
C. Realia (objects)	124	27,8
D. Pictures of cultural items	196	43,9
E. Other	6	1,3

The students needing supplementary materials in their culture learning, chose pictures of cultural items by 43,9%, realia by 27,8%, and authentic materials by 26,9%. The “other” option was chosen by 1,3% and the ideas were various. They stated that “*real stories*” and “*films*” could be used in culture teaching.

**Question 13:**

What should be the main aim of presenting cultural information in language learning? Choose **only one**.

- (1) Developing an awareness of other cultures and people
- (2) Insight into one’s own culture
- (3) Intellectual development
- (4) Comparison between own and US/UK culture
- (5) More successful communication
- (6) Other

**Table 50: The Frequency and Percentage Analysis of Responses for Question 13**

Items	f	%
1. Developing an awareness of other cultures and people	40	12,5
2. Insight into one’s own culture	26	8,1
3. Intellectual development	21	6,6
4. Comparison between own and US/UK culture	72	22,5
5. More successful communication	156	48,8
6. Other	5	1,6
Total	320	100

Looking at the table above about deciding the main aim of presenting cultural information in language learning, it is clearly understood that the main purpose of culture learning was determined to provide a “More successful communication” by 48,8%; this was followed by 22,5% stating “ Comparison between own and UK/USA culture” as the main aim of culture learning. The “Other” option by 1,6% gathered free responses from participants which presented the aim of presenting cultural information as *“reinforcing language learning”, “easing language learning and making it enjoyable”*

**Table 51: The Frequency and Percentage Analysis of Responses for Question 13 regarding Department and Gender**

	Total		Department				Gender			
	f	%	Banking		Tourism		Male		Female	
			f	%	F	%	f	%	f	%
<b>Item 1</b>	40	12,5	15	4,9	26	8,5	19	5,9	21	6,6
<b>Item 2</b>	26	8,1	13	4,2	13	4,2	12	3,8	14	4,4
<b>Item 3</b>	21	6,6	11	3,6	10	3,3	9	2,8	12	3,8
<b>Item 4</b>	72	22,5	51	16,6	21	6,8	25	7,8	47	14,7
<b>Item 5</b>	156	48,8	68	22,1	88	28,6	64	20	92	28,8
<b>Other</b>	5	1,6	2	0,7	2	0,7	1	0,3	4	1,3
<b>Total</b>	320	100	160	50	160	50	130	40,6	190	59,4

The idea that the main aim of cultural presentation in language learning should be a more successful communication was chosen by 22,1% of Banking students and 28,6% of Tourism students. Looking at participants’ genders, 28,8% of the females and 20% of male participants chose a more successful communication option as the main aim of cultural presentation in language learning.

**Table 52: The Frequency and Percentage Analysis of Responses for Question 13 regarding Grade**

	Total		Grade									
	f	%	1		2		3		4		4+	
			f	%	f	%	f	%	f	%	f	%
<b>Item 1</b>	40	12,5	11	3,4	13	4,1	9	2,8	7	2,2	0	0
<b>Item 2</b>	26	8,1	7	2,2	7	2,2	6	1,9	6	1,9	0	0
<b>Item 3</b>	21	6,6	7	2,2	5	1,6	4	1,3	5	1,6	0	0
<b>Item 4</b>	72	22,5	11	3,4	21	6,6	20	6,3	20	6,3	0	0
<b>Item 5</b>	156	48,8	43	13,4	33	10,3	39	12,2	40	12,5	1	0,3
<b>Other</b>	5	1,6	0	0	1	0,3	2	0,6	1	0,3	0	0
<b>Total</b>	320	100	79	24,7	80	25	80	25	80	25	1	0,3

As Table 52 demonstrates, freshmen's view on the main aim of presenting cultural information as to provide a more successful communication outweighed the other groups by 13,4%.

**Table 53: The Frequency and Percentage Analysis of Responses for Question 13 regarding Nationality and Abroad Experience**

	Total		Nationality				Abroad Experience							
	f	%	Turkish		Foreign		USA		UK		None		Other	
			f	%	f	%	f	%	f	%	f	%	f	%
<b>Item1</b>	40	12,5	40	12,5	1	0,3	1	0,3	0	0	35	10,9	4	1,3
<b>Item2</b>	26	8,1	25	7,8	1	0,3	0	0	0	0	23	7,2	3	0,9
<b>Item3</b>	21	6,6	20	6,3	1	0,3	1	0,3	0	0	16	5	4	1,3
<b>Item4</b>	72	22,5	69	21,6	3	0,9	0	0	0	0	61	19,1	11	3,4
<b>Item5</b>	156	48,8	150	46,9	6	1,9	3	0,9	1	0,3	128	40	24	7,5
<b>Other</b>	5	1,6	4	1,3	0	0	0	0	0	0	3	0,9	1	0,3
<b>Total</b>	320	100	308	96,3	12	3,8	5	1,6	1	0,3	267	83,4	47	14,7

As shown in Table 53, 46,9% of Turkish students and 1,9% of foreign students thought that the main aim of presenting cultural information should be a more successful communication. This aim was chosen by 40% of the participants who had never been abroad, 7,5% of the participants who had been to foreign countries other than the USA and the UK, 0,9% of the participants who had been to the USA and 0,3% of the ones having been to the UK.

**Question 14:**

What should be the role of the teacher in increasing your awareness of the target culture?

The teacher should; (please mark only 2 appropriate options).

- (1) present the differences and similarities between my culture and the target culture.
- (2) encourage me to respect the target culture.
- (3) arouse interest and promote target culture.
- (4) give personal experiences along with cultural information.
- (5) provide me with cultural information only when I need it.
- (6) Other: \_\_\_\_\_

**Table 54: The Frequency and Percentage Analysis of Responses for Question 14**

Items	%
1. present the differences and similarities between my culture and the target culture.	38,8
2. encourage me to respect the target culture.	14,4
3. arouse interest and promotes target culture.	16,5
4. give personal experiences along with cultural information.	25,4
5. provide me with cultural information only when I need it.	4,2
6. Other:	0,3

Regarding the role of the teacher, the students were asked “What should be the role of the teacher in increasing your awareness of the target culture?”. The responses of the students showed that they wanted the teacher to “present the differences and similarities between their culture and the target culture” (38,8%), “give personal experiences along with cultural information” (25,4%), and “arouse interest and promote target culture” (16,5%). The opinions stated by “Other” option by 0,3% reported “*Teacher should teach the culture as itself without bias*” and “*Teacher should teach not to undervalue our own culture*”.

**Table 55: The Frequency and Percentage Analysis of Responses for Question 14 regarding Department and Gender**

	Department				Gender			
	Banking		Tourism		Male		Female	
	f	%	f	%	f	%	f	%
<b>Item 1</b>	130	20,3	119	18,6	99	15,4	158	24,6
<b>Item 2</b>	41	6,4	51	8	40	6,2	52	8,1
<b>Item 3</b>	50	7,8	56	8,7	40	6,2	66	10,3
<b>Item 4</b>	83	12,9	80	12,5	65	10,1	98	15,3
<b>Item 5</b>	14	2,2	13	2	14	2,2	13	2
<b>Other</b>	2	0,3	1	0,2	2	0,3	0	0

The participants' preferences about the role of the teacher in increasing their awareness of the target culture showed that 20,3% of Banking students and 18,6% of Tourism students thought teacher's role was to present the differences and similarities between their culture and the target culture. Secondly, 12,9% of Banking students and 12,5% of Tourism students expected teacher's role to be giving personal experiences along with cultural information. Female participants' choice of teacher's role as presenting the differences and similarities between their culture and the target culture was dominant ( 25,6%) to that of male participants (15,4%).

**Table 56: The Frequency and Percentage Analysis of Responses for Question 14 regarding Grade**

	Grade									
	1		2		3		4		4+	
	f	%	f	%	F	%	f	%	f	%
<b>Item 1</b>	60	9,4	63	9,8	56	8,7	70	10,9	0	0
<b>Item 2</b>	24	3,7	26	4,1	26	4,1	16	2,5	0	0
<b>Item 3</b>	35	5,5	19	3	29	4,5	22	3,4	1	0,2
<b>Item 4</b>	36	5,6	43	6,7	44	6,9	39	6,1	1	0,2
<b>Item 5</b>	3	0,5	9	1,4	3	0,5	12	1,9	0	0
<b>Other</b>	0	0	0	0	2	0,3	0	0	0	0

As showed in Table 56, Item 1 stating that teacher's role is to present the differences and similarities between learners' culture and the target culture was chosen by senior students by 10,9%. In addition, Item 4 stating that teacher's role is

to give personal experiences along with cultural information was preferred mostly by junior students by 6,9%.

**Table 57: The Frequency and Percentage Analysis of Responses for Question 14 regarding Nationality and Abroad Experience**

	Nationality				Abroad Experience							
	Turkish		Foreign		USA		UK		None		Other	
	f	%	f	%	f	%	f	%	f	%	f	%
<b>Item1</b>	240	37,4	9	1,4	2	0,3	0	0	209	38,2	38	5,9
<b>Item2</b>	87	13,6	5	0,8	2	0,3	0	0	73	11,4	17	2,7
<b>Item3</b>	102	15,9	4	0,6	2	0,3	1	0,2	90	14	13	2
<b>Item4</b>	157	24,5	6	0,9	3	0,5	1	0,2	136	21,2	23	3,6
<b>Item5</b>	27	4,2	0	0	1	0,2	0	0	24	3,7	2	0,3
<b>Other</b>	2	0,3	0	0	0	0	0	0	1	0,2	1	0,2

Teacher's role of presenting the differences and similarities between learners' culture and the target culture was the first choice of both Turkish and foreign students which was marked by 37,4% of Turkish and 1,4% of foreign students. Additionally, 24,5% of Turkish students and 0,9% of foreign students reported that teacher's role was to give personal experiences along with cultural information.

### Question 15:

Should cultural information be assessed?

(1) No because (mark only one appropriate).

a. the main purpose of learning language is to learn the linguistic aspects.

b. I need to improve speaking, reading, writing and listening, not cultural knowledge.

c. Other: \_\_\_\_\_

(2) Yes because (mark only one appropriate).

a. anything taught should be tested.

b. culture and language are inseparable.

c. Other: \_\_\_\_\_

**Table 58: The Frequency and Percentage Analysis of ‘Yes/No’ for Question 15 regarding Department and Gender**

	Total		Department				Gender			
	f	%	Banking		Tourism		Male		Female	
			f	%	F	%	f	%	f	%
<b>Yes</b>	119	37,2	56	17,5	63	19,7	44	13,8	75	23,4
<b>No</b>	201	62,3	104	32,5	97	30,3	86	26,9	115	35,9
<b>Total</b>	320	100	160	50	160	50	130	40,6	190	59,4

The table above indicates that the majority of the students by 62,3% did not want cultural information to be tested. The ones who did not reject the test of cultural information formed 37,2% of the participants. Both parties based their ideas on different arguments. Although 17,5% of Banking students and 19,7% of Tourism students were in favor of testing cultural information, 32,5% of Banking students and 30,3% of Tourism students did not agree with this idea. The majority of both the females (35,9%) and the males (26,9%) did not support the idea to test cultural information. Yet, 23,4% of the females and 13,8% of the males agreed that cultural information should be tested.

**Table 59: The Frequency and Percentage Analysis of ‘Yes/No’ for Question 15 regarding Grade**

	Total		Grade									
	f	%	1		2		3		4		4+	
			f	%	f	%	f	%	f	%	f	%
<b>Yes</b>	119	37,2	29	9,1	29	9,1	32	10	28	8,8	1	0,3
<b>No</b>	201	62,3	50	15,6	51	15,9	48	15	52	16,3	0	0
<b>Total</b>	320	100	79	24,7	80	25,0	80	25	80	25	1	0,3

Table 59 demonstrates that 10% of the junior students by higher proportion among all grades wanted cultural information to be tested, yet the senior students by 16,3% were the ones with the highest percentage who opposed to cultural information tests.

**Table 60: The Frequency and Percentage Analysis of ‘Yes/No’ for Question 15 regarding Nationality and Abroad Experience**

	Total		Nationality				Abroad Experience							
	f	%	Turkish		Foreign		USA		UK		None		Other	
			f	%	f	%	f	%	f	%	f	%	f	%
<b>Yes</b>	119	37,2	116	36,3	3	0,9	2	0,6	1	0,3	100	31,3	16	5
<b>No</b>	201	62,3	192	60	9	2,8	3	0,9	0	0	167	52,2	31	9,7
<b>Total</b>	320	100	308	96,3	12	3,8	5	1,6	1	0,3	267	83,4	47	14,7

Regarding the nationalities, 36,3% of Turkish students and 0,9% of foreign students were the supporters of tests for cultural information although 60% of Turkish students and 2,8% foreign students thought that it was not necessary to test cultural information. With respect to participants’ experiences about having been abroad, it was seen that visitors of the USA by 0,6%, visitors of the UK by 0,3%, visitors of other foreign countries by 5% and the ones who had never been abroad by 31,3% reported that cultural information should be tested. However, the visitors of the USA by 0,9%, the visitors of other foreign countries by 9,7 % and the ones who had never been abroad by 52,2% claimed that cultural information should not be tested.

**Table 61: The Frequency and Percentage Analysis of ‘No’ responses for Question 15**

Items – NO	f	%
A. The main purpose of learning language is to learn the linguistic aspects.	80	40
B. I need to improve speaking, reading, writing and listening, not cultural knowledge.	115	57
C. Other:	6	3
Total	201	100

The students rejecting cultural information tests based their idea mostly on the second argument by 57% which stated “I need to improve speaking, reading, writing and listening, not cultural knowledge” and it was followed by the first argument by 40% stating “the main purpose of learning language is to learn the linguistic aspects. The “Other” option by 3% reported participants’ ideas as follows:



*“Learning culture is about the learner’s curiosity”*

*“Tests formalize culture learning, yet culture learning should be enjoyable”*

*“Culture learning is about general knowledge”*

*“Only interested learners need to talk about culture”*

*“Only language skills should be tested”*

**Table 62: The Frequency and Percentage Analysis of “Yes” Responses for Question 15**

Items – YES	f	%
A. Anything taught should be tested.	53	44,5
B. Culture and language are inseparable.	65	54,7
C. Other:	1	0,8
Total	119	100

Among the ones choosing the option “Yes”, the claim rated most was “Culture and language are inseparable” by 57%. The “Other” option by 0,8% stated “Culture learning should be tested to discover and compensate the lacking points in learning”.

**Table 63: Descriptive Statistics for the Items in the Scale**

Items	Strongly disagree		Disagree		Not Decided		Agree		Strongly agree		Mean	Std. Dev.
	f	%	f	%	f	%	f	%	f	%		
1. EFL teachers should have culture teaching objectives to linguistic goals	13	4,1	26	8,1	67	20,9	157	49,1	57	17,8	<b>3,68</b>	0,99
2. Learning a foreign culture harms the native culture *	18	5,6	33	10,3	27	8,4	121	37,8	121	37,8	<b>3,92</b>	1,17
3. I should learn about target culture.	18	5,6	38	11,9	72	22,5	153	47,8	39	12,2	<b>3,49</b>	1,04
4. EFL teachers should focus only on the teaching of language, not culture*	19	5,9	32	10,0	39	12,2	146	45,6	84	26,3	<b>3,76</b>	1,13

5. Cultural content is an element of the foreign language teaching curriculum.	10	3,1	36	11,3	66	20,6	153	47,8	55	17,2	<b>3,65</b>	0,99
6. EFL content should exclude English/American culture*	17	5,3	53	16,6	55	17,2	136	42,5	59	18,4	<b>3,52</b>	1,13
7. Learning cultural components explicitly fosters our proficiency in the language.	9	2,8	33	10,3	48	15,0	152	47,5	78	24,4	<b>3,80</b>	1,01
8. EFL teachers should be well equipped with cultural patterns of the language they teach.	17	5,3	16	5,0	16	5,0	142	44,4	129	40,3	<b>4,09</b>	1,06
9. English can be taught without reference to British/American culture*	20	6,3	58	18,1	76	23,8	122	38,1	44	13,8	<b>3,35</b>	1,12
10. Learning the cultural elements of the target language should be a must for the learners.	45	14,1	110	34,4	90	28,1	56	17,5	19	5,9	<b>2,67</b>	1,10
11. I find it unnecessary to learn the British/American culture*	13	4,1	33	10,3	37	11,6	162	50,6	75	23,4	<b>3,79</b>	1,04
12. I feel uncomfortable when a question on foreign language culture is asked in the classroom.	16	5,0	47	14,7	54	16,9	141	44,1	62	19,4	<b>3,58</b>	1,11
13. Learning about British/American history helps us improve our language skills.	21	6,6	49	15,3	53	16,6	142	44,4	55	17,2	<b>3,50</b>	1,30
Note: Item 2, 4, 6, 9, and 11 are reverse items.												

With the purpose of understanding the students' opinions with regard to culture learning in language learning, the students were asked to mark 13 items in the second part of the questionnaire. The students were supposed to choose from "Strongly disagree, Disagree, Not Decided, Agree and Strongly Agree" according to

their preferences. It is essential to add that the items marked with asterisk (\*) are reverse items showing negative statements in the scale. When the means of their responses are considered, it is revealed that question 10 indicating “Learning the cultural elements of the target language should be a must for the learners” was rated as 2,67 as the lowest mean. The highest mean was presented for question 8 showing “EFL teachers should be well equipped with cultural patterns of the language they teach” with 4,09. When the total mean score was observed for the whole scale, it was calculated as 3,60 out of 5 which indicates that students have a moderately positive attitude towards learning American/British culture in language classes.

#### **4.2.2 Statistical Analysis and Results related to Research Question 2**

The scale used in this section was analyzed by SPSS 17.0. As a result of reliability analysis, Cronbach Alpha value was found to be “0,801”. The reliability of the scale dependent on the Alpha coefficient is interpreted as follows:

$0,00 \leq \alpha < 0,40$  unreliable

$0,40 \leq \alpha < 0,60$  low reliability

$0,60 \leq \alpha < 0,80$  quite reliable

$0,80 \leq \alpha < 1,00$  reliable (Kalaycı, 2010:405).

For the relationship between the scale and the demographic details, Independent-Samples t-Test and One Way ANOVA statistics were implemented. For gender, nationality and department, Independent-Samples t-Test was used due to two independent groups. For the comparisons regarding grade and abroad experience, One-Way ANOVA Test statistics were used due to the existence of more than two mean values.

### 4.2.2.1. Analysis for Gender

**Table 64: Group Statistics for Gender**

Gender	N	Mean	Std. Deviation	Std. Error Mean
Male	130	3,3840	,67070	,05882
Female	190	3,5449	,51339	,03725

According to the results of the analysis, the mean score of 130 male students was 3,384 and the mean score of 190 female students was 3,5449. When the mean scores were examined, the mean of the females was observed to be higher than that of the males. It is necessary to go through Independent Samples t -Test table in order to see whether this was accidental or a sign of real variation.

**Table 65: The Results of t-test with Regard to Gender**

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	8,894	,003	-2,428	318	,016	-,16092	,06628
Equal variances not assumed			-2,311	228,136	,022	-,16092	,06962

Two hypotheses are formed for Independent Samples t-Test which are null hypothesis and alternative hypothesis. At the end of the test results and 95% reliability level, null hypothesis is rejected and the alternative hypothesis is accepted when significance value is  $p < 0,05$ . When assessed according to t test results,  $t_{score}$  is compared to  $t_{table} = 1,645$ . When it is  $t_{score} > t_{table}$ , null hypothesis is rejected to show the significant difference between groups. Research hypotheses are:

$H_0$ : There isn't a significant difference between the means of the groups.

$H_A$ : There is a significant difference between the means of the groups.

First of all, Levene's Test for Equality of Variances part should be interpreted in order to assess the homogeneity of the variants which are the hypotheses of

Independent Samples Test in the table. Significance should be assessed according to the homogeneity or inhomogeneity of variants. Since significance value ( $p=0,003$ ), in the table is lower than 0,05, the homogeneity hypothesis of variants is not met. It is observed that Equal variances not assumed row and the significance value ( $p=0,022$ ) in the column of Independent t-Test table is lower than 0,05. Thus, the alternative hypothesis is accepted, rejecting null hypothesis. In other words, it can be inferred that there was a statistically significant difference between the groups. In brief, according to the result of t-test in 95% confidence level, it was observed that  $t_{score} = 2,428 > t_{table} = 1,645$  which indicated that female students approached teaching of American/British culture more positively than the males.

#### 4.2.2.2. Analysis for Department

**Table 66: Group Statistics for Department**

Department	N	Mean	Std. Deviation	Std. Error Mean
Tourism	160	3,4779	,59072	,04670
Banking	160	3,4812	,58470	,04622

Confirming to the results of the analysis, mean score of 160 Tourism and Hotel Management Department students was 3,4779 and that of 160 Banking Department students was 3,4812. Even though there was not a big difference between mean scores mathematically, it is necessary to analyze Independent Samples t-Test table in order to see whether there is a statistically significant difference.

**Table 67: The Results of t-test with Regard to Department**

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	,001	,978	-,051	318	,959	-,00337	,06571
Equal variances not assumed			-,051	317,967	,959	-,00337	,06571

In respect of the table, significance was found to be higher than 0,05 ( $p=0,978$ ); thus, the homogeneity of the variance was supplied. Significance value ( $p=0,959$ ) in the row of Equal variance assumed in Independent Samples Test was higher than 0,05. Therefore, it could be said that there was no significant difference between the groups (departments). Regarding the results of the t-test in 95% confidence level, null hypothesis was accepted as seen in  $t_{score}=-0,051 < t_{table}=1,645$ . Consequently, it was understood that there was no significant difference between Banking and Tourism and Hotel Management students in terms of their attitude towards English and American culture teaching.

#### 4.2.2.3. Analysis for Nationality

**Table 68: Group Statistics for Nationality**

Nationality	N	Mean	Std. Deviation	Std. Error Mean
Turkish	308	3,4853	,57717	,03289
Other	12	3,3333	,81496	,23526

The results of the analysis show that the mean of 308 Turkish students was 3,4853 and the mean of 12 foreign students was 3,3333. Independent Samples t-Test was analyzed to determine probable statistical significance between means.

**Table 69: The Results of t-test with Regard to Nationality**

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	1,615	,205	,880	318	,380	,15193	,17272
Equal variances not assumed			,640	11,434	,535	,15193	,23755

According to the results of the t-test in 95% confidence level,  $t_{score}=0,640 < t_{table}=1,645$  and hence, there was no significant difference between the ideas of Turkish students and foreign students regarding their approach to culture learning.

#### 4.2.2.4. Analysis for Grade

**Table 70: Descriptive Analysis with Regard to Grades**

	N	Mean	Std. Deviation	Std. Error
1,00	79	3,5949	0,49923	0,05617
2,00	80	3,4433	0,60856	0,06804
3,00	80	3,6087	0,59788	0,06684
4,00	80	3,2683	0,58146	0,06501
5,00	1	3,8462	-	-
Total	320	3,4796	0,58680	0,03280

Looking at the table above, the third grade students were viewed to have higher mean score than the other groups. The mean score for the third grade was 0,59788 while the lowest mean which was shown as 3,2683 was owned by the fourth year students. Even though the means showed such a difference among the views of students from different years of study, One Way ANOVA Test was used in order to analyze the relationship between the students' year of study and their attitude towards culture teaching in language classes since there were more than two means to compare statistically. There are two assumptions in One Way ANOVA analysis. With respect to these assumptions, each group is separated in a normal way and variants of the groups are homogeneous. If the variants are homogeneous, all assumptions are meant to be met (Kalaycı, 2010). The homogeneity of the variants should be assessed before the evaluation of One Way ANOVA results.

**Table 71: Test of Homogeneity of Variances for Grades**

Levene Statistic	df1	df2	Sig.
1,285 <sup>a</sup>	3	315	0,280

It is seen that significance value of Levene's test statistics is higher ( $p=0,280$ ) than 0,05; thus, the homogeneity of the variance is met. Therefore, the results of ANOVA table can be evaluated in the direction of null and alternative hypotheses.

**Table 72: The Results of ANOVA test with Regard to Grade**

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6,196	4	1,549	4,708	,001
Within Groups	103,647	315	,329		
Total	109,843	319			

If F statistics value in ANOVA table was higher than table value in 95% confidence level, null hypothesis would be rejected. Additionally, it was possible to reject null hypothesis when significance score was lower than 0,05 regardless of F score. As seen in Table 72, significance score was  $p=0,001 < 0,05$ . Thus, it could be said that at least in one group's attitudes towards culture teaching in language teaching, there was a statistically significant difference. Based on the mean scores, it could be inferred that the third year students approached culture learning more positively than the students in other classes.

#### 4.2.2.5. Analysis for Abroad Experience

**Table 73: Descriptive Analysis with Regard to Abroad Experience**

	N	Mean	Std. Deviation	Std. Error
USA	5	3,4769	0,36650	0,16390
UK	1	3,2308	.	.
None	267	3,4808	0,57282	0,03506
Other	47	3,4779	0,69099	0,10079
Total	320	3,4796	0,58680	0,03280

As Table 73 shows, the mean score of the students who had never been abroad was shown as 3,4808 which was higher than the students been to the UK, the



USA and the other countries. To see if this was a statistically significant difference, ANOVA test results were examined.

**Table 74: Test of Homogeneity of Variances for Abroad Experience**

Levene Statistic	df1	df2	Sig.
1,909	2	316	,150

The table above indicates that significance score ( $p=0,150$ ) of Levene test statistics was higher than 0,05; thus, the homogeneity of the variance was supplied. Therefore, the results of ANOVA table could be evaluated in the direction of null and alternative hypotheses.

**Table 75: The Results of ANOVA test with Regard to abroad experience**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,062	3	,021	,060	,981
Within Groups	109,780	316	,347		
Total	109,843	319			

The table above indicates that significance score was  $p=0,981 > 0,05$ . Therefore, there was no statistically significant difference between the students' perspectives on American/English culture teaching in respect of their experiences about having been abroad or not.

### 4.3. Discussion

This section which is composed of two parts demonstrates the interpretation and the discussion of the findings indicated in this thesis. The first part includes the interpretation of the findings related to the first research question and the probable reasons for the results. The second part consists of the interpretation of the findings with regard to the second research question and the probable reasons for the results. Both parts include comprehensive explanations. Each section is supported by the

relevant studies and lastly previous studies are discussed in relation to the current study.

### 4.3.1. Findings Related to Research Question 1

The overall objective of this study was to reveal the attitudes of young adult EFL learners towards culture learning. In the light of this goal, the first research question “*What is the attitude of Banking and Tourism & Hotel Management students towards incorporating cultural elements in language classrooms?*” tried to seek whether the learners hold a positive or negative attitude to the subject. In order to indicate students’ orientations for culture learning, each of the questions in the first part of the questionnaire will be examined in this section individually. The questions numbered 1, 7, 9, 10 will directly show the students’ viewpoints related to being taught culture and the questions numbered 2, 3, 4, 5, 6, 8, 11, 12, 13, 14, 15 will demonstrate their additional opinions on culture teaching.

To start the interpretations of the items in order to comprehend students’ opinions associated to culture teaching, **Question 1** refers to the necessity of learning English or American culture for Turkish students and **75,3** percent of the students asserted that Turkish students should learn target language culture. For the negative opinions of students about the significance of being taught English or American culture constituting 24,7 percent of the participants, the majority of them by 35,5 percent suggested that particular cultural subjects had sensitive/controversial nature in local culture. In other words, as a reason for not being taught English or American culture, most of them did not find some of cultural topics suitable for classroom environment as they are open to discussion. The “Other” option asking students to add their individual comments revealed that the ones who opposed to cultural teaching strengthened their points of view by stating that it was not necessary to learn the target culture, they did not want to learn the cultures of imperialist countries, they did not want to learn the target culture because they did not possess the basics of the language and they added that it would be a waste of time to learn

culture of the target language. Apart from the ideas presented in this multiple choice question, **Item 2, 3 and 12** in the scale were in search of students' opinions on whether they thought they should learn target language culture. The mean score for Item 2 -as a reverse item- was 3,92 stating that "Learning a foreign culture harms the native culture" . Although this score seems to show a high level of agreement, this means that the students regard learning a foreign culture as not being harmful for their own culture. Furthermore, Item 3 stating "I should learn about target culture" had the mean score of 3,49. Both of these mean scores reinforce the opinions stated in the first question showing that they are in favour of learning the target culture. Additionally, Item 12 describing "I feel uncomfortable when a question on foreign language culture is asked in the classroom" has mean score of 3,58 and it indicates that although they want to learn the target culture, they are reluctant to be asked some questions on cultural issues. This may stem from students hesitations about speaking English in the class and their lack of confidence on talking about the topics including personal ideas. In brief, the students' tendency to learn the culture of the target language is presented by majority of the students by the question and the items discussed. Such a tendency is crucial for achievement in language learning as Gardner and Lambert (1972) suggest that the learner's attitude towards the foreign culture is the major contributory variable affecting foreign language acquisition, because this attitude represents a more certain personal characteristic than any previous experience of achievement. Thus, this positive attitude is considered to enable students to have more successful language learning than the ones who hold a negative attitude.

**Question 7** which discusses the essence of learning cultural elements for language learning was favored by **80,3** percent of the students and was in accordance with the responses to the first question. In spite of a high favor of learning cultural elements, for the reasons for being reluctant to learning culture, some of the students stated that they just did not consider it necessary for language learning. Furthermore, **Item 1, 5, 6, 9 and 11** in the scale gave supporting statements for this question. The first item which included "EFL teachers should have culture teaching objectives to linguistic goals" had 3,68 mean score demonstrating that most

of the students support this view. The fifth item stating “Cultural content is an element of the foreign language teaching curriculum” with 3,65 mean score, signified that students mostly agree with this idea. Moreover, the sixth item “EFL content should exclude English/American culture” as a reverse item, was observed to have 3,52 mean score. Therefore, it can be concluded that the students want English/American culture to be included in the EFL content. The ninth item, as a reserve item as well, stated that “English can be taught without reference to British/American culture” and its mean score was measured as 3,35 and it implies that students do not think language and culture are separate in language learning. The eleventh item – the last reversed one- was also related to this question and declared that “I find it unnecessary to learn the British/American culture”. Its mean score was 3,79 which shows that the students in fact find it necessary to learn the British/American culture and this is in accordance with the opinions stated in question 7, item 1,5, 6, 9, and 11.

The opinions of the students with regard to disadvantages of learning the target culture in EFL classrooms were discussed in **Question 9** and **77,8** percent of them did not report any disadvantages whereas 22,2 percent of the participants report some disadvantages. The statement of cultural assimilation was marked by 32,5 percent of the students who reported the disadvantages of learning culture. Being in accordance with the positive views on learning culture stated in question 1 and 7, the responses for this question reveal that a great deal of students are not bothered by culture learning while the minority of them are reluctant for such an instruction due to probable cultural assimilation. Although culture learning is favored by both the participants of this study and the participants of similar studies along with the various researches as it enhances language learning success, cultural assimilation is a term which is raised mostly by the people opposing the idea of learning the target culture. For instance, Rao (cited in Alptekin and Alptekin, 1984) suggests that when the host country receives the information from Anglo-American just in one direction, it is in the risk of losing its native culture entirely. Consequently, it can be concluded that the fear of cultural assimilation prevents individuals’ openness to learn the culture of

others. Therefore, culture instruction setting should be organized in a way that appreciates both the native culture and the target culture along with the other cultures in the world.

**Question 10** reinforcing the ideas supplied for question 9 asked whether there are any advantages of culture learning in EFL classrooms which was agreed by **94,4** percent of the students and disagreed by just 5,6 percent of them. As the explanation justifying the advantages of culture learning, they stated by 33,2 percent that cultural information improves general background knowledge. This result implies that culture learning is not regarded as a direct contributive factor to language learning but rather as an indirect factor for understanding the world. The items that contributed to the idea in this question were **Item 7** and **13**. Item 7, the mean score of which was found to be 3,80, stated that “Learning cultural components explicitly fosters our proficiency in the language” clearly shows that students would like to learn culture and they think it has a role on their language learning. The thirteenth item stating “Learning about British/American history helps us improve our language skills” had the mean score of 3,50 and it advocates the opinions revealed in question 10 and item 7. In brief, the majority of the students believe that culture learning comprises advantages for their language learning. However, in spite of agreeing its benefits for improving proficiency in language, the students mostly consider culture learning as an advantageous factor contributing to their understanding of the world and improving their general knowledge. That is to say, culture is not deemed as the core of the language that should definitely be taught.

As mentioned before, question 1, 7, 9, and 10 explicitly searched the essence of culture learning of Turkish students accompanied with language learning. The rest of the questions placed in the first part of the questionnaire demonstrated the additional views of students regarding the issue of culture learning. **Question 2** involves the definition of culture by asking students to choose the most important aspect of culture for them in order to comprehend what they understand from the word ‘culture’. The results of their preferences showed the word ‘culture’ for them implies the characteristics of home life, nature of family and interpersonal relations

in a community. This aspect of culture was chosen by the majority of the students by 62,3 percent. That is to say, students regard culture as small c, rather than big C.

To see where students place culture in their learning, **Question 3** asked them to rank different skills and aspects of language learning. The ranking proposed by them demonstrated that vocabulary is the most important part of their learning while culture is the least important. From this result, it can be interpreted that although students are aware of the advantages of culture learning, it is not a major factor for their language learning. This might show that they are not aware of cultural codes hidden in language which will automatically foster language learning.

Related to question 2 defining culture, **Question 4** requested students to mention three most important aspects of cultural information that should be included in culture teaching. The cultural topics to be included in language learning were chosen as daily life style, food, and clothes by 23,4 percent, communicative aspects like body language and idioms by 19,8 percent and regional and general differences in American and British English by 12,8 percent. These results can be commented as the students would like to learn the practical facet of culture rather than artistic features of the culture.

As the question gathering the most comments and explanations from the students, **Question 5** searched for the most appropriate level to teach culture. Elementary (32,5%) and intermediate (31,6%) levels were chosen almost at the same degree. One of the arguments supporting elementary level as the most appropriate level was that everything related to language including culture should be taught at the very beginning. The other argument proposed by the students was that it would be easier to comprehend the next steps of language learning when culture is introduced at the very beginning. Intermediate level which was chosen by 31,6 percent attributed the idea that since students would have learnt the basic structure of the language, it would be easier for them to understand its culture after a little command on the language. The justifications for these views might be that some students consider language as a ladder which should be climbed step by step starting with

vocabulary or grammar. That is why; they do not think that they would learn culture simultaneously with the language skills. The students who are in favor of elementary level, on the other hand, suggested that everything about the target language should be presented from the beginning with minimum details. The question of where to start culture teaching finds its answer in Brook's (1968 :206) words. He asserts that "If a student speaks to a teacher and uses forms of pronoun, verb, and possessive adjective that are in the second person singular, he will have committed a serious error that is either laughable or impertinent". He gives this example to prove that language learning is not merely a question of linguistic knowledge but a matter of culture and he adds that foreign language instruction should be complemented by appropriate studies in culture even at the beginning; otherwise this instruction will not be accurate and complete.

**Question 6** is associated with the reaction of the students when they are given cultural information. The majority of them by 62,2 percent reported that they would be interested and this reaction reflects their opinions about the essence of culture learning.

Going through the details of culture learning, **Question 8** asked students to state three appropriate ways for them to be introduced with cultural information. This question gave students a chance to determine the materials that could be used for teaching target culture. The results indicated that the most preferred ways to teach culture were chosen to be video films and documentaries by 26,3 percent, discussion of cultural experiences by 18,5 percent and through newspapers and magazines by 13,1 percent. Cullen (cited in Deneme, Ada, and Uzun, 2011) suggests that video, CDs, TV, readings, internet, stories, songs, newspapers, realia, and literature are the possible sources of information for teaching culture. The preferences of the students about the sources that could be used to learn the target culture are video films, documentaries, magazines and newspapers which were offered by Cullen as well.

**Question 11** refers to the difficulties that students face in the cultural content of their course books. The analysis of the responses indicated that 59,1 percent of the

students do not have any problems while 40,9 percent of them face difficulties about the cultural content of their books. As reasons for difficulties chosen most, they reported that they are not so knowledgeable about British or American culture so they have problems. As a second reason, they informed that they have difficulty in understanding some aspects of English or American culture.

For **Question 12**, the students were supposed to state whether they think they need supplementary materials in terms of culture learning throughout their language learning. 69,7 percent of the students stated that they needed some supplementary materials, yet 30,3 percent of them did not report such a need. Deciding on the supplementary materials to be used, they chose realia by 27,8 percent and authentic materials by 26,9 percent. This shows that students are not satisfied with the content of their course books and they need extra authentic materials to introduce real culture.

Suggesting the overall aim of culture teaching in language learning, students were demanded to select one option in **Question 13** to decide on the aim of presenting such content, and “a more successful communication” statement was chosen by 48,8 percent of the participants as the main aim of culture teaching. In other words, nearly half of the students regarded the culture learning as an effective way to have a better communication. Students mostly, have difficulty in understanding the native speakers or they complain about forming sentences which are unusual in the target language and this can be attributed to the insufficient culture knowledge.

As people who are responsible for setting appropriate circumstances for effective learning, teachers’ role is vital for teaching the target culture as well. **Question 14** seeks the role of teachers according to students in increasing awareness of the target culture. The consequence of the students’ choices revealed that they attributed teachers the role of presenting differences and similarities between the target culture and home culture and giving personal experiences along with cultural information. **Item 4 and 8** were the ones related to the duties and roles of the



teachers. The fourth item, the mean score of which was 3,76 stating “EFL teachers should focus only on the teaching of language, not culture” was a reverse item and although the mean score seems to be high, indeed it implies that students demand teachers to focus on culture as well while teaching language. The eighth item “EFL teachers should be well equipped with cultural patterns of the language they teach” had 4,09 mean score, as the highest of all, was in line with the perspectives declared in question 10. The students expect teachers to be well-equipped with the cultural knowledge and they want teachers to present cultural differences between the target and the native culture. The research advocates that the teacher should clearly act as culture educator, within or outside of the classroom and should provide their students with assistance in their process of cultural analysis. Without the teacher’s active involvement, students become more rather than less ethnocentric in their attitudes towards the target culture (Paige, Jorstad, Siaya, Klein, and Colby, n.d.). Thus, if the expectations of the students and the explanations in the literature are born in mind, it is revealed that without the teacher’s help, students’ culture learning would be inappropriate and insufficient.

**Question 15** searches students’ points of view on whether to assess cultural information and the results showed that the majority of the students by 62,3 percent did not want it to be assessed. To justify this view, they reported that it should not be assessed because they need to improve speaking, reading, writing and listening, not cultural knowledge. Again, here it is implied that although it is a significant dimension of language, culture is not listed at the top of the needs for language learning. Hence, basic skills such as speaking, reading, writing and listening should be taught and assessed first, not cultural information. Again **Item 10** of the scale supports the views stated in this question. It is in accordance with the idea that learning culture is not the initial goal for students and this view becomes firm with the tenth item indicating “Learning the cultural elements of the target language should be a must for the learners” which had 2.21 mean score. This low mean score signifies that the students do not perceive cultural learning as crucial for language learning but as a supporting aspect of learning the target language.

### 4.3.2. Findings Related to Research Question 2

As stated before, the main aim of this thesis study was to reveal the perceptions of young adult learners of English about culture teaching in language classes. This overall aim was discussed in the previous section as the answer of the first research question. The second research question “*Do variables such as department, gender, grade, nationality, and abroad experience have a significant effect upon students’ attitudes toward the target culture?*” will be discussed below with the findings and interpretations about the students views on learning culture of the target language with regard to their demographic features.

With regard to *department* variable which was considered as a potential factor that might have a role on students’ viewpoints, it was revealed that there was no statistically significant difference between the thoughts of students who studied Banking and Tourism& Hotel Management in School of Applied Sciences at Trakya University. This result did not match with the assumption and the expectation of the researcher since the students studying in Tourism & Hotel Management department were expected to be more enthusiastic about learning American/English culture. This expectation of the researcher was due to the opinion that the students enrolled in this department will have a direct relationship with foreigners and their cultures. Thus, they were supposed to have a more positive attitude than the students of banking department.

*Gender*, which is a major demographic factor in most of the studies in social sciences, distinguished the opinions of the students participated in this study. The results showed that there was a statistically significant difference between the opinions of female and male students and the females reflected a more positive attitude towards incorporating cultural elements in language classes. This may stem from the females’ features of being more emotional and being more open to different ideas and cultures whereas males are more conservative in these topics.

Another variable was *grade* which was important for the study having been conducted on students of different grades. The students of the study learn English throughout their study of 4 years, thus their perceptions related to elements of English classes may change as they continue their study. The results indicated that there was a statistically significant difference among the opinions of the students studying at different grades. When their mean scores are taken into consideration, it was found that the junior students have a more positive attitude than their peers. In fact, junior and senior students were expected to state a more positive attitude. This may result from the curriculum of the fourth grade, which offers a more comprehensive vocational English course in the last year of their study that alienates students from cultural content of English.

*Nationality* was another key point to be considered as the School of Applied Sciences has many foreign students mostly from the Balkan countries. Their perceptions were essential for the study since they are studying in a different culture and learning the language of that culture. Thus, they are the ones who directly experience the impact of culture on language learning and could have distinctive opinions about learning the culture of the target language; however, the results did not demonstrate any significant difference between the opinions of Turkish and foreign students in respect to learning target language culture which might stem from the minor number of foreign students participated in the study.

The last demographic variable was *abroad experience*. The students were asked to state if they had been to the USA, the UK or other countries and it was intended to demonstrate if there was a statistically significant difference between the students who had been abroad and the ones who had not had such an experience. The results revealed that having been abroad did not have an effect on the perception of the students about learning the target language culture. The researcher expected that the participants who had been abroad would state a more positive attitude than others, however; the small number of the participants with abroad experience may be the reason for such a result.

To sum up, the results of the demographic variables on attitudes towards culture learning reflected that there are some significant differences regarding the gender and the year of the study whereas students' departments, nationality and abroad experiences did not affect the students' opinions at all.

The sample of the study who was the randomly selected students studying in Banking and Tourism & Hotel Management departments at Trakya University and the population was all of the students studying in these departments at the School of Applied Sciences at Trakya University. Thus, the findings of this study could be generalized to all of the young adults EFL learners of the School of Applied Sciences. As the findings demonstrated, the students are generally in favor of being instructed British or American culture in their language classes.

Attitudes play a crucial role on the individuals' preferences, ways of life and their points of views on different circumstances. In educational settings, students' attitudes towards the courses they take have been investigated in order to enhance their motivation and to meet their needs for a more effective and successful learning. Considered as a demanding process, learning English as a foreign or second language has been tried to be made comprehensible via searching the attitudes of people involved in learning or teaching towards the language itself, its community and its culture.

In literature, the strong relationship between a positive attitude and an effective learning was put forward by different scholars. To Browns' (cited in Üzüm, 2007) words, positive attitudes are advantageous for the second language learners and negative attitudes could lead to decreased motivation because of lack of input and interaction. In the same vein, Gardner (cited in Üzüm, 2007:8), claims that "language learning without sufficiently positive language attitudes to support is a futile attempt".

Being sure of the influence of attitude on learning a foreign language, English in our case, various studies were conducted on this matter. Considering the results of

the current study, the great majority of the students declared that English or American culture should be incorporated in their language learning. This result is in line with another study conducted by Liou (2010) in Taiwan, where he examined the perspectives of both students and teachers and declared that 68% of the students and 69% of the teachers held the view that their learning/teaching should integrate English native speakers' culture. Çalışkan's study (2009) which supports Liou's study was conducted on preparatory class students. And the results showed that students were eager to learn English or American culture. In her study, female students were reported to have a more positive attitude towards cultural elements. In addition, she found that students' abroad experience played a significant role on their views about learning the target language culture. As the students in her study were preparatory class students, their exposure to culture in their courses was more than that of the students in the current study. Hence, these students' exposure to cultural elements in their comprehensive language classes merging with their abroad experience might be a reason for the difference between the results of these two studies.

Another study of Taki (2008) on Iraqi participants who were between 18-30 years of age revealed that the students attached importance to cultural aspects of language but they did not know the necessary aspect of culture they should know. The respondents considered body language as a crucial element of culture in order to avoid misunderstanding. One more study by Gökçe (2008) was conducted on the 10<sup>th</sup> grade students of high school and Anatolian high school sections of Anatolian vocational high schools in Bilecik. This study demonstrated that students at high school section and female students had a more positive attitude towards Anglo-Saxon culture and a more motivational intensity.

In Liu' (2013) study, Chinese non-English major university students' interest in learning about Big "C" and little "c" cultural themes of different countries were investigated and research findings revealed that the respondents were in favor of learning mostly about their own culture, followed by target and international target culture. Regarding cultural themes, they seemed to show a slightly stronger

preference towards Big “C” over little “c” culture. In Sadek’s (2004) research investigating the attitudes of Arab students towards Western culture and their motivation to learn English, students indicated that they do not have integrative motivation to learn English, instead they learn it for instrumental reasons and they want to learn western culture along with the language. What is surprising in the results of this study is that, even though they hold a positive attitude towards apparent manifestations of Western culture, 68% of the participants felt they could learn English without learning about Western culture while 90% wanted to deepen their knowledge about Arabic culture while learning English. Thus, Arab students were observed to be open to receiving cultural elements of Western culture which would promote their learning of English and at the same time not endanger their own Arabic identity. However, they were opposed to acculturation and full assimilation to the target language culture, its speakers, and their societies.

The studies mentioned above were in accordance with the overall result of the current study in terms of presenting positive attitudes towards culture learning or teaching. However, for the question what kind of culture to teach, the results of the current study differ from Liu’s (2013) study since the participants were observed to be keen on culture with big ‘C’, whereas the participants of this study reported their willingness to learn culture with little ‘c’. Although gender in almost every study played an important role on the views of the participants, as females having a more positive attitude, unlike Çalışkan’s (2009) study, abroad experience did not show any impact on the attitudes of the participants in this study. Additionally, the attitudes of the students of Banking and Tourism & Hotel Management were not searched before. All of the studies mentioned above show that teachers of English should have cultural objectives in their teaching to have a better teaching. In this point, what kind of culture to teach was searched and in the current study, the students’ responses indicated that they would like to learn lifestyles of the target community. This result was in accordance with the ideas of Brooks (1986) who distinguishes five different meanings for the term ‘culture’ as biological growth, personal refinement, literature and fine arts, patterns of living and the sum total of a way of life and he suggests that culture as ‘patterns of living’ takes the major emphasis in the classroom. The

students' opinions about the most important aspect of culture supports Brooks who argues that in cultural instruction, the teaching of "patterns of living" is appropriate since the goal of cultural instruction is to teach students the socially accepted behavior in the target culture.

## CHAPTER 5

### CONCLUSION AND SUGGESTIONS

#### 5.1. Conclusion

The man of our day has to meet the needs of current world which is becoming a global village with the growth of information technologies and massive international relations. Today, providing cultural awareness and mutual understanding are the overall goals of raising the individuals of the future. The impact of these goals can be seen in the objectives of education system, especially in EFL classrooms, just as affecting the political or commercial relations. The improvements in different research areas have led education system to set goals for raising the individuals who can meet these needs of global world.

Detailed anthropological studies and the improvements in the applied linguistics have led the scholars to focus on culture teaching in language classrooms. The anthropological studies demonstrated that there exist different aspects of the culture and applied linguists stated that language cannot be taught without culture. Culture defined as 'way of life' in a common sense was distinguished as high culture or behavioral culture which were given alternative names as culture with big 'C' and culture with small 'c'. The former refers to the great achievement, refinement and artistic endeavor as Stern (1992) suggests while the latter refers to behaviors of daily life style or whatever a person must know in order to function appropriately in a certain community as Geertz (1975) postulates. The studies of seeking for the exact definition of culture lightened the views about how to ease language learning process. The indispensable nature of culture and language was explained by Kramsch (1993) who claims that culture is the center of language if it is regarded as a social



practice. While the necessity of culture teaching in language learning was discussed, the suitable aspect of culture to be taken into classroom was a matter to be clarified. Then it was determined that culture with small ‘c’ should take place in the classroom since the aim of language instruction is raising individuals with intercultural communicative competence as Byram (1977) coined in order to define language learners who have the ability to interact with people from another country and culture in a foreign language. Along with the necessity of culture teaching for an effective language learning, the perceptions of students in language learning process gained importance as well. Therefore, attitude and motivational factors contributing to this demanding process have been taken into consideration in a range of studies. Language attitudes, which refer to attitudes towards the language, its people and everything concerning it according to Fasold (1984), were considered as major factors creating integrative motivation and leading to successful language learning.

In the light of the background information presented above, the main aim of this study was to reflect the attitudes of learners of English towards culture teaching in language classrooms. Survey design was implemented in this study in order to investigate whether young adult EFL learners hold a positive or negative attitude towards being taught target language culture. The study was conducted at the School of Applied Sciences at Trakya University. The participants of the study were 320 undergraduate students studying in the departments of Tourism & Hotel Management and Banking. The study was conducted in the fall term of 2012-2013 academic year on the randomly selected students who were in the first, second, third and fourth year of study.

As data collection instrument, a questionnaire adapted by Çalışkan (2009) comprising 15 multiple choice questions with the ‘Other’ option and 5-point likert scale with 13 items was implemented. The ‘Other’ option in the questionnaire enabled the researcher to gain qualitative data which enriched the study by gaining students’ additional comments on learning the target culture. The rest of the questionnaire provided the quantitative data for the study. These results of the study were statistically analyzed by SPSS 17.0. The calculations included One –way

ANOVA, Independent Samples t-test as well as mean, standard deviation, frequency and percentage analyses. The computations were displayed in tables and these tables were interpreted to reveal the findings of the study. Lastly, they were discussed through the comparison with the prior research in the same field.

The first objective of the study was to reveal whether young adult EFL learners hold a positive or negative attitude towards culture teaching in language classes. The results demonstrated that the great majority of the students possess a positive attitude about the inclusion of target language culture in English classes. The second objective of the study was to demonstrate if demographic details of the students such as gender, department, year of study, nationality and abroad experience had an influence on their perception of culture learning. The results indicated that gender and year of study had a statistically significant effect on their points of view whereas; their department, nationality and abroad experience did not show a statistically significant difference. As the results showed, female students had a more positive attitude towards inclusion of cultural elements in language classes than the males. Furthermore, junior students were found to have a more positive attitude towards culture teaching than the students in other grades.

Apart from the main conclusions expressed above, students in this study conveyed their additional comments and expectations regarding culture teaching in the classroom. The students' expectations about the content of culture teaching indicated that, culture as a way of life should be taught them in order to enhance their communication skills. The participants of the study regarded culture teaching as a complementary aspect of language learning since they appreciated learning 'four skills' more than learning the target culture. In the same vein, they suggested that culture learning had to be fun rather than being tested formally like the 'four skills'. Moreover, the students reported that they would not be comfortable when a question on target culture was asked in the classroom which indicated that they were troubled with the questions about culture. Similarly, they did not prefer culture teaching to be an obligation but rather they wanted it to take place in a relax atmosphere where voluntary students spoke and where no formal questions and tests existed.

To conclude, the efforts of raising student awareness of learning the target culture and discovering their opinions about the necessity of culture learning are valuable to create competent students in English and open-minded individuals in the world. Understanding the essence of the culture learning not as a supporting tool but the core of the language learning may help students avoid being “a fluent fool” (Bennet, 1997: 16) and it enables them to take control of their learning and to try to improve their language outside the classroom via real cultural contents. That is to say, once the students understand the crucial role of culture, they will be more willing to learn the cultural content of their books, to search more realistic materials which will ease their learning by making them understand that language is not merely composed of grammatical structures.

## **5.2. Suggestions**

In this section the suggestions for future research in the field and for classroom practice for the teachers of English will be presented derived from the results of the thesis study.

### **5.2.1. Suggestions for Future Research**

A positive attitude towards teaching English and American culture in language classes was discovered by the findings of this thesis study. This result entails that the students are open to learn the target language and they do not possess prejudices against English or American culture. This study was only conducted on undergraduate students of Trakya University and the positive attitude obtained from this study should be strengthened with further study on primary and high school levels. Now that it is revealed in this study and supported by previous studies that learners of English are not reluctant to learn English or American culture, this study could be furthered by an extensive experimental study in which the success of the students on language learning is compared between a study group receiving cultural

content and a control group not receiving such an instruction. And this study might be extended by the achievement comparison between the students who have positive attitude and negative attitude towards culture learning. Moreover, this study might be extended by comparing the attitudes of Turkish students with the students of other nations studying English as a foreign language in different countries. As a last recommendation for further research, this study can be implemented to the other departments such as Literature and Turkish Language Teaching which are strongly related to language and culture.

### **5.2.2. Suggestions for Classroom Practice**

Although culture teaching is regarded as an educational objective in some setting where it is considered to be separate from language teaching, many scholars, on the other hand, consider it as the core of language. Thus, culture should definitely find its place among the objectives of language teachers. As participants of this study suggested, culture teaching should be done not merely by the content of the course books but should be supported with the realia. This could be achieved by bringing realia into the class or by assigning students to watch or read some cultural materials and discuss them in the class to provide student autonomy. Being responsible for teaching of the target culture, teachers should improve themselves in cultural topics. One of the ways to enable this is to read and watch a lot. Yet, the most efficient way to get the real understanding of the target culture is to visit the countries of target language in order to be able to share experiences and show the differences and the similarities between the native culture and the target culture to the students as participants of this study expected. Additionally, teachers should be objective while presenting the cultural content since although the majority is keen on learning the target culture, a high focus on cultural content may disaffect the students who see culture learning as a way of cultural imperialism. Furthermore, the findings show that students do not consider culture learning as a must. So, the teacher should be careful while designing the course and he/she should not directly and merely address cultural points which can be considered as threatening the cultural identity or as

tiresome for language learning. Instead, culture learning should be fun for the students and it should be embedded to the content of course material so that it can foster communicative skills of the students.

### **5.3. Limitations**

This study had certain limitations. One of them was using only one type of data collecting instrument- the questionnaire. Other data collecting instruments such as interviews, classroom observations, reports, logs could have been implemented especially to discover foreign students' perceptions as they are the ones experiencing the effect of culture while studying in a foreign country. As another limitation, this study was conducted on the students of two departments which were only Banking and Tourism & Hotel Management departments. So, the study should be conducted on the students studying in different departments in order to collect further data on the subject.

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## APPENDIX 1

### The Questionnaire in English

1. Should Turkish learners of English be taught English/American culture? Please mark any appropriate.

a) Yes

b) No (Please mark two possible reasons)

a) Some issues may have negative effects on Turkish culture.

b) I find some culture-specific information inappropriate to the classroom environment.

c) Personally, I do not feel comfortable with some specific culture-based topics.

d) Some cultural information is not suitable to my language level.

e) Particular cultural subjects have sensitive/controversial nature in local culture.

f) Other: \_\_\_\_\_

2. When you think of culture, which of the following is its *MOST* significant aspect in your opinion?

a) The system that is reflected by the media, cinema, music, literature, and art of a community.

b) The characteristics of home life, nature of family and interpersonal relations in a community.

c) Culture refers to the customs, traditions and institutions of a country.

d) Culture entails what people do at work, at home, in their free time and while they are entertained.

e) The background knowledge, social and paralinguistic skills that make communication successful.

f) Other: \_\_\_\_\_

3. What is more important in your learning. Please **RANK-ORDER** the following.  
(1=the most important 10= the least important)

- \_ Vocabulary
- \_ Reading
- \_ Pronunciation
- \_ Speaking
- \_ Culture
- \_ Listening
- \_ Fluency
- \_ Accuracy
- \_ Writing
- \_ Grammar
- \_ Other: \_\_\_\_\_

4. What should cultural information in the ELT classroom include? Please choose the 3 most appropriate.

- a. Regional and general differences in American and British English.
- b. Customs and traditions in the American/British community.
- c. British/American institutions.
- d. Daily lifestyle, food, clothes.
- e. Leisure activities, styles of entertainment
- f. Architecture, literature, music and art.
- g. Communicative aspects like body language and idioms.
- h. Social and historical aspects such as national holidays and national heroes.
- i. Political problems in the USA/UK.
- j. Information on religious practices in the US/UK.
- k. Other: \_\_\_\_\_



5. Which stage would be more appropriate for providing you with cultural information?

**Choose only one.** Please state reason(s) why.

a. Elementary

---

b. Pre-intermediate

---

c. Intermediate

---

d. Upper-intermediate

---

e. Advanced

---

f. It does not matter

---

6. What might be your reactions when you are provided with cultural information?

a. Interested (positive reactions)

b. Analytical (analyzing, comparing with my own culture)

c. Skeptical

d. Rejected (negative reactions)

e. No reaction at all

f. Other: \_\_\_\_\_

7. Do you think that target cultural elements should be included in language learning?

( ) a. Yes

( ) b. No (please give **two** possible reasons marking any suitable).

a. My field (banking, tourism etc.) does not require it.

b. I do not find it necessary for myself.

c. I myself do not have sufficient cultural information.

d. I believe American/English culture is harmful to my own culture.

e. Other: \_\_\_\_\_

8. In what ways (what kind of materials, tasks, activities...etc) would you like to be introduced with cultural information? Please, mark **three appropriate** options.

- a. Through the content of course books.
- b. Using novels and short stories.
- c. Discussions of cultural experiences.
- d. Pictures and posters.
- e. Video films and documentaries.
- f. Newspapers and magazines.
- g. Daily used articles such as menus and tickets.
- h. Other: \_\_\_\_\_

9. Are there any disadvantages of learning the target culture in EFL classes?

- a. No
- b. Yes (Please mark 2 appropriate options)
  - a. Indifference to my own culture.
  - b. Over-sympathy to US/UK culture.
  - c. Linguistic and cultural imperialism.
  - d. Cultural assimilation.
  - e. Inclusion of too much cultural information creates a boring atmosphere.
  - f. Other: \_\_\_\_\_

10. Are there any advantages of learning cultural information in EFL classes?

- a. No
- b. Yes (please choose **2 appropriate** options)
  - a. Attaining at a global understanding of culture.
  - b. Respecting different cultures.
  - c. Improving general background knowledge.
  - d. Better communicative competence
  - e. Adding interest to teaching and learning the language
  - f. Other: \_\_\_\_\_

11. Do you experience any difficulties in learning the cultural content of your textbooks/texts?

a. No

b. Yes (please give specific problems). Choose **2 appropriate** options.

a. I find it difficult to understand some aspects of American/British culture.

b. The course books do not include any help.

c. I am not so knowledgeable about American/British culture.

d. There is too much information on American/British culture.

e. Other: \_\_\_\_\_

12. Do you think that you need supplementary materials in terms of cultural information throughout your language learning?

a. No

b. Yes (of what kind?) Please, mark **2 appropriate** options.

a. Explanations only.

b. Authentic materials.

c. Realias (objects).

d. Pictures of cultural items.

e. Other: \_\_\_\_\_

13. What should be the main aim of presenting cultural information in language learning? Choose only one.

a. Developing an awareness of other cultures and people.

b. Insight into one's own culture.

c. Intellectual development.

d. Comparison between own and US/UK culture.

e. More successful communication.

f. Familiarization with US/UK culture.

14. What should be the role of the teacher in increasing your awareness of the target culture?

The teacher should; (please mark only 2 appropriate options).

- a. present the differences and similarities between my and the target culture.
- b. encourage me to respect the target culture.
- c. arouse interest and promotes target culture.
- d. give personal experiences along with cultural information.
- e. provide me with cultural information only when I need it.
- f. Other: \_\_\_\_\_

15. Should cultural information be assessed?

( ) a. No because (mark only **one** appropriate).

- a. the main purpose of learning language is to learn the linguistic aspects.
- b. I need to improve speaking, reading, writing and listening, not cultural knowledge.
- c. Other: \_\_\_\_\_

( ) b. Yes because (mark **only one** appropriate).

- a. anything taught should be tested.
- b. culture and language are inseparable.
- c. Other: \_\_\_\_\_

**B. Read the statements carefully and mark (x) in the appropriate box.**

		STRONGLY DISAGREE	DISAGREE	NOT DECIDED	AGREE	STRONGLY AGREE
1.	EFL teachers should have culture teaching objectives to linguistic goals.					
2.	Learning a foreign culture harms the native culture.					
3.	I should learn about target culture.					
4.	EFL teachers should focus only on the teaching of language, not culture.					
5.	Cultural content is an element of the foreign language teaching curriculum.					
6.	EFL content should exclude English/American culture.					
7.	Learning cultural components explicitly fosters our proficiency in the language.					
8.	EFL teachers should be well equipped with cultural patterns of the language they teach.					
9.	English can be taught without reference to British/American culture.					
10.	Learning the cultural elements of the target language should be a must for the learners.					
11.	I find it unnecessary to learn the British/American culture.					
12.	I feel uncomfortable when a question on foreign language culture is asked in the classroom.					
13.	Learning about British/American history helps us improve our language skills.					

## APPENDIX 2

### The Questionnaire in Turkish

Sevgili Öğrenciler,

Trakya Üniversitesi Yabancı Diller Eğitiminde öğrencilerin yabancı dil (İngilizce) derslerinde hedef kültür (İngiliz/Amerikan kültürü) öğretimine karşı tutumlarını araştırmaya yönelik bir tez çalışması yapıyorum. Dil öğrenenler olarak sizin fikirleriniz bu çalışma için çok önemlidir.

Aşağıdaki anket iki bölümden oluşmaktadır. İlk bölüm kişisel bilgilerinizden oluşmaktadır. İkinci bölüm de öğrenme sürecinizdeki deneyimlerinizden yararlanarak yanıtlayacağınız sorulardan oluşmaktadır. Sizin bilgileriniz kesinlikle gizli tutulup sadece bu tez çalışmasında kullanılacaktır.

Soracağınız tüm soruları memnuniyetle cevaplamaya hazırım. Bana her zaman aşağıdaki elektronik posta adresinden ulaşabilirsiniz.

Katkınızdan dolayı sizlere teşekkür ederim.

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#### BÖLÜM I

1. Cinsiyet : Erkek ( ) Kız ( )
2. Doğum tarihi(yıl) :
3. Uyruk : T.C. ( ) Diğer ( ) \_\_\_\_\_
4. Bölüm :
5. Sınıf :
6. Mezun Olduğunuz Lise: ( ) Genel (Düz) Lise  
( ) Anadolu Lisesi  
( ) Meslek Lisesi  
( ) Özel Lise  
( ) Anadolu Meslek Lisesi  
( ) Anadolu Öğretmen Lisesi  
( ) Fen Lisesi  
( ) Diğer \_\_\_\_\_
7. Hiç yurt dışında bulundunuz mu? Bulundunuz ise hangisi?  
( ) Amerika ( ) İngiltere ( ) Hiçbiri ( ) Diğer: \_\_\_\_\_

#### BÖLÜM II

A. Lütfen uygun bulduğunuz alana ( X ) işareti koyunuz. “Diğer” şıkkını işaretlediğinizde lütfen açıklayınız.

1. İngilizce derslerinde İngiliz/Amerikan kültürü öğretilmeli mi? Lütfen uygun seçeneği işaretleyiniz.  
( ) a. Evet  
( ) b. Hayır (Lütfen muhtemel **iki sebebe** ( X ) işareti koyunuz.)  
( ) a. Bazı konular Türk kültürünü olumsuz etkileyebilir.  
( ) b. Bazı kültürel konular sınıf ortamına uygun olmuyor.

- ( ) c. Kişisel olarak, bazı kültürel konularla ilgili konuşurken kendimi rahat hissetmiyorum.
- ( ) d. Bazı kültürel konuları anlamakta zorlanıyorum.
- ( ) e. Bazı kültürel konular tartışmaya açık olduğu için ortak bir görüşe varmak zordur.
- ( ) f. Diğer: \_\_\_\_\_

2. Kültür deyince aklınıza gelen en belirgin özellik hangisidir? Sadece **bir seçeneği** işaretleyiniz.

- ( ) a. Kitle haberleşme araçları, sinema, müzik, edebiyat ve toplum sanatı.
- ( ) b. Yaşam tarzı, aile yapısı, kişiler arası ilişkiler.
- ( ) c. Gelenek ve görenekler, kurumlar.
- ( ) d. İnsanların evde, işte ve boş zamanlarında yaptıkları.
- ( ) e. İletişimi sağlayan sosyal ilişkiler ve dil bilgisi.
- ( ) f. Diğer: \_\_\_\_\_

3. Dil öğreniminizde aşağıdakilerden hangisi önemlidir? Lütfen sıraya koyunuz. (1= En önemli 10= En az önemli)

- \_\_\_\_\_ Kelime
- \_\_\_\_\_ Okuma
- \_\_\_\_\_ Telaffuz
- \_\_\_\_\_ Konuşma
- \_\_\_\_\_ Kültür
- \_\_\_\_\_ Dinleme
- \_\_\_\_\_ Akıcılık
- \_\_\_\_\_ Doğru kullanım
- \_\_\_\_\_ Yazma
- \_\_\_\_\_ Dil bilgisi
- \_\_\_\_\_ Diğer: \_\_\_\_\_

4. İngilizce derslerinde ne gibi kültürel öğeler öğretilmelidir? Lütfen uygun bulduğunuz **en önemli 3 alana** ( **X** ) işareti koyunuz.

- ( ) a. Amerikan ve İngiliz kültüründeki bölgesel ve genel farklılıklar.
- ( ) b. Amerika ve İngiltere'deki gelenek ve görenekler.
- ( ) c. Amerikan/İngiliz kuruluşları.
- ( ) d. Günlük yaşam tarzı, yemek ve giyinme kültürü.
- ( ) e. Boş zaman aktiviteleri ve eğlenme stili.
- ( ) f. Mimari yapılar, müzik, edebiyat ve sanat.
- ( ) g. Beden dili ve deyişler gibi iletişimsel özellikler.
- ( ) h. Ulusal tatiller ve ulusal kahramanlar gibi sosyal ve tarihsel özellikler.
- ( ) i. Amerika ve İngiltere'deki politik problemler.

- ( ) j. Amerika ve İngiltere'deki dini yapılar.  
 ( ) k. Diğer: \_\_\_\_\_
5. Öğrencilere kültür bilgisi kazandırmak için hangi seviye **en uygundur**? Sadece **birini** seçiniz ve lütfen sebebini yazınız.  
 ( ) a. Başlangıç  
 \_\_\_\_\_  
 ( ) b. Orta-alt Seviye  
 \_\_\_\_\_  
 ( ) c. Orta Seviye  
 \_\_\_\_\_  
 ( ) d. İleri-orta  
 \_\_\_\_\_  
 ( ) e. İleri  
 \_\_\_\_\_  
 ( ) f. Seviye önemli değil  
 \_\_\_\_\_
6. Sınıfta kültürel bilgi aktarımı esnasında göstereceğiniz/ sergileyeceğiniz tutum ne olabilir?  
 ( ) a. İlgili (olumlu) ( ) b. Eleştirel (kendi kültürümle karşılaştırma yaparım)  
 ( ) c. Şüpheli ( ) d. Karşıt ( ) e. Tepkisiz  
 ( ) f. Diğer: \_\_\_\_\_
7. Sizce kültürel elementler dil öğretimine dahil edilmeli mi?  
 ( ) a. Evet  
 ( ) b. Hayır (Lütfen muhtemel **2 sebebe** ( **X** ) işareti koyunuz)  
 ( ) a. Alanım (bankacılık, turizm v.s.) gerektirmiyor.  
 ( ) b. Kendim için gerekli görmüyorum.  
 ( ) c. Kültürel alanda yeterli bilgiye sahip değilim.  
 ( ) d. Bence Amerikan / İngiliz kültürü benim kültürüme zarar verir.  
 ( ) e. Diğer: \_\_\_\_\_
8. Kültürel konular size hangi yollarla (hangi materyaller ve aktivitelerle) öğretilmeli? Lütfen uygun bulduğunuz **3 alana** ( **X** ) işareti koyunuz.  
 ( ) a. Ders kitabının içeriğine dahil edilmeli.  
 ( ) b. Roman ve hikayelerle.  
 ( ) c. Kültürel deneyimler tartışılarak.  
 ( ) d. Resim ve posterlerle.  
 ( ) e. Video gösterileri ve belgelerle.  
 ( ) f. Gazete ve dergilerle.  
 ( ) g. Günlük yaşamda kullanılan mönü, bilet gibi materyallerle.



- ( ) h. Diğer: \_\_\_\_\_
9. İngilizce derslerinde kültür öğrenmenin **olumsuz** yanı var mı?
- ( ) a. Hayır
- ( ) b. Evet (Lütfen uygun bulduğunuz **2 alana** ( **X** ) işareti koyunuz.
- ( ) a. Kendi kültürümden koparım.
- ( ) b. Amerikan/ İngiliz kültürüne aşırı bağlanırım.
- ( ) c. Dilsel ve kültürel emperyalizme yol açar.
- ( ) d. Kültürel asimilasyon olur.
- ( ) e. Çok fazla kültürel öğelerin derste işlenmesi dersi sıkıcı hale getirir.
- ( ) f. Diğer: \_\_\_\_\_
10. İngilizce derslerinde kültür öğrenmenin **olumlu** yanı var mı?
- ( ) a. Hayır
- ( ) b. Evet ( Lütfen muhtemel **2 sebebe** ( **X** ) işareti koyunuz.
- ( ) a. Küresel kültür anlayışına ulaşırız.
- ( ) b. Diğer kültürlerle saygı göstermeyi öğreniriz.
- ( ) c. Genel kültürümüz artar.
- ( ) d. İletişim becerilerimiz gelişir.
- ( ) e. Dil öğrenmeyi daha çekici ve ilginç hale getirir.
- ( ) f. Diğer: \_\_\_\_\_
11. Kitaplarındaki kültürel konuları öğrenmede zorluk çekiyor musunuz?
- ( ) a. Hayır
- ( ) b. Evet (Lütfen belirgin bir cevap veriniz). Lütfen uygun bulduğunuz **2 seçeneğe** ( **X** ) işareti koyunuz.
- ( ) a. Amerikan / İngiliz kültüründeki bazı öğeleri anlamakta zorluk çekiyorum.
- ( ) b. Kitaplarda kültürle ilgili yönlendirici bilgi yok.
- ( ) c. Amerikan / İngiliz kültürü ile ilgili pek bir bilgim yok.
- ( ) d. Amerikan / İngiliz kültürü ile ilgili çok fazla detaylı bilgi var.
- ( ) e. Diğer: \_\_\_\_\_
12. Kültür öğrenimi ile ilgili ek materyale ihtiyacımız olduğunu düşünüyor musunuz?
- ( ) a. Hayır
- ( ) b. Evet (Ne ile?) Lütfen uygun bulduğunuz **iki alana** ( **X** ) işareti koyunuz.
- ( ) a. Otantik (özgün) materyaller
- ( ) b. Gerçek nesnelere
- ( ) c. Resimler ve kültürel objeler
- ( ) d. Diğer: \_\_\_\_\_
13. İngilizce derslerinde kültür öğretiminin temel amacı ne olmalıdır? Sadece **birine** ( **X** ) işareti koyunuz.
- ( ) a. Diğer kültürler ve insanlarla ilgili farkındalık yaratmak.

- ( ) b. Kendi kültürel anlayışımız geliştirmek.  
 ( ) c. Düşünsel becerilerimiz geliştirmek.  
 ( ) d. Kendi kültürümüzü diğer kültürlerle karşılaştırma becerisini kazandırmak.  
 ( ) e. Daha başarılı bir iletişim olanağı sağlamak.  
 ( ) d. Diğer: \_\_\_\_\_

14. Kültür farkındalığı yaratmada öğretmenin rolü ne olmalı? Lütfen uygun **iki alana (X)** işareti koyunuz.

- Öğretmen,  
 ( ) a. kültürler arasındaki farklılıkları ve benzerlikleri sunmalı.  
 ( ) b. diğer kültürlere saygı göstermeye teşvik etmeli.  
 ( ) c. diğer kültürlerle karşı ilgimizi arttırmalı.  
 ( ) d. kültür bilgisi ile kişisel deneyimleri birleştirmeli.  
 ( ) e. sadece ihtiyaç duyduğum zaman kültürel öğeleri tanıtmalı.  
 ( ) f. Diğer: \_\_\_\_\_

15. Kültürel bilgiler test edilmeli mi?

- ( ) a. Hayır çünkü; ( uygun **bir seçeneğe ( X )** işareti koyunuz.)  
 ( ) a. dil öğrenmenin temel amacı dilsel öğeleri öğrenmektir.  
 ( ) b. kültür öğelerini öğrenmekten çok okuma, yazma, dinleme ve konuşma becerilerimi geliştirmek istiyorum.  
 ( ) c. Diğer:  
 \_\_\_\_\_

- ( ) b. Evet çünkü; ( uygun **bir seçeneğe ( X )** işareti koyunuz.)  
 ( ) a. öğretilen her şey test edilmeli.  
 ( ) b. kültür ve dili birbirinden ayırmak mümkün değil.  
 ( ) c. Diğer: \_\_\_\_\_

**B. Aşağıdaki cümleleri dikkatlice okuyunuz ve uygun boşluğa ( X ) işareti koyunuz.**

		KESİNLİKLE KATILMIYORUM	KATILMIYORUM	KARARSIZIM	KATILYORUM	KESİNLİKLE KATILYORUM
1.	İngilizce öğretmenlerinin dil öğretim hedefleri arasına kültür öğretimi de eklenmelidir.					
2.	Yabancı bir kültürü öğrenmek kendi kültürümüze zarar verir.					
3.	Hedef kültürü öğrenmeliyim.					
4.	İngilizce öğretmenleri sadece dili öğretmeli, kültürü değil.					
5.	Kültürel içerik İngilizce öğretim programlarına dahil edilmeli.					
6.	İngilizce öğretim programları İngiliz/Amerikan kültüründen öğeleri içermemeli.					
7.	Kültürel öğeleri öğrenme bizim dil öğrenme yeteneğimizi açıkça geliştirir.					
8.	İngilizce öğretmenleri öğrettikleri dilin kültürel yapısı konusunda iyi donanımlı (yeterli bilgiye sahip) olmalıdırlar.					
9.	İngilizce, Amerikan/İngiliz kültür öğelerine hiç değinmeden de öğrenilebilir.					
10.	Öğrenciler için öğrendikleri dilin kültürünü öğrenmeleri zorunlu olmalıdır.					
11.	İngiliz/ Amerikan kültürünü öğrenmeyi gereksiz buluyorum.					
12.	Sınıf ortamında hedef kültürle (Amerikan / İngiliz kültürü) ilgili bir soru sorulduğunda kendimi rahat hissetmiyorum.					
13.	İngiliz/ Amerikan tarihini öğrenmek bizim dil öğrenme becerilerimizi artırır.					

**Bu anketin son bölümüdür. Katkılarınızdan dolayı çok teşekkür ederim.**

### APPENDIX 3

#### The Consent for the Questionnaire

This section includes the consent taken from G. Çalışkan (2009) in order to use the questionnaire that she adapted for assessing the attitudes of the EFL learners towards culture teaching in language classes.

**Date: 26<sup>th</sup> April, 2011**

I, Instructor Güzide ÇALIŞKAN, hereby grant permission to Ms. Songül UZUN for using *The Questionnaire* in her master thesis titled “ The Attitudes of Learners of English towards Culture Teaching in Language Classes”.

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**Date: 25<sup>th</sup> April, 2011**

Merhaba Güzide Hanım,

Trakya Üniversitesi'nde İngilizce Okutmanı olarak görev yapmaktayım. Kültür öğretimi üzerine çalışacağım tezimde sizin "Creating Cultural Awareness in Language Classrooms" isimli yüksek lisans tezinizde kullanmış olduğunuz anketten yararlanmak istiyorum.

Bunun için sizden izninizi rica ediyorum. İzniniz tez çalışmamda büyük katkı sağlayacaktır. Şimdiden çok teşekkür ediyorum ve yanıtınızı bekliyorum.

İyi Çalışmalar.

Okutman Songül UZUN  
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Uygulamalı Bilimler Yüksekokulu  
Ayşekadın Yerleşkesi  
EDİRNE

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**Date: 26<sup>th</sup> April, 2011**

Hocam anketimi kullanabilirsiniz. Çalışmanızda başarılar diliyorum...

Güzide ÇALIŞKAN

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