**REPUBLIC OF TURKEY**
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**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**TEACHERS' PERCEPTIONS AND PRACTICES OF CULTURAL CONTENT
IN ELT CLASSROOMS**

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**APPROVAL**

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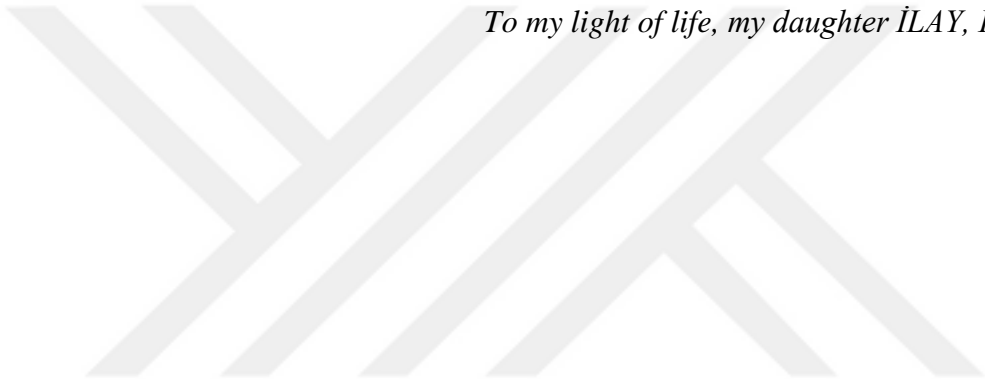(The Original Copy Hold in the Institute Directorate is signed.)
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# DEDICATION

*To my light of life, my daughter İLAY, I love you…*

# ETHICS DECLARATION

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# ACKNOWLEDGEMENT

# ABSTRACT

## TEACHERS' PERCEPTIONS AND PRACTICES OF CULTURAL CONTENT IN ELT CLASSROOMS

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In the developing world, international interaction has increased with the effects of globalization. In this environment where different cultures are fused, in addition to foreign language teaching, the idea of teaching cultures has also gained importance. The purpose of the study was to investigate teachers' perceptions towards cultural content integrated into the foreign language learning process. For this purpose, an online survey was applied to a total of 120 teachers from four universities in Turkey. This survey was applied to understand teachers' perceptions about objectives of culture teaching, language teaching and frequency of culture teaching activities practiced in English classes. Questionnaires and semi-structured interviews are used to collect data. Descriptive statistics were used to analyze the quantitative data, while content-analysis was used to interpret the interviews. The semi-structured interview was conducted to better understand the relationship between teachers' perceptions and practices. According to the descriptive statistics results, it was seen that while teachers give importance to linguistic competence, they also have a high level of cultural awareness and do culture teaching activities. Also, interview showed that the instructors have positive perception for culture teaching. The instructors perceive the primary objectives of teaching culture as presenting information on the target culture's everyday lives and routines, as well as developing attitudes of openness and tolerance toward other communities and cultures.The most common activities performed in the classrooms are discussing and exhibiting fascinating and engaging features of target language, as well as communicating about their own experiences or familiar topics.

*Key words*: EFL teachers, teaching culture, teaching culture activities

# ÖZ

## ELT SINIFLARINDA KÜLTÜREL İÇERİK ÖĞRETMENLERİNİN ALGILARI VE UYGULAMALARI

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Gelişen dünyada küreselleşmenin de etkisiyle uluslararası etkileşim artmıştır. Farklı kültürlerin kaynaştığı bu ortamda yabancı dil öğretiminin yanı sıra kültürlerin öğretilmesi fikri de önem kazanmıştır. Bu çalışmanın amacı, öğretmenlerin yabancı dil öğrenme sürecine entegre edilmiş kültürel içeriğe yönelik algılarını incelemektir. Bu amaçla Türkiye'deki dört üniversiteden toplam 120 öğretmene çevrimiçi anket uygulanmıştır. Bu anket, öğretmenlerin kültür öğretiminin amaçları, dil öğretimi ve İngilizce derslerinde uygulanan kültür öğretimi etkinliklerinin sıklığı hakkındaki algılarını anlamak için uygulanmıştır. Veri toplamak için anketler ve yarı yapılandırılmış görüşmeler kullanılmıştır. Nicel verileri analiz etmek için betimsel istatistikler, görüşmeleri yorumlamak için içerik analizi kullanılmıştır. Öğretmenlerin algıları ve uygulamaları arasındaki ilişkiyi daha iyi anlamak için yarı yapılandırılmış görüşme yapılmıştır. Nitel istatistik sonuçlarına göre öğretmenlerin dil yeterliliğine önem verirken aynı zamanda kültürel farkındalık düzeylerinin de yüksek olduğu ve kültür öğretim etkinlikleri yaptıkları görülmüştür. Ayrıca görüşme, öğretim elemanlarının kültür öğretimine yönelik olumlu bir algıya sahip olduğunu göstermiştir. Eğitmenler, kültürü öğretmenin temel amaçlarını, hedef kültürün günlük yaşamları ve rutinleri hakkında bilgi sunmanın yanı sıra diğer topluluklara ve kültürlere karşı açıklık ve hoşgörü tutumları geliştirmek olarak açıklamışlardır. Sınıflarda gerçekleştirilen en yaygın etkinlikler, hedef dilin büyüleyici ve ilgi çekici özelliklerini tartışmak, sergilemek ve kendi deneyimleri veya tanıdık konular hakkında iletişim kurmaktır.

*Anahtar kelimeler*: İngilizce öğretmenleri, kültür öğretimi, kültür öğretimi etkinlikleri

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# ABBREVIATIONS

**EFL** : English as a Foreign Language

**ELT** : English Language Teaching

**DIQ** : Demographic Information Questionnaire

**SPSS** : Statistical Package of Social Sciences

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# 1. INTRODUCTION

## Background of the Study

Several studies have been conducted on teaching culture in SLA; for instance, Lederach stated that a language consists of people's perceiving, interpreting and social realities (1995). Also, another study shows that language is a tool of interaction for societies, so it includes individuals' system of shared beliefs, values and customs (Klingner, Artiles, Kozleski, Harry, Zion, and Tate, et. al. 2005). Therefore, foreign language culture is one of the notions which are inevitable while learning a language. The objective of acquiring a language is defined as communicative competence which refers to using a language grammatically and pragmatically in appropriate ways (Council of Europe, 2001). This definition impacts the integration of communicative competence and intercultural competence. Learning only a language, not its culture is a way of becoming a "fluent fool" according to Bennet (1993, p. 9). Therefore, Bennet clarifies that "a fluent fool is someone who speaks a foreign language well but does not understand the social or philosophical content of that language" (1993, p. 9). Bennet states that one cannot make sense from it unless she or he also learns the language's culture, although one learns only the language, not its culture (1993, p.9). Bennet stresses that learning a language without its cultural elements leads learners to grasp it in a meaningless way. As Stevens (1950) stated, "communication is the discriminatory response of an organism to a stimulus" (as cited in Clark, 1995, p.41). Humans express their needs and emotions through language during communication. Under this light, a language is inseparable from its cultural elements, thus communication gaps are inevitable unless the cultural elements are not known. Meyer defines language as: "The ability of a person to behave adequately in a flexible manner when confronted with actions, attitudes, and expectations of representatives of a foreign culture" (p.138). Emphasizing the significance of the cultural background while communicating, we cannot ignore the importance of the cultural background of the target language while teaching.

In this view, every culture has its ways of communication, and it is hidden in the structures of language. While learning a foreign language, its learners are expected to need cultural language structures for effective interactions and language consists of basics filled with culture (Pennycook, 1989 & Philipson, 1992 as cited in 1996,

Alptekin). These studies show that the relation between language and its culture is remarkable for teachers to integrate culture into their classrooms.

While English is used as a tool of international communication in many countries, its cultural elements are not considered as an essential factor in classes (or) English classes. Therefore, Krashen (1982) claims that the classroom setting is not a suitable place for either language or culture. In this view, the classroom is only proper to teach linguistic elements of a language. In addition to Krashen, Damen (1987) stresses that only language grammar rules should be taught in classes. A considerable amount of literature has been published on culture's positive effects on developing language skills (Valdes, 1990, p. 20); for instance, Robinson and Nocon (1996) highlight the importance of target culture in the language classes. Even though teachers are caught in this contrary, they are real figures to form future positive/negative effects of interaction in their teaching of cultural knowledge. Therefore, teachers' perceptions about culture teaching is essential for the study and the study was researched and detailed into Turkish EFL teacher's practices and attitudes toward teaching English culture in the classes.

**Statement of the Problem and Research Questions**

Recently, the importance of the English language has increased continuously as the lingua franca . Accordingly, English has a significant role in Turkey as well, especially for students' academic lives. When Students begin to learn the language, they become familiar with its cultural elements evenly. .  Learners are exposed to political, social and economic issues of the foreign language so often that language teaching practises are also affected by this situation.  Thus, researchers search how and to what extent language culture is taught in foreign language classes. At this point, language teachers' perspectives and implements are crucial to teach culture as a content in their classes. All these factors were examined, and the following questions were attempted to answer;

1. What perceptions do EFL teachers have about the objectives of language teaching and culture teaching and in English courses?
2. What is the frequency of EFL teachers' activities in terms of culture teaching?

3. Do EFL teachers' demographic profiles such as the gender, age, years of professional experience, graduate degree have an effect on their perceptions about the objectives of culture teaching?
4. How are EFL teachers' culture teaching practices aligned with their perceptions?

**Significance of the Study**

In the foreign language teaching field, it is not possible to separate language from its culture. The integration of teaching culture and language is both valuable for students and teachers. Although culture is a crucial factor to use language appropriately, teachers who have different demographic backgrounds still ignore the importance of teaching culture, as a part of language study (Brown, 2009). To understand the problem and come up with a solution, the number of studies that investigate teachers' perceptions and implementations to teach target language culture and how they integrate culture content in their classrooms should be increased, because there is a certain level of contextual differences in how teachers define culture and how they implement it in their classes (Sercu, 2005). Therefore, this study is significant to understand the teacher's perceptions on culture teaching.

## 2. LITERATURE REVIEW

### 2.1. Intercultural Communication

Recently, mobility has become a part of everyone's lives, so all nations interact for various reasons. Learning foreign languages has therefore become a necessity in the globalized world. It is inevitable that a person needs a certain level of intercultural knowledge and competence to communicate adequately with foreign people. According to The Common European Framework of References for Languages (Council of Europe, 2001), cultural knowledge and intercultural awareness are crucial factors of language learning. To summarize this point of view, the intercultural dimension is a special concern of foreign language teaching. Studies in this concern (Dinges, 1983; Hammer, 1989; Kim, 1991; Martin, 1989; Wiseman &Koster, 1993) showed that linguistic and social skills, theory and practices should be acquired to communicate effectively and appropriately in intercultural communication. This definition stated that language is no longer limited to a set of rules but should be incorporated with intercultural competence. The intercultural dimensions of foreign languages emphasize effective cross-cultural communication based on the acquisition of a key set of competencies as suggested by Byram's model of intercultural communicative competence. Byram (1997) indicates that understanding of intercultural competence is essential to develop learners' interpretation of target language in foreign language classes, and he enhances the five-step model for the development of intercultural competence in EFL classes;

- Attitudes
- Knowledge
- Skills of interpreting and relating
- Skills of discovery and interaction
- Critical cultural awareness (Byram, 1997 p.34).

When examining these five models, knowledge refers to learning something from social communities and the process of communication. Attitudes include perceptions and readiness for new cultural beliefs and values. Skills of interpreting and relating mean the ability of understanding and associating one's own culture with the

novel one. Skills of discovery and interaction are related to the ability to observe a culture during real-life communication. As for the last, critical cultural awareness is defined as the ability to critically evaluate the perspectives and practices in one's own and other cultures.

In conclusion, it can be said that Byram's model describes an ideal intercultural speaker who can profoundly evaluate other speakers' practices and products in communication (1997). As clarified by Byram (1997) the accomplishment of communication indicates not only forwarding of a message but also the ability to interpret other's perspective or behavior and associate with their own culture. At this point, the association of own's and target language culture requires discovering and tolerance towards novelties. To acquire this competence, foreign language learners should make connections between their own culture and target language culture. In the figure given below Bennet (1986) represents the requirements that one should have to acquire for intercultural competence.



*Figure 1.* The Intercultural Development Continuum

As it is seen in the figure, the acquisition progress of intercultural competence begins with denying the unknown culture adaptation comes after realization and internalization of the cultural differences. In the final phase, intercultural competence outcomes emerge as a conclusion of the realization and internalization.

In this respect, intercultural communication can be described as having a crucial role in communication and the members of communication should have information

about social and cultural patterns in intergroup variations. These shared patterns which deal with beliefs, behaviors and manners affect the communication process directly. Jokikokko (2005) defines intercultural competence as "an ethical orientation in which certain morally right ways of being, thinking and acting are emphasized" (p. 79). Therefore, foreign language speakers can gain a view about the comparison between native language culture and target culture. So, it can be said that this awareness may improve learners' language learning ways, the ability to compare their own culture to the novel one, and it has positive effects on their culture. Byram and Alred (2002) explained a language learner who has intercultural competence as a "Cultural mediator who creates a bridge between his/her own culture and the target language's culture" (p.339).

As it is already mentioned, the aim of teaching a foreign language can no longer be a process that focuses only on linguistic elements. Besides using the language appropriately, understanding and valuing the culture of the target language has gained significance. It is concluded that intercultural communicative competence has brought new objectives to be taught by English language instructors. Barret, Byram, Lazar and Gaillard (2013) clarified the aims of intercultural competence as shown in the following table.

Table 1

*The Goals of Intercultural Competence*

- Recognize and respect people of other cultural identities.
- Act reasonably, impressively, and respectfully while communicating with people from other cultures.
- Create good relationships with people from other cultures.
- Comprehend one's own culture, compare it with different ones, and make positive assumptions.

## 2.2. Intercultural Communicative Competence

Intercultural communicative competence is a process which stands need for acquiring essential components. The components are explained by Sercu (2005, p.3) in the following sections.

Table 2

*Components Of Intercultural Competence*

---

**1. Knowledge Skills**

- Culture-specific and culture general knowledge

- Knowledge of self and other
- Knowledge of interaction and societal
- Insight regarding how culture affects language and communication

**2. Behavior Attitudes**

- Ability to interpret
- Ability to discover and/or interact
- Ability to acquire new knowledge, attitudes, and skills under the constraints of real-time communication and interaction
- Metacognitive strategy to direct own learning way

**3. Traits**

- Attitude to relativize self and value others
- Positive disposition towards learning intercultural competence
- General disposition characterized by critical engagement with the foreign culture under consideration and one's own

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As demonstrated in Table 2, learners need three essential competences to gain intercultural communicative competence. According to Sercu (2005), competence begins with knowledge of culture which is based on the learners' knowledge about their own identity and culture. The second component is the ability to discover the differences and make an interpretation about differences between one's own and target language culture. The learners can find their learning way by observing the target language culture. The last essential part is attitudes which deal with one's attitudes towards the target language culture. It may be shaped as regards to the learners' point of view towards their own culture, positively or negatively.

In addition to the components, learners should also have the willingness and motivation to acquire intercultural communicative competence. Byram (1997) states that eagerness and readiness are essential factors to learn about target language culture.

It emphasizes that the learners should have curiosity and motivation about learning unfamiliar issues in the target culture. All of these components carry learners further to comprehend target language culture and to be conscious of differences between target and native language cultures. In this regard, intercultural competence provides a correlation between one's own culture and novel as a cultural source to communicate clearly through the acquisition process in a metacognitive way.

## 2.3. Culture

Considering language learning and the importance of cultural aspects in language learning, the word "culture" needs to be identified. Culture is related to many different fields and it can be defined in a variety of ways. Chastain described culture as societies' way of life which includes a set of beliefs, attitudes, customs, behaviors, social habits (1976). In other words, culture is the behavior, life, and parlance that an individual acquires consciously or unconsciously in society. In general, culture has two dimensions: the first includes artworks, literature, and elements of daily life belonging to society; the second includes the behavior and beliefs shared by members of that society. Margaret Mead (1953) described culture as follows, "Culture means the whole complex of traditional behavior which has been developed by the human race and is successively learned by each generation" (cited in Birukou et al., 2013, p. 6). Each culture is unique and reflects the society's characteristics such as religion, lifestyle, and way of thinking. As a summary, culture includes all of the material and spiritual characteristics that are transferred to other generations. Therefore, as indicated by Yamada (2009) one's characteristics and knowledge are shaped according to our culture that we have been raised in.

Being a quite wide subject, culture has lots of different definitions of education as well. One of the definitions made in this aspect belongs to Brislin (1990) who stated that culture is constituted of "widely shared ideals, values, formation, and uses of categories, assumptions about life, and goal-directed activities that become unconsciously or subconsciously accepted as 'right' and 'correct' by people who identify themselves as members of society" (p.11). Other researchers have contributed to this list of "shared items." For instance, Doyé states that "the ways of thinking, habits, customs, traditions, assumptions, and norms" (1997); Sowden express that "social, artistic, and intellectual traditions" (2007); also Giroux states that "socio-

political institutions and social forms" (1992); Loveday states that "the implicit norms and conventions, methods of going about doing things" (1982) or Philips states that "understandings and practices" (2003).

Generally, all the researchers claim that culture includes societies' lifestyle elements and the societies keep these elements in their language way, consciously or unconsciously. Therefore, we cannot separate the language and its culture. At this point, more definitions are made by researchers, Tyler (1870) defined culture "it is a complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society." (Tyler 1870, cited in Avruch, 1998).

Linton (1945) indicates that; "A culture is a configuration of learned behaviors and results of behavior whose component elements are shared and transmitted by the members of a particular society." Additionally, Kluchohn and Kelly (1945) described culture as "it all those historically created designs for living, explicit and implicit, rational, irrational, which exist at any given time as potential guides for the behavior of men" (cited in Önalan, 2004). Furthermore, Kroeber and Kluchohn pointed out "Culture consists of patterns, explicit and implicit, of and for behavior acquired and transmitted by symbols, constituting the distinctive achievements of human groups, including their embodiment in artifacts; the essentials core of culture consists of traditional (i.e. historically derived and selected) ideas and especially their attached values; culture systems may, on the one hand, be considered as products of action, on the other, as conditional elements of future action". (Kroeber & Kluckhohn 1952; cited in Adler, 1997).

All of the definitions of culture show differences among many researchers. On the other hand, Adaskou, Britten and Fahsi (1990) contribute to the definitions by generating certain frameworks for the concepts of culture in language teaching; the *aesthetic sense*, the *semantic sense,* the *sociological sense,* and the *pragmatic* (or *sociolinguistic) sense.* The aesthetic and semantic senses deal with social attitudes such as religious rituals, traditions, literature, cinema, educational practices, interpersonal relations, perceptions, and thought processes; the other two senses, the sociological and the pragmatic senses, based on cultural norms and background knowledge. Idiomatic expressions are the most common examples of these senses that can form skills to use appropriate language for different contexts.

Consequently, in the light of all of the definitions, culture can be clarified as the perception of a set of rules and behaviors that are learned and used by societies who interact with each other. Besides, a language develops with the culture of people who use it; thus a language and culture cannot be separated from each other.

## 2.4. Teaching Culture in English Language Classes

It has long been assumed that culture and language learning are strongly linked to each other (Dai, 2011). It is not easy to communicate clearly without knowing the cultural items, because language is a tool for communication that consists of cultural elements. For this reason, to understand another person from another country, knowing the cultural background is crucial.

Byram (1988) stated that language always keeps its characteristics of context, which is used, for this reason, language consists of not only linguistic components, but also always associates with something beyond itself: the cultural context. The cultural contexts reflect societies' combination of life and behavior style and these combined factors have a cultural meaning, which defines language usage. As it was defined before, each society has different cultural features including language, set of belief systems, way of thinking, social values, thus language learners are continuously influenced by these cultural elements. In this regard, culture and language learning have a multi-dimensional relationship. To enable a more meaningful foreign language learning, learners should know something about target language societies' beliefs, habits, and social values. When learners understand the target language culture, they can utilize the language more skillfully and authentically to understand a speech according to the situation in an appropriate way and react naturally.

Zhang (2007) stated that sometimes it is easy to understand an unknown word thanks to its context; nevertheless, sometimes it is hard to understand a situation that is culturally foreign to people, despite knowing the words the real challenge is to comprehend the unknown situation despite knowing the words. Learning grammatical structures may not always be enough to communicate in a meaningful way. Additionally, Lazar (2005) emphasized that learning a foreign language only in a linguistic way is not adequate, a language learning should consist of intercultural consciousness and intercultural skills: "le savoir-être" and the abilities of discovering the other. Moreover, Rivers puts the importance of culture teaching by explaining that

"students acquiring another language must learn how to express the semantic meaning (through the acquisition of vocabulary, idioms, verb forms, articles, and so on); they must learn the connotative meaning of these expressions as used in the new culture (the evaluative and reactive aspects of the meaning) along with the special linguistic devices employed within the culture for the expression of these meanings" (Rivers, 1968).

At this point, it can be said that culture is linked with language and they are inseparable; culture is a typical and central element that builds language's milestones, it reflects societies' characteristics. In this sense, learning a new language is directly integrated with the target language culture. When learners learn a language, they are aware of people's behavior even if the learners are situated in a classroom context. McDevitt (2004) described that language shows and reflects human nature. Therefore, if learners know nothing about the target language people's habits, beliefs, views, they cannot use language effectively. This is, because; it is not possible to discriminate between language and its culture. Kramsch (1993) emphasized the importance of the culture of the target language and described communication problems if culture is neglected while teaching:

Paying lip service to the social dynamics that undergird language without trying to identify and gain insights into the very fabric of society and culture that have come to charge language in many and varied ways can only cause misunderstanding and lead to cross-cultural miscommunication (p. 92).

Bada (2000) emphasizes that culture is important in language classrooms and learners should be exposed to cultural elements to understand target society and use language properly. Otherwise, they encounter problems in communicating meaning with the speakers of that society. Gao (2006) stated that "The interdependence of language learning and cultural learning is so evident that one can conclude, language learning is culture learning and consequently, language teaching is cultural teaching" (p.12). Therefore, teaching linguistic elements only is insufficient, and adapting cultural components to foreign language lessons' curriculums is inevitable.

With the globalization and evolutions of methodologies used in language teaching, culture becomes crucial in the process. Even though researchers clarify culture in different ways, they all give points to culture in language learning, in this sense, it may be difficult to use a foreign language effectively without being familiar with its culture. According to Kuang (2007, p. 81), target language culture is an inseparable part of the target language. Like other researchers, Brown (1986) stresses that second

language teaching and teaching its culture are equal, and it involves acquiring a second identity. Culture teaching can be explained as the integration and teaching of cultural content such as lifestyle, literature, history, geography, art, and so forth into language classes.

## 2.5. Objectives of Foreign Language Teaching Regarding Teaching Foreign Language

While ways of foreign language teaching have been a debated subject throughout the years, communication is the ultimate objective for foreign language teaching and all of the linguistic knowledge was perceived as necessary tools for communication. Although language seemed like a set of rules and structures in the early ages, it has changed by the time of progress. Oral (2003) claimed that languages' grammatical structures took into consideration and intercultural context was ignored in the foreign language teaching system. Early in the 1970s, there was a new attempt to teach English effectively by incorporating the ordinary use of language and various teaching aids. There is a change from grammar-based language to language communicative functions and "how to teach culture in foreign language" became a special concern in the field. Hymes was the pioneer researcher who mentioned communicative competence and defined real language practices and the relationship between socio-cultural factors and language systems (1972). According to communicative competence theory, language teaching does not consist of only basic grammatical rules. The learners should acquire not only grammatical structures but also, they have to know how to use language appropriately and evaluate others' speech or manner (Hymes, 1972, p. 277). At this point, culture has a place in language teaching and the researchers evaluated the cultural concepts in foreign language classrooms. The objectives of teaching language based on culture are classified by Allen and Vallette (1977);

"Increasing student awareness of the target language;

Stimulating student interest in foreign language study;

Developing the ability to function in the target culture;

Establishing an understanding of linguistic-cultural referents, cultural values, and attitudes" (p. 326).

The 1980s became very efficient years for culture teaching and in these years, Byram (1989) engaged with cultural dimensions importance in the teaching system. He developed the following model which explains "integrated disciplines of teaching language and culture" (p.23);
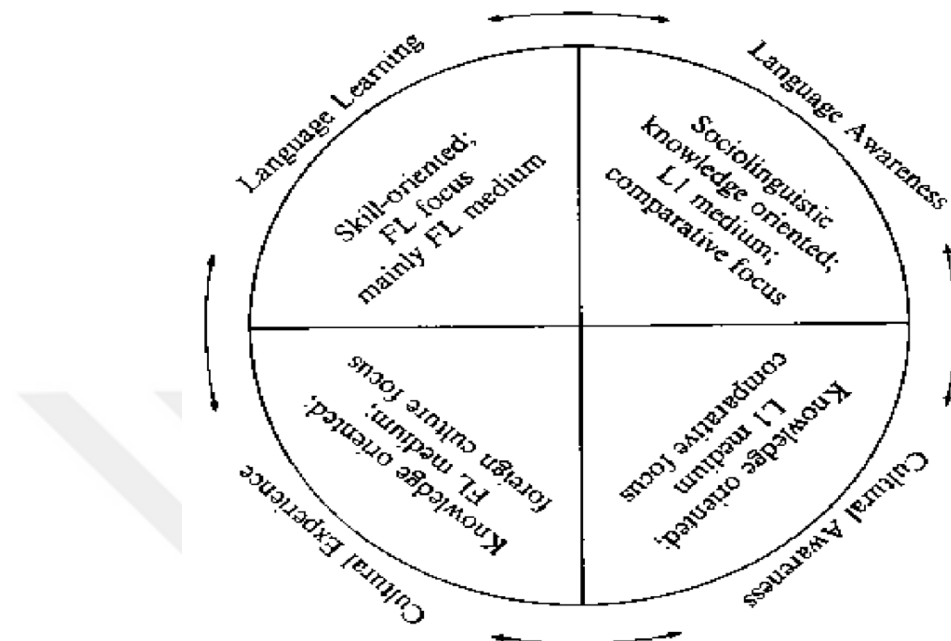


Figure 2. The Language And Culture Teaching Process

In this model, Byram introduced four components of the teaching language process and according to the study, the components' places can be changed, but all of them should be situated in the teaching process. Utley (2002) stated that cultural and linguistic competence integration is crucial to prepare learners for interaction with people of other cultures and he claimed that the integration affects learners' proficiencies directly. Byram et al. (2002) stated the following:

Developing the intercultural dimension in language teaching involves recognizing that the aims are to give learners intercultural competence as well as linguistic competence; to prepare them for interaction with people of other cultures; to enable them to understand and accept people from other cultures as individuals with other distinctive perspectives, values, and behaviors; and to help them to see that such interaction is an enriching experience (p. 10).

In conclusion, foreign language teaching has different purposes and components which are changeable according to the region, type of the school, or even the approach of the teacher. Despite the differences, all the instructors intended to teach a language to communicate clearly. Along with multicultural environments, apart from language learning objectives and skill learning objectives, culture teaching has gained importance

as an objective for foreign language teaching. Risager (2007) explained that culture items could be used in language classes by integrating with some realia such as videos, recordings and this made culture teaching more important for language classrooms. The aim may include cultural activities to help students become more familiar with the culture of the target language, allowing them to easily learn or teach the target language in terms of linguistic components and language skills to achieve perfection in the use of the language.

## 2.6. Classification of Possible Objectives of Foreign Language Education

In the study, Sercu et al. (2005 p.21) categorized objectives of foreign language education under subtitles: culture learning objectives, language learning objectives, and general skills objectives as presented in table 3. Kılıç (2013) also used these objective groups in her study.

Table 3

*Possible Objectives of Foreign Language Education*

**Culture learning objectives**

- Promote my pupils' familiarity with the culture, the civilization of the countries where the language, which they are learning is spoken.
- Promote the acquisition of an open mind and positive disposition towards unfamiliar cultures.
- Assist my pupils in developing a better understanding of their own identity and culture.

**Language learning objectives**

- Assist my pupils to acquire a level of proficiency in the foreign language that will allow them to read literary works in the foreign language.
- Enthuse my pupils for learning foreign languages.
- Promote the acquisition of a level of proficiency in the foreign language that will allow the learners to use the foreign language for practical purposes.

**General skills/ language skills learning objectives**

- Assist my pupils to acquire skills that will be useful in other subject areas and in life (such as memorize, summarize, put into words, formulate accurately, give a presentation, etc.)
- Promote the acquisition of learning skills that will be useful for learning other foreign languages.

**2.7. Classification of Possible Culture Teaching Objectives**

Underlying teaching of culture as a core element of foreign language educators. In their research, Sercu et al. (2005, p.26) classified potential culture teaching goals under three dimensions. For Sercu, culture teaching objectives can be grouped as a knowledge dimension, attitudinal dimension, and skills dimension as stated in table 4. Kılıç (2013) used these objective groups in her study.

Table 4

*Possible Culture Teaching Objectives*

**Knowledge Dimension**

- To provide information about the history, geography, and political conditions of the foreign culture(s) (culture/Culture)
- To provide information about daily life and routines (culture)
- To provide information about shared values and beliefs (culture/Culture)
- To provide experiences with a rich variety of cultural expressions (literature, music, theatre, film, etc.) (Culture)

**Attitudinal Dimension**

- To develop attitudes of openness and tolerance towards other people and cultures

**Skills Dimension**

- To promote reflection on cultural differences
- To promote increased understanding of students' own culture also knowledge of their own culture /Culture
- To promote the ability to empathize with people living in other cultures
- To promote the ability to handle intercultural contact situations

**2.8. Teacher Perceptions of Culture Teaching**

Throughout the teaching language history, assessment of English language teachers' professional success has undergone many changes. In the past studies, it was evaluated in line with the teachers' linguistic knowledge. As Cunningham (1995) stated that teachers were supposed to know linguistic knowledge and abilities in a language primarily, after that they may deal with the context of their culture. This perspective was assisted by Schulman (1987) who asserts that teachers' accomplishment was embraced as the efficiency of pedagogical knowledge (cited in Rowan, 2001 p.2).

On the other hand, with the rise of the post-method pedagogy, the role of the language teachers has varied, and the individuality of instructors and also the concepts of reflective teaching are essential in language classes. Kumaravadivelu describes teachers as thinkers of their own practices as well as mindful observers of their classes' social milieu (2006, p. 171). According to this point of view, the teachers, as practitioners, should take the issues beyond the context into consideration and integrate socio-cultural issues, such as political, religious, habits, with their classrooms. This is described as situational understanding in the literature (Elliott, 1993). A holistic interpretation of that specific teaching process is crucial for the development of precise pedagogy.

In line with these points of view, it can be said that the process of language teaching is dynamic and ever-changing continuously and it has become obviously clear with postmodernism that there is an important relationship between teachers' perceptions and their actual teaching practices. Therefore, the English instructors have a great role in the learning process. The educators gained postmodern perspectives and more intercultural practices, additionally their linguistic knowledge and pedagogical perspectives. As emphasized by Rockwell and Mercado (1988) the foreign language teachers' accomplishment is no longer considered as having an academic attainment. At this premise, culture teaching and language teaching are inextricable, and culture is already combined into language learning context.

The relation between language and culture cannot be ignored and the researchers emphasized how culture teaching is important in foreign language teaching and they conducted a study to clarify "the effects of language teaching on young people's perception of other cultures" (Kramsch, 1993; Seelye, 1984). According to the survey, the teachers enhance cultural objects to attract students' attention. Additionally, the instructors have similar views and goals about the significance of foreign languages and their impact to self-fulfillment by making learners know about others and they observe that learners are much more respected and open-minded when they utilize cultural dimensions in their classes. In the subsequent section, there are sample studies which describe perceptions of instructors regarding culture teaching and intercultural competence in language teaching classes.

Thanasoulas (2001) conducted research on the impacts of culture teaching in the foreign language classroom and based on communication skills while advocating intercultural awareness. The study explains the connection among language and culture

and also why culture should be present in the classroom. Thanasoulas assumed that the role of teachers to be to support learners' enthusiasm in the target culture in order to improve their understanding to "make learners aware of speech acts, connotations, etiquette (…) as well as provide them with the opportunity to act out being a member of the target culture" (2001, p. 19).

In the research on teachers' perceptions and the place of culture in foreign language teaching, Önalan (2005) explained the language learning process as a journey to other cultures, the teachers support to "develop a global understanding of other cultures and people", by incorporating culture. Unlike the other researchers, Önalan (2005) demonstrated the importance of having cultural knowledge in order to interact effectively while learning a language promotes perspectives and develops relations with other cultures. In comparison with this point of view, for some of the teachers, including too much cultural knowledge which might demoralize the student's learning process and they still pay attention to linguistic skills and pedagogical abilities as a key role in the teaching, by keeping cultural information away.

Sercu (2005) carried out one of the most extensive research which comprises 424 members from various countries and academic backgrounds. The findings revealed that foreign language teachers support teaching common linguistic skills rather than teaching culture. When the researcher investigated what language, instructors understand from teaching culture, instructors claimed that it means to provide information to learners about target societies' daily lives. A further comprehensive investigation was performed in China in 2011. Totally 750 English lecturers attended the study. The study's results indicate that the teachers who have experience abroad have shown a greater amount of support for teaching culture.

Ryan (1995), in this study about teacher perceptions about teaching culture, the researcher shows that the teachers were often "bewildered and overwhelmed" when they were asked to explain the culture. In this research, the instructors gave information based upon their personal views and the teachers gave different explanations, such as "culture is experiential," "culture is daily life, "culture is knowledge gained through reading" or "culture is transmitted from one generation to another" instead of giving a certain description.

Another study from Bayyurt (2006), who interviewed Turkish instructors of English, showed that culture includes several factors such as economy, lifestyle, beliefs, history, or geography.

After all, the teachers have different characteristics, beliefs, and opinions for teaching culture and these different notions affect their classroom implementations directly. Even in the same institution instructors have different views about teaching strategy to use culture in the classrooms. No matter which method of teaching strategy is being implemented, the teachers have an important role in the educational process. A considerable amount of related work has been conducted to gain knowledge of the views of the teachers about these concerns.

To sum up, all the studies stated that, foreign language teachers have different perceptions to conceptualize teaching target language culture in the classes. Some instructors consider culture issues very deeply into their teaching and they integrate the issue into their course, some of them utilize it superficially. However, culture always takes place in the language as a topic, a situation, or a way of communication, so language and its culture are interconnected to each other.

## 3. METHODOLOGY

This chapter presents the methodology of the study. It provides detailed information related to the design of the research, the setting and the participants in the research. Moreover, information on the data collection instrument and the procedure is provided with reliability of the research.

### Research Design

This research aimed to describe the perceptions of English instructors regarding the objectives of the teaching of foreign languages and the objectives of the culture teaching in English language classes and the exploration of the types of cultural activities conducted in the university classes. The study was methodologically conducted both quantitative and qualitative research methods. According to Burns and Grove, quantitative analysis is an organized, analytical, structured process of data which is collected using statistical data about the world (2005). An English language web-based questionnaire with closed responses was conducted among the instruments of quantitative study in order to find out the teachers' perceptions about the objectives of foreign language teaching, the objectives of teaching culture in the scope of EFL classrooms and the frequency of cultural teaching activities performed in the language classes. The questionnaire was Sercu's Foreign Language Teachers and Intercultural Competence questionnaire. It was originally developed by Sercu (2005). In the present study, we adapted and used Kılıç (2013) version of the questionnaire. In addition, in the qualitative section of the research, a semi-structured interview was applied to the 10 EFL teachers to understand the relationship between the teachers' practices and perceptions.

### Setting and Participants

The research was conducted at Çağ, Mersin, Hasan Kalyoncu and Erciyes universities in Turkey. To collect more general and valid data, this study was conducted by both of the private and public universities which are located in different parts of Turkey. The participants of the study were 120 teachers teaching English as a foreign language at a university context in Turkey (see Table 5). Dörnyei (2007) highlights the significance of selecting the most suitable participants who can give valuable insights

into the investigation. For this reason, purposive sampling was utilized. The participants have different backgrounds. For the purpose of the study, the participants were divided groups according to their demographic information. Their work experiences range between one and twenty years in the English teaching field. The participants mostly have different educational backgrounds, but all participants have been practicing their profession in the universities in Turkey. Finally, these universities have students and instructors from other regions and the difference is a prominent component to examine the intercultural perceptions in English learning process. For the interview, ten volunteer participants were chose parametrically.

**Instrumentation**

The study was conducted in the 2020-2021 academic year at universities that provide English as a foreign language. As Jupp stated a questionnaire is a set of questions specifically designed to get data from a group of people regarding a subject (2006). The data were gathered through demographic information questionnaire and, Foreign Language Teachers and Intercultural Competence questionnaire, which is developed by Sercu (see Appendix B). The questionnaire was applied through Google Forms as online, because of the pandemic circumstances. In addition, in the qualitative part of the research, a semi-structured interview was applied to the 10 EFL teachers with 4 open-ended questions.

**Demographic Information Questionnaire (DIQ)**

Demographic Information Questionnaire was adapted by Tığlı (2014). DIQ searched for the gender, age, years of professional experience, graduate degree of the participants (see Appendix B). DIQ was applied for the sake of the third research question of this research to understand the relation between the perceptions of teachers and their demographic information.

In table 5, the demographic information of the EFL Teachers is shown. Among all (N=120), the majority of the participants were female ($n = 102$, 85%) and 18 of them were male (15%). The age groups ranged from 21-30 to 41+ and the highest number belonged to 21-30 age group with 55.0%. On the contrary, the participants over 46 years and over made up the smallest group of the participants ($n = 9$, 7.5%). This means that the study included mostly young teachers. When it comes to the years of the

experiences in English language teaching, 1-3 years had the biggest number and percentage ($n$ = 36, 30%). So, it is clear that many of the participants were novice teachers and 4-6 years experienced teachers followed them ($n$ = 34, 28.3%). Considering the departments, ELT graduates outnumbered the other categories ($n$ = 62, 51.7%). The other categories were English Language Literature ($n$ = 34, 28.3%), Linguistics ($n$ = 6, 5%), and Translation and Interpreting Studies ($n$ = 14, 11.7%). Finally, the numbers of recent degree related to language studies were B.A. ($n$ = 63, 52.5%) as the highest, M.A. (n=57, 47.5%).

Table 5

*Demographic Distributions of EFL Teachers*

|  | n | % |
|---|---|---|
| Gender (N=120) | | |
| Female | 102 | 85.0 |
| Male | 18 | 15.0 |
| Age (N=120) | | |
| 21-30 | 66 | 55.0 |
| 31-40 | 45 | 37.5 |
| 41+ | 9 | 7.5 |
| Years of experience (N=120) | | |
| 1 – 3 | 36 | 30.0 |
| 4 – 6 | 34 | 28.3 |
| 7- 11 | 21 | 17.5 |
| 12 | 29 | 24.2 |
| Department (N=120) | | |
| English Language Teaching | 62 | 51.7 |
| Linguistics | 6 | 5.0 |
| English Language Literature | 34 | 28.3 |
| Translation and Interpreting | 14 | 11.7 |
| Culture studies (American) | 4 | 3.3 |
| Most recent graduate degree (N=120) | | |
| B.A. | 63 | 52.5 |
| M.A. | 57 | 47.5 |

Note. N = 120 n = for each condition

**Questionnaire**

The questionnaire was originally developed by Sercu et al. (2005) and used in their study, Foreign Language Teachers and Intercultural Competence. In this study, the adapted version questionnaire was used. In Kılıç (2013) version, there were 7 sections which were based on 5-point Likert type rating scales. The three sections of Kılıç's survey were excluded. In one of these excluded parts, there were 12 items dealing with instructor's perceptions regarding intercultural competence. Besides, there were two parts asking for instructors' own familiarity of the target culture and the cultural views that participants deal with most frequently. The parts were excluded because they did not form a part of the current study.  These changes were also made in the Kılıç' and Doğan's studies (2015). Therefore, three parts of questionnaire: 1, 2.1, 2.2 were applied to reflect teachers' perceptions regarding objectives of foreign language teaching, objectives of culture teaching in EFL context and frequency of culture teaching activities as the major concerns of the research questions. (see Appendix B). Totally, the questionnaire contains three parts with 34 items with a five-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree) and with 17 items with three-point Likert scale. (1 = never, 2 = once in a while, 3 = often). The first part was Objectives of Foreign Language Teaching, it includes 8 items, Objectives Of Culture Teaching, it includes 9 items. Frequency of Culture Teaching Activities, it includes 17 items. The participants graded the items according to their perceptions about objectives of language teaching, culture teaching and frequency of culture teaching activities in the language classes.

**Semi-Structured Interviews**

A semi-structured interview was conducted to gather qualitative data. Dörnyei (2007) states that interviews are often applied as data collection instruments to obtain a deeper understanding regarding participants' perceptions. It was audio recorded. The recordings were transcribed and developed codes according to Creswell's emergent coding. The interview was applied to 10 volunteer EFL teachers with 4 open-ended interview questions. The interview questions are related to culture teaching activities. The objective of the interviews in this research is to reveal the participants' perceptions about culture teaching activities and its relationship with classroom practices (see

Appendix C). The dates of interviews were scheduled before the interviews. It is conducted as online and face to face meetings, as well.

**Data Analysis**

The data collected through the questionnaire was analyzed utilizing Statistical Package of Social Sciences (SPSS). The questionnaire consists of four parts in total. The first section consisted of five demographic questions designed to learn about the participants' personal information. There were eight items in the second part that asked teachers regarding their views of the objectives of culture teaching in English language context. The third section had eight questions about the aims of language teaching in the foreign language classrooms. The final part consisted of 17 questions that asked about the frequency of culture teaching activities used in the foreign language teaching context. Cronbach's Alpha analysis was used to assess the reliability of all the scales, and it was found to be adequate for all of them. Accordingly, the results of Cronbach's Alpha are (0.904, 0.917, 0.913), respectively. Thus, it is confirmed that the questionnaire is highly reliable since the value of Cronbach for all variables is greater than 0.80.

For the comparisons, parametric tests were utilized. T-test and ANOVAs were used to reveal the relation between demographic variables and objective groups classified by Sercu (2005).The frequency analysis of the data gathered through the questionnaire was also evaluated using statistical methods such as means, frequencies, and percentages. The analysis of the parts is explained in the following paragraph.

In the first part of the questionnaire, there were five demographic information questions to understand the demographic variables of the participants. The second part of the questionnaire had eight questions asking for the objectives of language teaching in foreign language context. Sercu et al. (2005, p.26) classified these objectives under the categories as; knowledge dimension, attitudinal dimension and skills dimension as shown in chapter 2, Table 4. Frequency and descriptive analysis were applied to understand EFL teacher's perceptions about the objectives of language teaching in English courses. The third part of the questionnaire involved nine items asking for instructors' perceptions about the objectives of culture teaching in English language teaching. As a beginning, a frequency analysis of the items was conducted to assess the most and least frequent objectives. As mentioned before in chapter 2, Table 3, Sercu et

al. classified these objectives under three categories as; culture learning objectives, language learning objectives and general skills learning objectives (2005 p.21). After that, T-test and ANOVA analysis were implemented to find out the relation between the objective groups and demographic variables. The final part of the questionnaire included 17 questions asking for the frequency of culture teaching activities practiced during the teaching process. In this part, frequency analysis was applied to understand which culture teaching activities are the most and least frequent.

The qualitative data collected by implementing a semi-structured interview as an audio recording. The recordings were transcribed and developed codes according to Creswell's Emergent Coding.

**Reliability**

First of all, the scales were analyzed by using SPSS, and Cronbach's alpha score was presented to provide reliability for the study. In addition to this, the study was conducted qualitatively to understand the participants' perceptions more clearly.

To prevent bias in the qualitative part of this research, other qualitative studies carried by more knowledgeable researchers were considered as useful sources (Fat'hi, Ghaslani, &Parsa, 2015; Saengboon, 2013). The qualitative data collection tool was adapted, and the thesis supervisor was consulted to increase the trustworthiness of the study. Furthermore, the qualitative data analysis was carried out posthaste and tediously to keep the results of the study as trustworthy as possible.

**4. FINDINGS**

The chapter presents the quantitative and qualitative findings of the research conducted at the universities to find out the beliefs of English language instructors regarding the objectives of foreign language teaching, objectives of culture teaching and frequency of culture teaching activities during their lessons in preparatory classes. The demographic information, frequency analysis of the findings and results of T-Tests and ANOVAs are presented.

**Quantitative Findings of the Study**

**Findings of the Research Question 1**

This first research question of the current study is "What perceptions do EFL teachers have about the objectives of language teaching and culture teaching in English courses?" Accordingly, descriptive statistics of the first two parts of the questionnaire were presented in Table 6.

Table 6

*Descriptive Statistics of the Objectives of English Language Teaching*

| Objectives of English Language Teaching | Strongly Disagree | | Disagree | | Often | | Agree | | Strongly Disagree | | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | f | % | f | % | f | % | f | % | f | % | | |
| 7. Promote the acquisition of a level of proficiency in the foreign language that will allow the learners to use the foreign language for practical purposes. | - | - | 1 | .8 | 17 | 14.2 | 50 | 41.7 | 52 | 43.3 | 4.408 | .7390 |
| 1. Enthuse my pupils for learning foreign languages. | 1 | .8 | 2 | 1.7 | 14 | 11.7 | 39 | 32.5 | 64 | 53.3 | 4.358 | .8178 |
| 8. Assist my pupils in developing a better understanding of their own identity and culture. | - | - | 5 | 4.2 | 13 | 10.8 | 42 | 35 | .60 | 50 | 4.308 | .8280 |
| 5. Promote the acquisition of an open mind and positive disposition towards unfamiliar cultures | - | - | 1 | .8 | 19 | 15.8 | 45 | 37.5 | 55 | 45.8 | 4.308 | .7756 |
| 4. Assist my pupils to acquire skills that will be useful in other subject areas and in live (such as memorize, summarize, put into words, formulate accurately, give a presentation, etc.).] | 1 | .8 | 19 | 15.8 | 45 | 37.5 | - | - | 55 | 45.8 | 4.283 | .7580 |
| 6. Promote the acquisition of learning skills that will be useful for learning other foreign languages | 1 | .8 | 1 | .8 | 14 | 11.7 | 48 | 40 | 56 | 46.7 | 4.275 | .7329 |
| 2. Promote my pupils' familiarity with the culture, the civilization of the countries where the language which they are learning is spoken. | 1 | .8 | 3 | 2.5 | 13 | 10.8 | 53 | 44.2 | 50 | 41.7 | 4.233 | .8068 |
| 3. Assist my pupils to acquire a level of proficiency in the foreign language that will allow them to read literary works in the foreign language. | 4 | 3.3 | 19 | 15.8 | 53 | 44.2 | - | - | 44 | 36.7 | 4.142 | .8023 |

According to the results gathered from the descriptive analysis, the item has the highest mean (M = 4.40, SD = .739) is "Promote the acquisition of a level of proficiency in the foreign language that will allow the learners to use the foreign language for practical purposes." 107 (89.1%) of the answers given by EFL teachers to

the item were "Strongly Agree" or "Agree", 12 (10%) "Neutral" and 1 (0.8%) "Strongly Disagree ". The item "Enthuse my pupils for learning foreign languages" has the second highest mean score (M=4.35, SD = .817). In Table 7, 103 (85.8%) of the answers given by EFL teachers to the item " Enthuse my pupils for learning foreign languages." were "Strongly Agree" or "Agree", 14 (11.7%) "Neutral" and 3 (0.8%) "Disagree" or "Strongly Disagree ". According to the responses, it can be said that EFL teachers believe it is important to support students in learning the language and to motivate them by attaching their learning to a real purpose.

On the other hand, the participants are neutral regarding enthuse students' familiarity about the civilization to which that culture belongs and in special fields of foreign culture such as literature and geography. In line with this view, the item "Assist my pupils to acquire a level of proficiency in the foreign language that will allow them to read literary works in the foreign language." has the lowest mean (M=4.14, SD=.802) 97 (80.9%) of the answers given by EFL teachers to the item were "Strongly Agree" or "Agree", 19 (15.8%) "Neutral" and 4 (3.3%) "Disagree". Also, the second lowest mean belongs to the item "Promote my pupils' familiarity with the culture, the civilization of the countries where the language which they are learning is spoken." (M=4.23, SD=.806).

In line with the descriptive statistics' results, it is understood that objectives based on language comprehension, learners' proficiency level, and competence to use the target language practically are key purposes for language teachers. However, cultural objectives such as learning their own history or reading literary works in the target language are not main priorities for the respondents.

Table 7

*Descriptive Statistics of the Objectives of Teaching English Culture*

| Objectives of Teaching English Culture | f | % | f | % | f | % | f | % | f | % | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5. Develop attitudes of openness and tolerance towards other people and cultures. | 1 | .8 | - | - | 8 | 6.7 | 36 | 30 | 75 | 62.5 | 4.53 | .697 |
| 2. Provide information about daily life and routines | 1 | .8 | 2 | 1.7 | 6 | 5 | 40 | 33.3 | 71 | 59.2 | 4.483 | .7445 |
| 4. Provide experiences with a rich variety of cultural expressions (literature, music, theatre, film, etc.) | - | - | 2 | 1.7 | 6 | 5 | 47 | 39.2 | 65 | 54.2 | 4.458 | .6723 |
| 8. Promote the ability to empathize with people living in other cultures. | - | - | 2 | 1.7 | 8 | 6.7 | 47 | 39.2 | 63 | 52.5 | 4.425 | .6941 |
| 7. Promote increased understanding of students' own culture | - | - | 3 | 2.5 | 8 | 6.7 | 49 | 40.8 | 60 | 50 | 4.383 | .7239 |
| 6. Promote reflection on cultural differences | 1 | .8 | - | - | 15 | 12.5 | 44 | 36.7 | 60 | 50 | 4.350 | .7631 |
| 9. Promote the ability to handle intercultural contact situations. | 2 | 1.7 | - | - | 10 | 8.3 | 51 | 42.5 | 57 | 47.5 | 4.342 | .7724 |
| 1. Provide information about history, geography and political conditions of the foreign culture. | 2 | 1.7 | 3 | 2.5 | 19 | 15.8 | 55 | 45.8 | 41 | 34.2 | 4.083 | .8656 |

The item " Develop attitudes of openness and tolerance towards other people and cultures." has the highest mean (M = 4.53, SD = .697). 111 (92.5%) of the answers given by EFL teachers to the item were "Strongly Agree" or "Agree", 8 (6.7%) "Neutral" and 1 (0.8%) "Strongly disagree ". The item "Provide information about daily life and routines" has the highest mean score (M=4.48, SD:.744). 71 of the participants who cited "strongly agree" for this objective. Additionally, the third highest mean score (M=4.45, SD=.673) belonged the item "Provide experiences with a rich variety of cultural expressions (literature, music, theatre, film, etc.)" there are 65 respondents who chose strongly agree.

On the other hand, the item "Provide information about history, geography and political conditions of the foreign culture." has the lowest mean score (M=4.08,

SD=.865). The items "Promote the ability to handle intercultural contact situations." and "Promote reflection on cultural differences" are the second and third lowest mean scores (M=4.34, SD=.772 and M=4.35 SD=.763).

According to the descriptive results of EFL teachers' answers regarding the objectives of teaching English culture in the courses, the teachers slightly think that they should inform the students about the daily life of the target culture as well as encourage them to be tolerant to different cultures. Also, they strongly agreed that teachers should ensure experiences to the students by integrating art branches that exemplify culture in part of the lessons. However, the participants do not think that they are responsible for provide in-depth information about other cultures in their lessons and they did not compare the main and target languages' cultures.

In a conclusion, regarding the results of the objectives of culture teaching, it can be said that EFL teachers do not ignore target language culture in the teaching process. They integrate cultural elements and support openness to the target culture. However, they do not attach importance to intercultural comparisons and contextual matters.

**Findings of the Research Question 2**

The second research question was "What is the frequency of EFL teachers' activities in terms of culture teaching?". The section presents the frequency analysis of participants' culture teaching activities. The 16 items in Table 8 were ranked from the highest mean to the lowest mean.

Table 8

*Frequency Distribution of EFL Teachers for English Language Teaching Objectives*

| Objectives of English | Never | | Once in a While | | Often | | Mean | SD |
|---|---|---|---|---|---|---|---|---|
| | f | % | f | % | f | % | | |
| **Language Teaching** | | | | | | | | |
| 5. I use videos, CD-ROMs or the Internet to illustrate an aspect of the foreign culture. | 4 | 3.3 | 8 | 6.7 | 108 | 90 | 2.867 | .4287 |
| 2. I tell my pupils what I heard (or read) about the foreign country or culture. | 4 | 3.3 | 8 | 6.7 | 108 | 90 | 2.867 | .4287 |
| 15. I ask my pupils to compare an aspect of their own culture with that aspect in the foreign culture. | 3 | 2.5 | 10 | 8.3 | 107 | 89.2 | 2.867 | .4086 |
| 3. I tell my pupils why I find something fascinating or strange about the foreign culture(s). | 2 | 1.7 | 3 | 10.8 | 105 | 87.5 | 2.858 | .3953 |
| 7. I talk to my pupils about my own experiences in the foreign culture | 3 | 2.5 | 2 | 10 | 105 | 87.5 | 2.850 | .4231 |
| 6. I ask my pupils to think about what it would be like to live in the foreign culture. | 3 | 2.5 | 4 | 11.7 | 103 | 85.8 | 2.833 | .4364 |
| 8. I ask my pupils about their experiences in the foreign country | 5 | 4.2 | 3 | 10.8 | 102 | 85 | 2.808 | .4902 |
| 10. I ask my pupils to describe an aspect of their own culture in the foreign language. | 5 | 4.2 | 7 | 14.2 | 98 | 81.7 | 2.775 | .5098 |
| 17. I talk with my pupils about stereotypes regarding particular cultures and countries. | 10 | 8.3 | 1 | 9.2 | 99 | 82.5 | 2,742 | .6011 |
| 12. I ask my pupils to participate in role-play situations in which people from different cultures meet. | 8 | 6.7 | 20 | 16.7 | 92 | 76.7 | 2,700 | .5884 |
| 4. I ask my pupils to independently explore an aspect of the foreign culture | 9 | 7.5 | 20 | 16.7 | 91 | 75.8 | 2.683 | .6078 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. I ask my pupils to think about the image which media promote of the foreign country. | 7 | 5.8 | 26 | 21.7 | 87 | 72.5 | 2.667 | .5846 |
| 14. I comment on the way in which the foreign culture is represented in the foreign language materials I am using in a particular class | 11 | 9.2 | 20 | 16.7 | 89 | 74.2 | 2.650 | .6437 |
| 11. I bring objects originating from the foreign culture to my classroom. | 17 | 14.2 | 27 | 22.5 | 76 | 63.3 | 2.492 | .7333 |
| 13. I decorate my classroom with poster illustrating particular aspects of the foreign culture | 22 | 18.3 | 24 | 20 | 74 | 61.7 | 2.433 | .7857 |
| 16. I touch upon an aspect of the foreign culture regarding which I feel negatively disposed | 20 | 16.7 | 36 | 30 | 64 | 53.3 | 2.367 | .7552 |
| 9. I invite a person originating from the foreign country to my classroom. | 32 | 26.7 | 22 | 18.3 | 6 | 55 | 2,283 | .8617 |

According the findings gained from descriptive analysis, the participants flagrantly agreed with the items "I tell my pupils what I heard (or read) about the foreign country or culture." and "I use videos, CD-ROMs or the Internet to illustrate an aspect of the foreign culture." have the highest and same means (M=2.86, SD=.428). For both of the items, 108 (90.0%) of the answers given by EFL teachers were "Often", 8 (6.7%) "Once in a While" and 4 (3.3%) "Never". Following this, the item "I ask my pupils to compare an aspect of their own culture with that aspect in the foreign culture." has the second highest mean (M=2.86, SD=.408).64 (53.3%) of the responses cited by EFL teachers to the item were "Often", 36 (30%) "Once in a While" and 20 (16.7%) "Never".

On the other hand, the last three frequent activities in the study were revealed to be "I invite a person originating from the foreign country to my classroom." (M=2,28, SD=.861), "I touch upon an aspect of the foreign culture regarding which I feel negatively disposed." (M=2,36, SD=.755) and "I decorate my classroom with poster illustrating particular aspects of the foreign culture." (M=2.43, SD=.785).

The findings found that the most popular culture teaching method involves discussing fascinating and entertaining aspects of the target culture. Teachers often use technical instruments such as CD-ROMs, photographs, and the internet to demonstrate

images relevant to the target culture in order to familiarize their students with the cultural elements. It's natural to use the opportunities of ICT in the classroom to emphasize cultural aspects. Sharing their instructors' personal experiences or familiar aspects is also a common activity. In practice, bringing authentic materials, decorating the classroom, or bringing someone from another culture is not always easy.

**Findings of the Research Question 3**

As seen in Chapter 2 Table 4, Sercu et al. (2005) categorized the potential objectives of culture teaching into 3 groups: knowledge dimension, attitudinal dimension and skills dimension. The same dimension categories were used in this analysis as well. The third research question was "Do EFL teachers' demographic profiles have an effect on their perceptions about the objectives of culture teaching?" T-Tests and ANOVAs were employed to analyze the relationship between the teachers' perceptions about culture teaching objectives and demographic variables (age, gender, nationality, mother tongue, ELT experience, and academic degree). Following tables demonstrate the correlation between teaching culture objectives and demographic variables of participants.

Table 9

*Difference of mean of objectives of culture teaching according to gender*

|  | Gender | N | M | T | SD | p |
|---|---|---|---|---|---|---|
| Culture Teaching Objectives | Female | 102 | 4.35 | .44 | .11 | .66 |
|  | Male | 18 | 4.29 |  |  |  |

In Table 9, an independent sample t-test was conducted to demonstrate the relationship of EFL Teachers' objective of Teaching English Culture perceptions and gender (see Table 9). Of All the participants, 18 were male and 102 of them were female. Accordingly, EFL teachers' perceptions about objectives of teaching English culture does not differ significantly by gender (p>.05). Considering the results, it can be said that their perceptions on culture teaching were not affected by their gender.

Table 10

*Difference of mean of objectives of culture teaching according to graduation degree*

| | Graduation Degree | N | M | T | SD | p |
|---|---|---|---|---|---|---|
| Culture teaching Objectives | B.A. | 63 | 4.4926 | | | |
| | | | | 2.568 | 118 | **.011*** |
| | M.A. | 57 | 4.2428 | | | |

*\*p<0.05*

In Table 10, an independent sample t-test was conducted to compare EFL Teachers' objective of Teaching English Culture by graduation degree. Accordingly, there is a statistically significant difference between EFL teachers' objectives for teaching English culture against B.A graduation (p <.05).In other words, B.A. (M= 4.49) those with a graduation degree are significantly higher than those with a M.A.(M= 4.24) graduation. As the results suggest, the participants who graduated from B.A. degree have more objectives deals with culture teaching perspectives. In other words, EFL teachers' perceptions on these objectives were influenced by their graduation degree.

Table 11

*Difference of mean of objectives of culture teaching according to age*

| | Categories | N | M | SD | F | P |
|---|---|---|---|---|---|---|
| **The Objectives of Culture teaching in English Language Courses** | 21-30 | 66 | 4.2197 | .70098 | | |
| | 31-40 | 45 | 4.4028 | .52148 | .805 | .067 |
| | 41+ | 9 | 4.2361 | .42594 | | |

In Table 11, the ANOVA test was conducted to compare EFL Teachers' English culture teaching objective by age range. As the table suggests, EFL teachers' objective of teaching English culture does not differ significantly according to age range (p>.05).

Table 12

*Difference of mean of objectives of culture teaching according to years of experience in teaching English*

|  | Categories | N | M | SD | F | p |
|---|---|---|---|---|---|---|
| **The Objectives of Culture teaching in English Language Courses** | 0-3 | 36 | 4.1944 | .76383 | | |
| | 4-6 | 34 | 4.3103 | .60735 | | |
| | 7-11 | 21 | 4.3382 | .50761 | .407 | .570 |
| | 12+ | 29 | 4.3103 | .53621 | | |

Table 12 indicates ANOVA results regarding the objectives of culture teaching according to age. As the table suggests, the two variables are independent of each other and there is not any statistically meaningful difference between the teachers' perceptions and years of experiences variable (p>, 05).

Table 13

*Comparison of EFL Teachers' Objective of Teaching English Culture by Department Graduated From*

|  | Categories | N | *M* | SD | F | *p* |
|---|---|---|---|---|---|---|
| **The Objectives of Culture Teaching in English Language Courses** | Linguistics | 6 | 3.7407 | .52002 | | |
| | Culture studies (American) | 4 | 4.2500 | .60735 | | |
| | English Language Teaching | 62 | 4.3781 | .64278 | 3.026 | .021* |
| | Translation and Interpreting | 14 | 4.3916 | .42013 | | |
| | English Language Literature | 34 | 4.6607 | .63000 | | |

*p<0.05

In Table 13, the ANOVA test was conducted to compare EFL Teachers' English Culture Teaching objective by department graduated from. According to this, there is a significant difference in the aims of teaching English culture according to the graduates

of the department. As a result of the Tukey multiple comparison test, it is seen that the differentiation is among the graduates of English language literature and linguistics education. When the mean values are taken into account, it is seen that the EFL teachers who graduates from English language literature ($\bar{x}$= 4.66) have more cultural education objectives than those who graduated from linguistics education ($\bar{x}$= 3.74). They were more likely aware of the teaching cultural issues such as such as doing activities to introduce students to the target culture.

**Qualitative Findings of the Study**

**Findings of the Research Question 4**

For understanding "How are EFL teachers' culture teaching practices aligned with their perceptions?", semi-structured interviews were conducted with 10 volunteer EFL teachers. Teachers were asked 4 open-ended interview questions to obtain a better understanding of teachers' perception about the objectives of culture teaching. The answers were transcribed, and themes and categories were created by grouping them with the coding system on the transcript (see Table 14).

*Table 14*

*Themes and Codes for Interview Questions and Their Responses*

| *Themes* | *Codes* | *F* |
|---|---|---|
| **Perceptions** | Inseparable | 5 |
| | Motivator | 4 |
| | Improve communication | 3 |
| **Objectives** | Cultural awareness | 4 |
| | Effective communication | 4 |
| | Openness | 3 |
| **Practices** | Unplanned | 3 |
| | Sharing experiences | 4 |
| | Visual aids | 6 |

According to the interview questions, following categories were created (see Table 15).

Table 15

*Categories of the Interview Questions*

| Categories | Interview Questions |
| --- | --- |
| **Perceptions** | What do you think about the role of culture in teaching and learning a foreign language? Do you think it is important? If yes, in what ways is it important? |
| **Objectives** | What do you understand by "culture teaching" in a foreign language teaching context? What may be the objectives in teaching culture? |
| **Practices** | In the language classroom, how extensively do you deal with particular cultural aspects? |
| | What kind(s) of culture teaching activities do you practice during classroom teaching time? |

**Perceptions**

Examining all the participants' responses to four interview questions was extremely beneficial to the study; more particularly, delving into specific aspects of their opinions their own words revealed some of the most useful data. The first interview questions supplied the creation of this category. One of the most emphasized points in the interviews was the inseparability of culture and language. According to some of the interviewees (Interviewee 1,2 and 6) viewed the culture as a main part of the language. One of the teachers (Interviewee 6) stated that "*Culture has an important effect on the language teaching because culture is a part of the language. We cannot think of culture and language independently, and they are both intertwined*". According to her expressions, it can be said that they suggested that if language is taught without

integrating culture, it will be meaningless. Moreover, they emphasized that the culture of the target language enables students to use the language more meaningfully and in accordance with the context. Interviewee 2 described the use of proper language in context as follows: "*Culture and language are two sides of a coin. We cannot separate them. They influence each other. Culture affects language in different ways. For instance, there are more than 20 words to define camel, a desert animal, in Arabic. In English, it is said that it's raining cats and dogs to say that rain is so heavy that getting these animals to fall from the top of the houses in England. As we can presume, when we teach a language, we teach the culture, too.*" All the teachers expressed that language and culture are intertwined and should be taught together.

In general, participants gave good responses to the first question. They underlined the significance of cultural integration for more meaningful communication and understanding. The teachers highlighted that both culture and linguistics should be taught in the classroom since students would grasp the grammatical structures much better if they had a good understanding of the culture. The participants believe that integrating language and culture improves learners' communicative ability. 3$^{rd}$ Interviewee added that "… *a language does not simply learn the vocabulary or the grammar of that language. Instead, it means learning the culture as well. In a word, learning or teaching a language is an acculturation process. That is why I think teaching culture along with the language is vitally important. Metaphorically speaking, learning a language without the culture is merely acquiring the language as a system without the soul. The language without culture is meaningless. Without culture, language wouldn't make so much sense.*" This instructor has become more aware of his perceptions and has included cultural components into his lecture to give the language a soul. The teachers highlighted that a language is not just words, grammatical principles, and sentences construction but also cultural norms and social systems and it always carries meanings and references beyond itself.

In addition, while teachers use culture as a complementary element, they realized that it is a factor that increases students' motivation. They attached importance to the utilization of culture as a motivator in the classroom. One of the teachers interviewed saw it as a technique for motivating pupils, gaining their attention. They indicated that students' knowledge of the culture makes them feel more confident when using the language. Interviewee 9 specified that "*… With the incorporating culture into context, students get more motivated and they are eager to talk about the subjects.*"

According to the participants, language represents society, and when the learners understand the culture, they are more confident in their use of language Therefore, it can be claimed that most teachers employ culture in the classroom for a purpose. This could be a motivator for students to improve their language skills, or it may be a requirement for them to communicate more effectively. Consequently, the interviewed teachers defend that culture and language should be intertwined, and they consider culture as a motivator factor in their lessons. For these reasons, teachers generally give importance to culture and deal with it in their classrooms to prevent disturbances in communication.

**Objectives**

The interviews with the teachers provided more insight into their culture-teaching objectives. The objectives were described through the second interview question. First of all, the culture's teaching perceptions and objectives are intertwined and shape one another throughout time. As a result, the participants' views on perceptions and objectives are similar in this regard. The participant teachers viewed culture as an instrument to understand and teach the language more clearly. Interviewee 10 described that *"... Cultural knowledge is one of the important objectives because providing information helps learners to enhance their linguistic and communicative competence"*. The interviews yielded results on the skill dimension of culture. Most of the instructor's expressions emphasized the importance of improving students' ability to communicate effectively in cross-cultural circumstances. The participants stated that they aimed to teach learners how to behave in real-life circumstances and how to communicate effectively and accurately in different cultures.

Interviewee 6: *I think cultural knowledge is one of the important objectives because providing information helps learners to enhance their linguistic and communicative competence.*

Interviewee 1: *...Target language culture has an important place in foreign language learners' cognitive and social developments.*

Interviewee 5: *…Culture teaching can include a society's customs, habits, attitudes, manners, history.*

Interviewee 8: *Equipping learners only with grammar is just a temporary solution; they need to produce the language as well as they receive…*

On the other hand, some of the talks revealed that some EFL teachers cared abouttheir student's intercultural awareness and to be open and tolerant of other cultures. The lecturers underlined that students should be equipped for cultural differences and treat others with respect. They consider that learning is made simpler by comprehending differences and creating comparisons. One of the teachers (interviewee 2) declared that "*The cultural differences should be given explicitly to let learners be aware of them of cultural values and respect the other culture. Awareness, respect, the comparison is all to make learning easier*". In addition, Interviewee 7 also emphasized the importance of awareness and comparison and explained the culture teaching goal with the phrase *"Increasing the students' awareness and helping them to make comparisons among different cultures…"*. The participants stressed that when the learners are aware of the disparities, they are better able to tolerate the variations between cultures, communities, and countries in international situations. At this point, it can be inferred that teachers see culture not only as a teaching tool but also as a construct that will affect the attitudinal dimension of students. For this reason, they convey to their students the need to understand not only the target culture but also their own culture, as well as respecting and tolerating cultural differences. Teachers have a high command of their teaching processes and the reasons and objectivity of integrating culture.

According to the interviews, the cultural teaching goals of the teachers are to enable the students to communicate meaningfully in the target language context. On the other hand, they aim for their students to be tolerant towards the target culture and to have intercultural awareness. Finally, these teachers presented a teaching approach that is intertwined with culture.

**Practices**

The teachers reflect their inner perceptions with the practices. Therefore, analyzing participants' perceptions of cultural education objectives increases the value of this research. The responses and analyses to the third and fourth interview questions were collected in this category. To find out about teachers' culture teaching activities,

the participants were asked to describe how extensively they practiced cultural activities and engaged with particular cultural components in their classrooms.

Teachers have stated that culture is now covered in textbooks as a result of the rapidly evolving and changing educational system. Maybe that's why, although the instructors' positive views of the role of culture in language teaching, most of the participants stated that they were not able to deal extensively with specific cultural aspects in the classroom. The teachers indicated that they were able to deal with whatever culture-related appeared in their curriculum and textbooks and that they did not make any extra preparations to address different perspectives of culture. At this point, they consider that culture-contents in the course materials are sufficient for their objectives. Interviewee 6 stated that "… *I am currently teaching English to preparatory class students and since the coursebook contains information on the culture. I dealt with the cultural topics in the books, not particular aspects.*" Participants, first of all, attach importance to applying whatever is in the curriculum. They deal with the subject of culture as given by the textbooks, not out of the curriculum.

On the other hand, as seen in the questionnaire results, teachers often share their experiences with students. While they mentioned cultural issues, which are placed in the course books, they try to introduce the culture to the students by talking about the subjects they live and dominate. As interviewee 3 stated that "…*Besides, I mention about my experiences. In this way, l make the students realize the importance of knowing a language abroad. I also talk about my interaction and communication with tourists in our country. In this way, I try to encourage them to talk to foreigners whenever they have the opportunity to do so.*" Some of the teachers are comfortable while sharing their experiences. Also, these kinds of experiences are motivating and encouraging factors for the learners.

Some teachers consider visual aids to be an important factor in their culture teaching practices. Most of the teachers have profited from activities such as video, role play dialogs, and authentic resources while dealing with culture. Interviewee 9 indicated that "*I use videos or internet to become clear an aspect of the foreign culture. I ask my students to attend role-play situations to practice what they learn from the lessons. I also decorate my classroom with posters.*" According to interviewee 10 commented on she made use of the materials as sources of different kinds of activities to provide cultural aspects. The instructor gave these examples from her teaching "*While teaching, I use authentic materials like role play which can represent the cultural aspects. I give*

*them project paper about culture, i.e. to present/write/prepare brochures, role plays about the festivals, beliefs, unwritten rules."* In this respect, the participants have designed a variety of activities that are appropriate for their teaching setting. At this point, it can be said that teachers try to discover appropriate activities for their students while also attempting to be student-centered in the process. Interviewee 1 stated that she organizes activities based on her context and that she also incorporates her learners and brings activities. *"As I mentioned above, we talk about the target language's culture a lot. We can call it a brainstorming session. Role plays. Filling gaps (from a song or a movie scene). Reading books together. And also, one of my students comes up with a word from different languages every week: The Untranslatable Emotions. She teaches that word to me and her friends, and then we talk about that feeling and try to understand it or share our experiences. I should be responsible for my teaching and my classes should be dynamic and learner-centered".* The participant thereby emphasizes the requirements of being a modern-age instructor who adapts English courses to own context.

## 5. DISCUSSION AND CONCLUSION

This chapter presents the discussion and conclusion by taking the four research questions and relevant findings into consideration while presenting relevant literature and interpretation. At the end of the chapter, the study's limitations and suggestions were explained for further research.

**Discussion of the Quantitative Findings**

The focus of the study was to find out what English language instructors thought about the objectives of foreign language teaching, objectives of culture teaching, and frequency of culture teaching activities at four universities in Turkey. In the research, both qualitative and quantitative tools were used; therefore, data was gathered by conducting the questionnaire and an interview. Given the essential outcomes of the surveys, each discussion part aims to clarify the impacts of language teachers' perceptions towards culture in their classes as well as their culture-oriented practices in the field.

**Discussion of the Research Question 1**

The first research question was "What perceptions do EFL teachers have about the objectives of language teaching and culture teaching in English courses?" The perceptions of the EFL teachers were examined by using two parts of the questionnaire. The questionnaire parts consisted of the objectives of language teaching and culture teaching items to understand the teachers' views. Firstly, the questionnaire examined teachers' perceptions about objectives of language teaching and the relation between the language and culture teaching objectives. The gathered data were analyzed by using descriptive statistics.

According to the teachers' perceptions on language teaching objectives, the results demonstrated the most significant goal of language teaching for the instructors is "to assist students in using English for practical purposes," followed by "to promote learners to learn," and "to support learners in acquiring knowledge and skills required in daily life." The results clearly show that the participants have preferences about language learning goals and teaching the language for using appropriately in daily life context. The teachers who emphasize language proficiency encourage the students to

develop a proficiency level in the foreign language so that the learners have language skills to use for practical purposes. While the teachers attach importance to the practical purpose in the language teaching process, they also lay the groundwork for the integration of culture. That is, the goals of teachers about teaching language and culture are to adequately prepare students for culture after the learners have the linguistic competencies.

Conversely, issues such as "promote learners' familiarity about the target language' society" and "literary works" are not crucial in terms of language teaching for the teachers. According to the results, the participants stated that promoting the acquisition of a level of proficiency is more important than promoting the students' familiarity with the culture's society in the foreign language teaching process. This finding is in contrast with Prosser andTrigwell, 1999; Williams and Burden's study (1997) that teachers' values and practices guide their classroom practices. The target language literary works are related to art branches and these topics require in-depth knowledge. The language teachers may not have enough knowledge on this subject. At the same time, they do not know how to integrate them into their curriculum since they do not have sufficient knowledge about the subject. The reason for this contrast may be due to a lack of having limited resources and knowledge.

In parallel with teachers' handling of culture in language teaching, while analyzing the teachers' perceptions on culture teaching objectives, the results showed that the teachers are mostly aware of the objectives of culture teaching (*M*= 4.53, *SD*=.69). Based on the findings, most participants are conscious of the cultural teaching dimensions in the language teaching process. The circumstance shows consistency with another item that the more awareness about other cultures language teachers have, the more modern visions they gain. This is because the teachers have a high opinion of increasing openness and acceptance for other cultures, as well as sharing knowledge about common values. According to the teachers' perspectives, it can also be said that learners are more likely to gain openness and empathy for other cultures leading to the absolute achievement in primary goals of culture teaching in English classes (M= 4,53, SD= .69).At this point, the students are taught about common cultural features and similarities between cultures that improve relationships and mutual understanding. Thereby, language learners can be considered "cultural mediators."

On the other hand, according to the results, teachers are not only facilitators of culture and language interaction in the educational settings, but also they are the

initiator agent of culture use in their contexts. Considering their contemporary implementations to teach a different language through its culture, teachers accept and internalize what they teach as a first step, and then they act on their objectives.  In recent research, the understanding of the cultural dimension has been one of the critical components of language teaching studies. According to Garrido and Alvarez (2006), languages are connected to the cultures and societies that use the language for interaction, for this reason, language learners should be promoted to gain intercultural skills. In the light of this point of view and the current study's findings, it can be said that teachers have tried to integrate the common components of culture into their teaching and to support students' comprehension of the target language and its culture.

Besides teachers' awareness of cultures, the research declared that Turkish EFL teachers also promoted the skills of culture teaching, such as helping students develop knowledge and skills needed for other subjects and life in general, and also skills required to know various foreign languages (M=4.45, SD=.673). It is clear that the participants' crucial purpose is informing students about the daily routines of the target culture. The findings are also similar to Kılıç's research (2013), the participants promote learners to acquire knowledge about the target culture's everyday life and habits.

In contrast with this, the item "Provide information about history, geography and political conditions of the foreign culture." has the lowest mean score (M=4.08, SD=.865). The result indicates that participants do not think that they are responsible for providing in-depth knowledge about other cultures. In other words, while the teachers gave importance to the daily used language, they preferred not to touch on more contented subjects such as history, literature, geography in the research. The rush curriculums may cause participants not to regard present information on literature, music, theater, history, or political issues as the main goal due to the inadequate opportunity. Additionally, the items "Promote the ability to handle intercultural contact situations." and "Promote reflection on cultural differences" are the second and third lowest mean scores (M = 4.34, SD = .772 and M = 4.35 SD = .763).An assumption for this result is that they may not be interested in cross-cultural skills in their classes and link the cultures of the main and target languages.

According to both questionnaire's results, it was concluded that teachers' perceptions on language and culture objectives are parallel. While teachers deal with the structures related to daily life and practical purposes in language teaching, they see

them as components of culture. In other words, when teachers talk about daily life or practical purposes, they think that they integrate both linguistic skills and cultural knowledge. On the other hand, it was seen in both questionnaires that they avoided "literary works" or knowledge about target language society that required in-depth knowledge. Teachers' lack of knowledge on artistic matters, not working on subjects such as geography, history, and literature may be the reason for this attitude. This finding may be a trace of the relationship between communication skills and intercultural competence is more important than literary and society's issues in foreign language teaching. At this point, the teachers strongly agreed that routine habits of society are part of their culture and the learners should have the ability to use the language for practical purposes. If the learners do not have the ability and appropriate knowledge about how to use a language, they cannot apply a language in real-life situations well. For instance, idioms are related to habitual patterns and they cannot be taught by academic knowledge or literary works in the context of in-class implementations. Nostrand (1989, p. 51) stated that learners of culture include not only traditions and properties, but also essential beliefs, habitual patterns of thought and students should be prepared in this direction during their education.

Based on these results, the ultimate objective of teachers can be considered enabling their students to interact effectively in a multicultural world. All the relevant linguistic information is useful for communication. According to the National Capital Language Resource Center of the United States (2009), the aim of learning a language is to be able to communicate effectively. Consequently, while most of the EFL teachers focus on presenting linguistic knowledge and developing the learners' linguistic skills, the following objective is to prepare learners for cross-cultural communication. If culture is not included in the language teaching process, this might cause learners to use English inappropriately and lead to misunderstandings or communication breakdown in cross-cultural communication. In other words, the learners cannot interact effectively and appropriately with other people from different cultures, because of their lack of cultural competence.

**Discussion of the Research Question 2**

The second research question was "What is the frequency of EFL teachers' activities in terms of culture teaching?" To learn more about teachers' culture teaching

activities, participants were asked to demonstrate how frequently they conducted these practices in their classrooms. The collected data were subjected to descriptive statistics.

In regard to culture class activities, the most common activities in English Language classrooms are introducing and explaining interesting aspects of the target culture in the classroom, as well as talking about the teachers' own experiences or familiar aspects to them**.** As it is seen the frequent items deal with the teachers' concerns and experiences. They generally focus on matters that attract or familiar to them. As discussed in the previous question, it is not easy for a teacher to know all of the knowledge about the target community. As a result, it's reasonable for them to concentrate on the aspects that they are already familiar with. Furthermore, the findings showed that, as a natural product of technological advancements, teachers use resources such as videos, CD-ROMS, and the internet to display illustrations of cultural aspects in the classroom in order to gain a deeper understanding about the target language's culture everyday routines. Accordingly, it can be concluded that teachers demonstrate cultural traits with the aid of technology. It could be convenient for educators to use the internet since most universities have internet connections and projection equipment in their classes.

On the other hand, according to the results, the participants often ask students to compare their native cultures and target culture aspects. The activity is more learner-centered and the teachers take the initiator's role to involve students in a cultural comparison to demonstrate that both their native and target cultures have values, beliefs, and customs that affect their lifestyle. Besides, cross-cultural connections are valuable for instructors to assist learners to gain intercultural awareness. The learners can benefit from such practices if they develop positive attitudes toward the target culture or the approach to intercultural understanding. In such practices, teachers ask students to associate an aspect of their own culture with an aspect of a foreign culture. By discussing the similarities and differences within their own culture and the target culture, the tasks allow learners to gain a greater awareness of cultural differences and build empathy for the target culture. When teachers' approaches are observed, it can be said that they have some of the qualities of culturally responsive instructors. They aim to find opportunities to integrate activities that introduce students to the target culture while also recognizing the traits of their own culture and the diversity within it. Thus, as Ekşi (2009) points out learners can be led to critically analyze target language cultures

and should not accept their cultural values as the only normal and valid patterns of behavior.

All these tendencies show that the teachers utilize a variety of sources of knowledge to introduce their students to foreign cultures. The teachers implement different practices to promote students to gain a better understanding of the target culture and to enhance a critical attitude toward foreign culture.

Although the teachers try to make use of different sources while teaching the target culture, there are also activities they cannot do in the classroom. In terms of activities that the participants practice the least, most teachers have difficulty finding people from the target country to attend their classes. Also, they may have worries about how learners will respond to a foreigner in the classes. At this point, if students cannot communicate with the stranger, this may lead students to be afraid of using the target language in authentic environments and to see it as an obstacle. For this reason, it can be difficult for teachers to find native speakers that match both their teaching contexts and their students' language levels.

Apart from these, teachers stated that they did not often decorate their classrooms related to the target culture. One explanation is that the teachers do not find sufficient and effective materials for decorating their classes. Furthermore, teachers may not be able to deal with these activities because of their excessive curriculum and rigid syllabus. Therefore, even if teachers know that they need to devote more time to culture, they may not find extra time for it.

Along with all these, the teachers have hesitation about addressing the negative aspects of the target culture for them. While the teachers share familiar aspects and their experiences in the target culture, they avoid mentioning aspects they feel opposite to them. This may be because, as mentioned before, teachers do not have in-depth knowledge of the target culture. Due to the lack of knowledge, teachers may not know exactly what these opposing aspects mean and how to explain them to their students. Such inexplicable differences of opinion may cause a problem that the students do not clearly understand and develop prejudices against the target culture. So, teachers may be avoiding mentioning them.

The study found that the actual classroom practices imply that teachers include culture in foreign language teaching in their classrooms. They do effectively implement relevant aspects of the target culture to enable learners to learn the target language. The results of this research are similar to those of Sercu's (2005) study, which observed that

teachers sometimes apply culture-teaching practices into their teaching process. In both of the studies, the teachers are generally interested in activities that will develop the students cognitively. Although the teachers have some degree of knowledge about the target culture, they avoid activities that ask for more and detailed information about the target culture. This may be because teachers must comply with dense curriculums and insufficient knowledge of target cultures.

While teachers cannot implement activities that require in-depth knowledge, they prefer materials such as video, internet, which are more accessible today. They also share their own experiences and opinions of culture teaching activities. Thereby, they try to ensure cultural awareness for the learners. The teachers' familiarity also provides them with various aspects of the target culture. As a result of this familiarity, students can benefit from increased intercultural awareness. Regarding the issue, Göbel and Hemke (2010) stated that teachers' intercultural experiences and knowledge are directly related to students' intercultural awareness. In other words, teachers' intercultural interactions have a significant impact on the quality of cross-cultural lessons and the intercultural communication outputs.

**Discussion of the Research Question 3**

The third research question was "Do EFL teachers' demographic profiles have an effect on their perceptions about the objectives of culture teaching?". DIQ was utilized to obtain answers, and it contains five questions: gender, age, years of experience, graduate departments, and the teachers' most recent academic degrees. The gathered data was analyzed through descriptive statistics. Additionally, independent t-tests, one-way ANOVA, and post-hoc testing were used. The findings are discussed, and relevant literature is provided.

In this study, the results presented that no statistical difference was found between gender and the teachers' perceptions about objectives of culture teaching. Neither age nor years of experience related to language teaching did not differ in culture teaching perceptions.

According to these results, gender variable has no significance on teachers' perception of culture. Teachers of both genders have equal perspectives on culture. In the schools, teachers are devoted to follow a curriculum and specific goals. At this point, the syllabus and curriculums that teachers have to apply can be cited as reasons.

Both male and female teachers have to apply the same syllabus and implement exams that include the same subjects. Moreover, most of the current course materials include instances from the target culture and these materials are very helpful to make them feel familiar with different aspects of the target culture. Therefore, gender differences do not have any effect and the teachers give importance to culture. However, the result is in contrast with Doğan's research (2005) which studied teachers' beliefs towards the objectives of culture teaching. She found that female teachers have more positive attitudes regarding teaching culture while it compared with male teachers' perceptions. This difference can root from various backgrounds, characteristics, settings and so on.

For the age and experiences variables, there were not significant differences. When the age and experience variables are evaluated together, there is a relationship between them. Namely, older teachers have more experience in teaching, while younger teachers have less experience. It can be shown as the reason why there is no difference here, the knowledge of young and less experienced teachers is fresh, and they can follow current issues or developments more closely. Considering their competence and the findings, it's reasonable to conclude that, despite their lack of experience, their idealistic approach shaped their objectives about culture teaching. They may be enthusiastic about language teaching in the start of their careers, and hence want to shape and improve their own teaching environment. However, there are also studies that concluded this adversely. Years of experience and the perspectives of EFL teachers in Iran have a strong relation. Additionally, in another study, more experienced teachers were found to be more responsive to culture teaching in their context ( Fathi, Ghaslani Marzban, and Parsa, 2015).According to the studies, it can be concluded that older and experienced teachers try to revise their teaching strategies and include current issues over the years. As they gain more practice, these teachers may become more conscious of issues concerning culture. For example, they may begin to deal with bigger concerns such as culture, learners' needs or EFL curriculums in order to improve teaching in their setting. Because of their years of experience, they have become aware of these elements and have made changes and adjustments to their teaching. In line with these results, it can be said that both age and experiences groups are aware of the importance of cultural issues. Therefore, age and experience variables have no effect on teachers' perceptions about cultural teaching.

Academic backgrounds of the teachers such as department and most recent graduated degree influence teachers' perceptions. According to the results of the

department variable, teachers who have studied English literature in B.A. education attach more importance to cultural objects in their teaching context than teachers who are graduates of ELT and other English departments. One potential reason for this diversity is the educational and pedagogical differences between ELT and non-ELT graduates, as their views are likely to be influenced significantly by the education they obtained during their undergraduate years. In comparison to ELT graduate teachers, English literature graduate teachers took several culture courses and studied various aspects of the target language culture in their B.A. courses. Since they are accustomed to approaching topics more critically, they believe that teaching cultural knowledge is critical in the language teaching process. In detail, English literature department covers cultural issues such as society, beliefs, values, religious issues, literature, historical information of the target language. Thus, it is inevitable that literature department graduates have a higher level of familiarity and have more knowledge about culture. That's why the teachers touch on cultural issues in their classes and have more positive attitudes toward target culture.

Consequently, this finding might be based on the teachers' undergraduate education and ELT curriculum in Turkey. When teachers who graduated from the ELT department were considered, they were exposed to more pedagogical issues and theories in their undergraduate education. Their curriculum does not include cultural topics. This is the reason why teachers with an ELT degree are less positive towards teaching culture. This is an indicator that ELT departments' curriculums and syllabus need to be updated (Chen, 2014).

Furthermore, one of the most important topics in the ELT field is culture teaching. This issue can be addressed during teachers' undergraduate studies by raising their awareness of the problem. In ELT, the importance of raising awareness of this current problem should be emphasized. They should be trained how to handle culture in language classes during their undergraduate education. Teachers' backgrounds shape their culture teaching processes. At this point, teachers apply whatever they learn in their teaching processes. As Bayyurt (2006) stated that "background of teachers and context of teaching affected their perceptions towards integration of culture into their teaching." (p.243). She highlights the significance of the education that teachers receive during their undergraduate years. Teachers should be educated in how to teach culture during B.A. education years because once they begin teaching experience, they should have practical information about how to deal with culture in the classroom.

**Discussion of the 4<sup>th</sup> Research Question**

The final question of the study, "How are EFL teachers' culture teaching practices aligned with their perceptions?" aimed to explore the relation between teachers' practices and culture teaching perceptions. For this purpose, a semi-structured interview was conducted with four questions.

In this study, it was revealed that culture teaching perception objectives and practices are intertwined. While teachers' perceptions create their objectives, their objectives determine practices. At this point, the perceptions stated by the teachers revealed that culture has a vital role in communication for better understanding. Therefore, teachers believed that communication and culture are inextricably interwoven. They clearly declared that a language is composed of not only words, grammatical principles, and sentence structure; but also, cultural norms, social structures, and references beyond itself. For these reasons, participants indicated that culture and language should be taught jointly and culture instruction in ELT must be prioritized. They try to insert the cultural values in their syllabus not to cope with difficulties related to cultural conflicts in their classes. They believe that if the culture of the target language is unknown, conflicts and communication breakdowns are inevitable. It can be concluded that all believed in the necessity and benefits of culture education for student's progress while having diverse objectives for doing so.

As mentioned above, the teachers' have various perceptions towards culture teaching. The teachers transferred these perceptions to their classroom objectives. The interviewees think that one of their significant objectives is to arouse learners' consciousness and assist their students in developing respect towards others. Teachers expressed that they adopted a learner-centered method and emphasized that students should be open and tolerant towards other cultures. At this point, teachers think that students may be prejudiced against different cultures and this may cause difficulties in language learning. This goal also enables students to better understand their own culture and creates a cultural awareness. The results of this study are in line with the study conducted by Turan (2015). In her study, she found that teachers are very important elements for culture teaching, and they are the bridge between the student and the target culture. As a result, it is possible to conclude that education is critical, and teachers participating in this study are aware of their responsibilities in this regard throughout the educational process.

In terms of practices, the teachers think that integration of culture to the language teaching process is important. To integrate the perception to their practices, they tend to mention culture in their classroom activities. However, teachers generally stated that these activities were not tied to an order or plan, and that their priority was to follow the textbooks. At this point, the fact that textbooks deal with culture much more than in the past may be a reason for teachers. Teachers who encounter cultural elements for their own programs also provide cultural information on the subject by sharing their experiences. They think that their own lived experiences have a positive effect on students. The fact that students can use a foreign language in foreign countries like their teachers can be a positive factor. In order to orient students to culture, teachers need to perform various roles. When cultural information is required, they should be one of the providers. They can talk about their own interactions with different cultures, as well as the resemblance and distinctions between their local culture and the target language's culture.

Other culture teaching activities that teachers often benefit from are visual aids, authentic materials, role play activities. Teachers stated that they use these methods to both motivate and involve students in the process. In other words, students are active rather than passive with such activities, they are more confident and more motivated as they control their own learning. The utilization of culture as a motivating factor in the classroom was one of the most stressed aspects in the interviews. Four of the 10 teachers who were interviewed saw it primarily as a technique for motivating learners, gaining their attention. They identified all of these as aspects that help language learning. Consequently, teachers incorporate motivating and learner-centered activities and components into their lessons. However, the study's results are different from Önalan's study (2005). In the study, 60% of teachers think that culture is important. Accordingly, it can be said that the cultural awareness of teachers has increased due to various reasons in the past years. The developing technology, teachers and students interact more with the target culture through online environments. It can be shown as the reason for this increase in awareness. For example, the interviewees use the videos in their classrooms for culture teaching. They stated that this was beneficial and increased the motivation of the students.

As a result, based on the gathered data, teachers have various perceptions. They especially claim that the culture-language relationship is extremely significant and should be addressed in the classroom. Teachers that include culture into language

teaching processes with a variety of activities for a variety of objectives want students to be at the center of their own learning. They try to get their students closer to each other.

**Pedagogical Implications of the Study**

Education is an inventive area that is rapidly growing as a result of global knowledge and movements. Teachers and students have always been essential components in the education. Teachers who bring the outside world into the classroom are the crucial to real and reflective learning for students, and their perspectives form the foundation of learning content. Since English is the most spoken language, it can be used to communicate instructional information. As a result, the English language and culture have become inseparable concepts, strengthened by positive instructor perceptions. This research focused on EFL teachers' perceptions of culture integration.

According to the findings, teachers are sensitive to cultural issues and try to incorporate culture into their classes. Based on the outcomes of this study, it can be concluded that EFL teachers have a contemporary perspective, which leads to their flexibility to respond and evolve their own approaches. Teachers take an active role in designing their own teaching methods.

In addition to the teachers' awareness, most of the teachers have positive attitudes towards culture. Therefore, the culture studies can be incorporated into the curriculum. Most of the cultural information comes from textbooks and the books should be developed and more cultural themes should be covered. These topics should be based on the knowledge of the teachers and the interests of the learners. While students are interested in topics like daily life, habits and social life in the target culture, books should not cover a wide range of topics. On the other hand, while the teachers following the course books as they are mandatory, for the students, teachers should be adequately prepared about cultural issues. One of the key sources are teachers. To do so, teachers should pay attention to their learners' interests and the kind of knowledge they want to acquire in order to make the classes more engaging and entertaining. Teachers' goals should be to raise cultural awareness and provide knowledge to assist students communicate more effectively. This can be accomplished by evaluating their learners' needs.

As a result, as the globe develops and grows, both students and teachers have begun to place a greater emphasis on cultural aspects. Culture now has an important place in language teaching. However, teachers should consider the cultural susceptibility level of their students and choose appropriate activities. In addition, culture can be used as a motivation tool to increase the productive and interest of students.

## Limitations of the Study

The significant big obstacle is the pandemic (Covid-19), which led to a lack of data. Due to distance education, it was very time consuming to implement an online survey and request people to participate.

## Suggestions for Further Investigations

There are several suggestions for future research based on the findings and limitations of the research. To begin, the number of teachers might be raised in order to obtain more generalizable results. It can be boosted by using random sampling and including more.

Additional qualitative methods, such as classroom observation or teacher narratives, can also be used. These can greatly extend instructors' voices while also assisting in the interpretation of their statements.

## Conclusion

The main purpose of this study is to reveal the perspectives of EFL teachers on the relationship between culture and language. Therefore, the study was conducted both quantitatively and qualitatively. It has been revealed that teachers attach importance to culture in the teaching process and shape their education processes by using student center methods in this regard. Teachers who benefit from technology along with changing innovations have understood that culture is an inseparable part of the language. The purpose of using culture in language teaching is to improve awareness and communication abilities. Accordingly, teachers determined their objectives and created their classroom practices. However, although the teachers had to follow the curriculum, they often referred to cultural elements. The results of the questionnaire and interviews proved that the instructors are aware of their responsibilities during the language teaching process.

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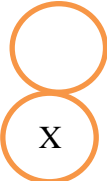Seelye, H. N. (1984). Teaching Culture.Strategies for Intercultural Communication.

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# LIST OF APPENDICES

## Appendix A. Approval of Ethics Committee

| T.C | |
|---|---|
| **ÇAĞ ÜNİVERSİTESİ** | |
| **SOSYAL BİLİMLER ENSTİTÜSÜ** | |
| **TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU** | |
| **ÖĞRENCİ BİLGİLERİ** | |
| **T.C. NOSU** | |
| **ADI VE SOYADI** | Naime ÖLÇÜCÜ SUNBAT |
| **ÖĞRENCİ NO** | 20188048 |
| **TEL. NO.** | |
| **E - MAİL ADRESLERİ** | |
| **ANA BİLİM DALI** | İngiliz Dili Eğitimi Anabilim Dalı |
| **HANGİ AŞAMADA OLDUĞU (DERS / TEZ)** | Tez Aşaması |
| **İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI** | 2020 / 2021 - Bahar Dönemi Kaydını Yeniledim |
| **ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER** | |
| **TEZİN KONUSU** | Yabanci Dil Öğretmenlerinin Yabanci Dil Derslerinde Kültürü Ele Almalari |
| **TEZİN AMACI** | Yabanci Dil Öğretmenlerinin Kültür Konusuna Bakiş Açilarini Anlama. |
| **TEZİN TÜRKÇE ÖZETİ** | Bu araştırma, öğretmenlerin yabancı dil kültürünün dil derslerine entegrasyonuna ilişkin algılarını bulmayı amaçlamaktadır. Öğretmenlerin sınıflarındaki algıları ile öğretim uygulamaları arasındaki ilişkiyi araştırmaktadır. Bu araştırma, konuyu araştırmaya yönelik bütüncül bir yaklaşım uygulayarak betimsel bir çalışma olarak yürütülecektir. Demografik bilgiler, öğretim uygulamaları ve öğretmen algılarına yönelik anketlerden yararlanılacak, ayrıca araştırmacı tarafından geliştirilen yarı yapılandırılmış bir görüşme uygulanacaktır. Veriler niteliksel ve niceliksel olarak toplanacaktır, bu nedenle veri analizi uygun yollarla yapılacaktır: istatistiksel bulgular için SPSS ve görüşmenin transkripsiyonları için içerik analizi kullanılarak. Aynı araştırma alanları üzerine yapılan önceki çalışmalardan farklı olarak, bu araştırma nitel olarak yedeklenmiş nicel bulguları kullandığından literatürdeki boşluğu dolduracaktır. |
| **ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI** | 1. ÇAĞ ÜNİVERSİTESİ/YABANCI DİLLER YÜKSEKOKULU<br>2. MERSİN ÜNİVERSİTESİ/YABANCI DİLLER YÜKSEKOKULU<br>3. ERCİYES ÜNİVERSİTESİ/YABANCI DİLLER YÜKSEKOKULU<br>4. HASAN KALYONCU ÜNİVERSİTESİ/YABANCI DİLLER YÜKSEKOKULU |
| **İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI-ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)** | 1. Çağ Üniversitesi-Sosyal Bilimler Ensititüsü- Yenice/Mersin |

| | |
|---|---|
| **YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER** | Çağ Üniversitesi, Yenice İlçesi Kampüsünde Bulunan Yabanci Diller Yüksekokulu, Mersin Üniversitesi Yenişehir İlçesi Çiftlikköy Kampüsünde Bulunan Yabanci Diller Yüksekokulu, Erciyes Üniversitesi Melikgazi İlçesinde 15 Temmuz Yerleşkesinde Bulunan Yabanci Diller Yüksekokulu Ve Hasan Kalyoncu Üniversitesi Şahinbey İlçesi Kampüsünde Bulunan Yabanci Diller Yüksekokulu Öğretim Elemanlarina Uygulanacaktir. |
| **UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI** | 1. Riza Formu<br>2. Yabanci Dil Öğretmenlerinin Kültür Algilari Online Anketi<br>3.Online Uygulanacak Görüşme Sorulari |
| **EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)** | 1) (BİR) Sayfa RIZA FORMU<br>2) 4 (DÖRT) Sayfa İNGİLİZCE ÖĞRETMENLERİNİN KÜLTÜR ALGILARI VE UYGULAMALARI GOOGLE FORMS ÜZERİNDEN YAPILACAK ONLINE ANKETİ<br>3) 1 (BİR) SAYFA ONLİNE UYGULANACAK GÖRÜŞME SORULARI |

| ÖĞRENCİNİN ADI - SOYADI: Naime ÖLÇÜCÜ SUNBAT | | | ÖĞRENCİNİN İMZASI: Enstitü Müdürlüğünde evrak aslı imzalıdır TARİH: 23/ 12/ 2020 |
|---|---|---|---|
| **TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU** | | | |
| **1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.** | | | |
| **2. Anılan konu İngiliz Dili Eğitimi faaliyet alanı içerisine girmektedir.** | | | |

| **1.TEZ DANIŞMANININ ONAYI** | **2.TEZ DANIŞMANININ ONAYI (VARSA)** | **SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI** | **A.B.D. BAŞKANININ ONAYI** |
|---|---|---|---|
| Adı - Soyadı Senem ZAİMOĞLU | Adı - Soyadı: … | Adı - Soyadı: Murat KOÇ | Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ |
| Unvanı: Prof. Dr. | Unvanı: . | Unvanı: Doç. Dr. | Unvanı: Prof. Dr. |
| İmzası: Evrak onayı e-posta ile alınmıştır | İmzası: … | İmzası: Evrak onayı e-posta ile alınmıştır | İmzası: Evrak onayı e-posta ile alınmıştır |
| / / 20 | / / 20 | / / 20 | / / 20 |

| **ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER** | | | | |
|---|---|---|---|---|
| Adı - Soyadı: **Mustafa BAŞARAN** | Adı - Soyadı: **Yücel ERTEKİN (Y.)** | Adı - Soyadı: **Deniz Aynur GÜLER** | Adı - Soyadı: **Ali Engin OBA** | Adı - Soyadı: **Mustafa Tevfik ODMAN** |
| Unvanı: Prof. Dr. | Unvanı: Prof. Dr. | Unvanı: Prof. Dr. | Unvanı: Prof. Dr. | Unvanı: Prof. Dr. |
| İmzası: Evrak onayı e-posta ile alınmıştır | İmzası: Evrak onayı e-posta ile alınmıştır | İmzası: Evrak onayı e-posta ile alınmıştır | İmzası: Evrak onayı e-posta ile alınmıştır | |
| / / | / / 20 | / / 20 | / / 20 | / / 20 |
| **Etik Kurulu Jüri Başkanı - Asıl Üye** | **Etik Kurulu Jüri Asıl Üyesi** | **Etik Kurulu Jüri Asıl Üyesi** | **Etik Kurulu Jüri Asıl Üyesi** | **Etik Kurulu Jüri Asıl Üyesi** |

| **OY BİRLİĞİ İLE** | ⬤ | **Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 05/ 01 / 2021 - 27/ 02 / 2021tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.** |
|---|---|---|
| **OY ÇOKLUĞU İLE** | X | |

| **AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR. AYRICA YAZININ PUNTOSU İSE 12 (ON İKİ) PUNTO OLACAK ŞEKİLDE YAZILARAK ÇIKTI ALINACAKTIR.** |
|---|

**Appendix B: Consent Form**

Institution:

Researcher:                              Email:

Name of the Participant:                 Date of Birth: ___ / ____ / ___

Email:

Introduction

Thank you for your interest in participating in this research project. The following will provide you with further information about the project, so that you can decide if you would like to take part in this research.

Please take the time to read this information carefully. You may ask questions about anything you do not understand or want to know more about.

Your participation is voluntary. If you do not wish to take part, you do not have to. If you begin participating, you can also stop at any time.

1. I consent to participate in this project, the details of which have been explained to me, and I have been provided with a written plain language statement to keep.

2. I understand that the purpose of this research is to investigate the role of socio-cultural environment on my English language learning and strategies developed by me.

3. I understand that my participation in this project is for research purposes only.

4. I acknowledge that the possible effects of participating in this research project have been explained to my satisfaction.

5. I understand that my interviews may be audio and/or video-taped.

6. I understand that my participation is voluntary and that I am free to withdraw from this project anytime without explanation or prejudice and to withdraw any unprocessed data that I have provided.

7. I have been informed that the confidentiality of the information I provide will be safeguarded subject to any legal requirements; my data will be password protected and accessible only by the named researchers.

 8. I understand that after I sign and return this consent form, it will be retained by the researcher.

Participant's Signature: _____     Date: _____

**Appendix C: Questionnaire**

**1. Demographic Information Questionnaire**

| Please choose the appropriate response for each item | |
|---|---|
| **1) Gender** | |
| Female | |
| Male | |
| **2) Age** | |
| 21-25 | |
| 26-30 | |
| 31-35 | |
| 36-40 | |
| 41-45 | |
| 46- + | |

| **3) Years of experience in teaching English** | |
|---|---|
| 1-5 | |
| 6-10 | |
| 11-15 | |
| 16-20 | |
| 21-25 | |
| 26- + | |
| **4) Department graduated from** | |
| English Language Teaching | |
| Linguistics | |
| English Language Literature | |
| Translation and Interpreting | |
| Culture studies (American) | |
| Other (Tourism, etc.) | |
| **5) Most recent graduate degree related to language studies** | |
| B.A. | |
| M.A. | |
| Ph.D. | |

## 2. The Objectives of English Language teaching

| The Objectives of English Language teaching | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 1- Enthuse my pupils for learning foreign languages. | | | | | |
| 2- Promote my pupils' familiarity with the culture, the civilization of the countries where the language which they are learning is spoken. | | | | | |
| 3- Assist my pupils to acquire a level of proficiency in the foreign language that will allow them to read literary works in the foreign language. | | | | | |
| 4- Assist my pupils to acquire skills that will be useful in other subject areas and in live (such as memorize, summarize, put into words, formulate accurately, give a presentation, etc.). | | | | | |
| 5- Promote the acquisition of an open mind and positive disposition towards unfamiliar cultures. | | | | | |
| 6- Promote the acquisition of learning skills that will be useful for learning other foreign languages. | | | | | |
| 7- Promote the acquisition of a level of proficiency in the foreign language that will allow the learners to use the foreign language for practical purposes. | | | | | |
| 8- Assist my pupils in developing a better understanding of their own identity and culture. | | | | | |

## 3. The Objectives of Culture teaching in English Language Courses

| The Objectives of Culture teaching in English Language Courses | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 1- Provide information about history, geography and political conditions of the foreign culture(s). | | | | | |
| 2- Provide information about daily life and routines. | | | | | |
| 3- Provide information about shared values and beliefs. | | | | | |
| 4- Provide experiences with a rich variety of cultural expressions (literature, music, theatre, film, etc.) | | | | | |
| 5- Develop attitudes of openness and tolerance towards other people and cultures. | | | | | |
| 6-Promote reflection on cultural differences. | | | | | |
| 7- Promote increased understanding of students' own culture. | | | | | |
| 8- Promote the ability to empathize with people living in other cultures. | | | | | |
| 9- Promote the ability to handle intercultural contact situations. | | | | | |

## 4. Frequency of Culture Teaching Activities

| Frequency of Culture Teaching Activities | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 1- I ask my pupils to think about the image which media promote of the foreign country. | | | | | |
| 2- I tell my pupils what I heard (or read) about the foreign country or culture. | | | | | |
| 3- I tell my pupils why I find something fascinating or strange about the foreign culture(s). | | | | | |
| 4- I ask my pupils to independently explore an aspect of the foreign culture. | | | | | |
| 5- I use videos, CD-ROMs or the Internet to illustrate an aspect of the foreign culture. | | | | | |
| 6- I ask my pupils to think about what it would be like to live in the foreign culture. | | | | | |
| 7- I talk to my pupils about my own experiences in the foreign culture. | | | | | |
| 8- I ask my pupils about their experiences in the foreign country | | | | | |
| 9- I invite a person originating from the foreign country to my classroom | | | | | |
| 10- I ask my pupils to describe an aspect of their own culture in the foreign language. | | | | | |
| 11- I bring objects originating from the foreign culture to my classroom | | | | | |
| 12- I ask my pupils to participate in role-play situations in which people from different cultures meet. | | | | | |
| 13- I decorate my classroom with poster illustrating particular aspects of the foreign culture. | | | | | |
| 14- I comment on the way in which the foreign culture is represented in the foreign language materials I am using in a particular class. | | | | | |
| 15- I ask my pupils to compare an aspect of their own culture with that aspect in the foreign culture. | | | | | |
| 16- I touch upon an aspect of the foreign culture regarding which I feel negatively disposed. | | | | | |
| 17- I talk with my pupils about stereotypes regarding particular cultures and countries. | | | | | |

## Appendix D: Semi – Structured Interview

Dear Colleague,

I am an MA student at Çağ University in the Department of English Language Teaching. Our aim is to understand foreign language teachers' perceptions about the objectives of foreign language teaching, culture teaching and to see the most frequently used cultural activities in the classrooms. Your cooperation will be highly appreciated. Your responses will be kept confidential and will only be used for this research.

Naime ÖLÇÜCÜ SUNBAT

**Interview Questions**

**The Teachers' Perceptions and Objectives of Culture Teaching in English Language Courses**

1. What do you think about the role of culture in teaching and learning a foreign language? Do you think it is important? If yes, in what ways is it important?

2. What do you understand by "culture teaching" in a foreign language teaching context? What may be the objectives in teaching culture?

3. How familiar are you with the country, culture, people primarily associated with the foreign language you are teaching?

**Frequency of Culture Teaching Activities**

4. In the language classroom, how extensively do you deal with particular cultural aspects?

5. What kind(s) of culture teaching activities do you practice during classroom teaching time?

# Appendix E: Approval Request from the Institute of Social Sciences

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2100000081                                  06.01.2021
Konu : Naime ÖLÇÜCÜ SUNBAT'a Ait
         Tez Anket İzni Hakkında

DAĞITIM YERLERİNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında 20188048 numaralı öğrencimiz olan **Naime ÖLÇÜCÜ SUNBAT, "Yabancı Dil Öğretmenlerinin Yabancı Dil Derslerinde Kültürü Ele Almaları"** konulu tez çalışmasını Üniversitemiz Fen-Edebiyat Fakültesi öğretim üyesi **Dr. Öğr. Üyesi Senem ZAİMOĞLU** danışmanlığında halen yürütülmektedir. Adı geçen öğrencinin tez çalışması kapsamında **Üniversitemiz Yabancı Diller Yüksek Okulu Müdürlüğü bünyesinde halen çalışmakta olan öğretim elemanlarını** kapsamak üzere kopyası Ek'lerde sunulan bir anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin kurumsal mail adreslerinden onaylar online olarak alınmış olup, gerekli iznin verilmesini arz ederim.

Doç. Dr. Murat KOÇ
Sosyal Bilimler
Enstitüsü Müdürü

Ek : 3 sayfa tez etik kurul izin formu, 9 sayfa ölçek, anket, form ve sorular, 8 sayfa tez etik kurul izin onay e-posta yazıları.

Dağıtım:
Gereği:                                              Bilgi:
Yabancı Diller Yüksekokulu Müdürlüğüne                Rektörlük Makamına

E-Posta: aycankol@cag.edu.tr

Evaluation Version

**Appendix F: Approval from the Preparatory School of Çağ University**

T.C.
ÇAĞ ÜNİVERSİTESİ
Yabancı Diller Yüksekokulu

Sayı : E-12345678-000-2100000194                    11.01.2021
Konu : Tez Anket İzni

REKTÖRLÜK MAKAMINA

Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Bölümü Yüksek Lisans öğrencisi Naime ÖLÇÜCÜ SUNBAT'ın uygulamak istediği anket uygulaması uygun görülmüş olup Müdür Yardımcısı Betül ÇOKBİLEN nezaretinde yürütülecektir.

Öğr. Gör. Hamdi
ÖNAL
Yabancı Diller Yüksek
Okulu Müdürü

E-Posta: gokcenaydogan@cag.edu.tr

Bu belge 5070 sayılı elektronik imza kanununa göre güvenli elektronik imza ile imzalanmıştır.
Doğrulama adresi: https://tibs.cag.edu.tr/BelgeDogrulama  -  Doğrulama kodu: 3A87B79

**Appendix G: Approval from the Preparatory School of Hasan Kalyoncu University**



**T.C.**
**HASAN KALYONCU ÜNİVERSİTESİ**
**REKTÖRLÜĞÜ**

**Sayı** : E-64922182-044-2102170071        **Tarih**: 17.02.2021
**Konu** : Tez Anket İzni Hk.

**ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE**

İlgi      : 06.01.2021 tarih ve E-23867972-044-2100000082 sayılı yazı.

İlgi yazı ile İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında 20188048 numaralı öğrenciniz olan Naime ÖLÇÜCÜ SUNBAT, "Yabancı Dil Öğretmenlerinin Yabancı Dil Derslerinde Kültürü Ele Almaları" konulu tez çalışmasını üniversitemiz Yabancı Diller Yüksekokulu Müdürlüğü bünyesinde halen çalışmakta olan öğretim elemanlarını kapsamak üzere anket uygulamasını yapmayı planladığı bildirilmiştir.

İlgi yazı ile gönderilen "Yabancı Dil Öğretmenlerinin Yabancı Dil Derslerinde Kültürü Ele Almaları" konulu tez çalışmasını anketini üniversitemiz Yabancı Diller Yüksekokulu Müdürlüğü öğretim elemanlarına uygulama talebi rektörlüğümüzce uygun görülmüştür.

Bilgilerinizi ve gereğini arz ederim.

Prof. Dr. Türkay DERELİ
Rektör

*Bu belge, güvenli elektronik imza ile imzalanmıştır.*

Belge Doğrulama Kodu: 2655FE8A      Belge Doğrulama Adresi: http://ebys.hku.edu.tr/Dogrulama/Index

Adres      : Havaalanı Yolu Üzeri 8.Km - Şahinbey / GAZİANTEP      İrtibat: Hasan Kalyoncu Üniversitesi
Tel / Fax    : +90 342 211 80 80  /  +90 342 211 80 81      Web: www.hku.edu.tr
Kep Adresi : hasankalyoncu.unv@hs01.kep.tr      e-Posta: info@hku.edu.tr

# Appendix H: Approval from the Preparatory School of Mersin University

**T.C.**
**MERSİN ÜNİVERSİTESİ REKTÖRLÜĞÜ**
**Yabancı Diller Yüksekokulu Müdürlüğü**
**İdari İşler Birimi**

| | | | |
|---|---|---|---|
| **Sayı** | : | E-62711699-044-1565327 | 19.1.2021 |
| **Konu** | : | Naime ÖLÇÜCÜ SUNBAT'a Ait Tez Anket İzni | |

### ÖĞRENCİ İŞLERİ DAİRE BAŞKANLIĞINA

İlgi : 18.01.2021 tarihli ve E-43541497-044-1563512 sayılı yazınız.

İlgi sayılı yazıda belirtilen **"Yabancı Dil Öğretmenlerinin Yabancı Dil Derslerinde Kültürü Ele Almaları"** konulu tez çalışması müdürlüğümüzce uygun görülmüştür.

Gereğini bilgilerinize arz ederim.

Öğr.Gör. Abdullah AKMAZ
Müdür

Bu belge güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu: 508779E9-0362-4D28-8DBA-3BA2247449D0    Belge Doğrulama Adresi: https://www.turkiye.gov.tr/mersinuni-ebys

Adres: Mersin Üniversitesi Yabancı Diller Yüksekokulu Müdürlüğü Öğrenci İşleri Birimi Çiftlikköy Kampüsü    E-posta: daltiner@mersin.edu.tr Telefon No: 3610238 Faks No: 3610243 e-Posta: İnternet Adresi: www.mersin.edu.tr KEP Adresi:    Ayrıntılı bilgi için: Durhasan ALTINER (İDARİ İŞLER BİRİMİ) Bilgisayar İşletmeni Telefon No: 3610238

1 / 1

**Appendix I: Approval from the Preparatory School of Erciyes University**

**T.C.**
**ERCİYES ÜNİVERSİTESİ REKTÖRLÜĞÜ**
**Öğrenci İşleri Daire Başkanlığı**

Sayı    : E-14065294-044-7626
Konu    : Anketler

**ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE**
**(Sosyal Bilimler Enstitüsü)**

İlgi    :   06/01/2021 tarihli ve 2100000082 sayılı yaznız.

Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Naime ÖLÇÜCÜ SUNBAT'ın Dr. Öğr. Üyesi Senem ZAİMOĞLU'nun danışmanlığında yürütmüş olduğu " Yabancı Dil Öğretmenlerinin Yabancı Dil Derslerinde Kültürü Ele Almaları " konulu tez çalışması kapsamında Üniversitemiz Yabancı Diller Yüksekokulu öğretim elemanlarına anket çalışması yapma talebi Rektörlüğümüz tarafından uygun görülmüştür.
Bilgilerinizi ve gereğini arz ederim.

**Prof.Dr. Recai KILIÇ**
**Rektör a.**
**Rektör Yardımcısı**

Bu belge, güvenli elektronik imza ile imzalanmıştr.

Belge Doğrulama Kodu :BE6PN369N Pin Kodu :01991

Belge Takip Adresi : http://ebys.erciyes.edu.tr/enVision-Sorgula/validate_doc.aspx?V=BE6PN369N

Adres:Köşk Mahallesi Kutadgu Bilig Sokak No:1 38030 Melikgazi KAYSERİ
Telefon:+90 352 437 49 47 Faks:+90 352 437 20 23
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Kep Adresi:erciyesuni@hs01.kep.tr

Bilgi için: Bekir Yılmaz
Unvanı: Bilgisayar İşletmeni
Tel No: 0354-2175098