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**ENGLISH LANGUAGE INSTRUCTORS' BELIEFS TOWARDS THE
OBJECTIVES OF ENGLISH LANGUAGE TEACHING REGARDING
CULTURE TEACHING AND CULTURE TEACHING ACTIVITIES AT
UNIVERSITY CONTEXTS**

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We **certify** that thesis under the title of “**ENGLISH LANGUAGE INSTRUCTORS’ BELIEFS TOWARDS THE OBJECTIVES OF ENGLISH LANGUAGE TEACHING REGARDING CULTURE TEACHING AND CULTURE TEACHING ACTIVITIES AT UNIVERSITY CONTEXTS**” which was prepared by our student Arzu DOĞAN with number 20138015 is satisfactory for the award of the degree of **Master of Arts** in the Department of **English Language Education**.

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ÖZET

İNGİLİZ DİLİ ÖĞRETİMİNİN AMAÇLARINA İLİŞKİN OLARAK İNGİLİZCE OKUTMANLARININ ÜNİVERSİTELERDEKİ KÜLTÜR ÖĞRETİMİ VE KÜLTÜR ÖĞRETİMİ AKTİVİTELERİ KONUSUNDAKİ GÖRÜŞLERİ

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21. yüzyılda, küreselleşmenin etkileriyle milletler arası etkileşim artmıştır. Farklı kültürlerin kaynaştığı bu ortamda, yabancı dil öğretiminin yanı sıra, farklı kültürlerin öğretimi fikri de önem kazanmıştır. Bu çalışma Mart 2015 te Kayseri’de Melikşah ve Erciyes Üniversitelerinde yapılmış, Türk ve yabancı 100 İngilizce okutmanı katılımcı olarak yer almıştır. İngilizce derslerinin amaçları, kültür öğretimi amaçları konusunda katılımcıların görüşleri araştırılmış ve derslerde uygulanan kültürel aktivitelerin sıklığı ve türleri incelenmiştir. Veri toplama aracı olarak 2005 yılında Sercu tarafından geliştirilen anketin 2013 yılında uygulanan bir versiyonu kullanılmıştır, bulgular SPSS ile analiz edilmiştir. Sonuçlar, İngiliz dili öğretiminde kültür öğretiminin katılımcılar için en önemli amaçlardan biri olmadığını göstermiş. Genel dil bilgisi ve dil becerilerinin kazandırılmasının ise daha öncelikli hedefler olduğu saptanmıştır. Kültür eğitiminin amaçları olaraksa öğrencilere hedef kültürdeki günlük rutin aktivitelerin öğretilmesi ve de öğrencilerin farklı kültürlere karşı pozitif bir yaklaşım geliştirmesi hedefleri görülmüştür. Sonuçlar, sınıfta yapılan kültürel aktivitelerin çoğunlukla hedef kültüre ait ilgi çekici noktaların anlatılması, sınıf ortamında görsel olarak kullanılması ve de katılımcı okutmanların daha önce tecrübe ettiği veya aşına olduğu konulara sıklıkla değinmeleri olarak saptanmıştır.

Anahtar Kelimeler: İngilizce Okutmanı, Kültür Öğretimi, Kültür Öğretimi Aktiviteleri

ABSTRACT

ENGLISH LANGUAGE INSTRUCTORS' BELIEFS TOWARDS THE OBJECTIVES OF ENGLISH LANGUAGE TEACHING REGARDING CULTURE TEACHING AND CULTURE TEACHING ACTIVITIES AT UNIVERSITY CONTEXTS

Master of Arts, Department of English Language Teaching

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By the 21st century, with the affects of globalization, there has been an increase in international dialogues among nations. In this multicultural interaction, the idea of teaching culture besides teaching a foreign language has gained significance in education environments. The aim of the study conducted in March 2015 in Kayseri is to question the beliefs of English language instructors about the objectives of foreign language teaching, objectives of teaching culture in English language teaching context and explores the frequency of specific culture teaching activities practiced in English courses at both Melikşah University and Erciyes University. A total of 100 Turkish instructors and instructors from other nationalities participated in this study. A survey based research was used in the study. The original of the questionnaire was created by Sercu et al. (2005). In the present study, Kılıç (2013) version of the study was adapted and used as a data collection tool. The findings indicated that instructors don't consider teaching culture and intercultural competence among their primary objectives for learning English. Instead, knowledge for general English and language skills are among the top objectives. Providing information on daily lives and routines of target culture and develop attitudes of openness and tolerance towards other people and cultures are seen as the main objectives of teaching culture by the participants. Sharing and illustrating fascinating and interesting aspects of target language and also talking about their own experiences or familiar things are the most frequent activities conducted in English Language classrooms.

Key Words: English Instructors, Teaching Culture, Teaching Culture Activities

ABBREVIATIONS

- EFL** : English as a Foreign Language
ELT : English Language Teaching
ICC : Intercultural Communicative Competence
SPSS : Statistical Package for Social Sciences

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CHAPTER I

1. INTRODUCTION

This chapter presents the background of the study, the statement of the problem, the aim of the study and the research questions respectively.

1.1. Background of the Story

As Heraclitus said “There is nothing permanent except change.” In a continuously changing world, there is no doubt that there have been great novelties in every scope of life. These changes in the 21st century have expanded people’s perspectives. Sercu et al. (2005) says “change is not exclusive or selective in terms of sectors of society which it affects. Industry, health, politics, and business are affected, but also education” (p.1). Thus, it is normal to observe innovations in language teaching environments. As English instructors, we see several changes to apply in our classes. Recognition of cultural diversity has brought a significant dimension to the teaching and learning process. As stated by Sercu (2005) “Foreign language teaching should not only focus on language (and/or literature at later stages) but also includes a cultural dimension in a broader sense” (p.6).

Crystal (2003) stated “approximately one quarter of the world’s population is already fluent or competent in English. Furthermore, English is growing faster than any other language in the world ” (p. 1). As it is seen, English is one of the most widely spoken languages in the world. People have different reasons to learn English such as business, travel, tourism or education. However, as a natural outcome of learning a foreign language, they all have one single main purpose, which is communication.

As Setevens (1950) stated “communication is the discriminatory response of an organism to a stimulus” (cited in Clark, 1995, p.41). We express and understand our opinions, feelings and wishes, which are basic human needs, while communicating. However, sometimes, although we know the grammar structure, vocabulary and other linguistic items of the target language, we still have trouble expressing ourselves to a person with a different cultural background or to understand him/ her clearly. The simplest expressions can be difficult to understand

for a foreigner who knows the language very well. It sometimes creates a communication problem. To solve this communication problem, we need to have intercultural competence, which is defined by Meyer in 1991 in the following: “The ability of a person to behave adequately in a flexible manner when confronted with actions, attitudes and expectations of representatives of foreign culture” (p.138).

Emphasizing the significance of cultural background while communicating, it is not possible for us to ignore the importance of cultural background of the target language while teaching.

1.2. Statement of the Problem

Teaching English only by focusing on grammar, vocabulary and other language items or following a skill based curriculum hasn't been considered enough recently. Teachers are expected to know and point out cultural aspects and practiced culture teaching activities in the classrooms which is not always easy in practice. Alptekin (1993) underlines this difficulty by saying “The acquisition process causes learners' schemas to be subjected to novel cultural data whose organization for purposes of comprehension and retention becomes difficult or even impossible to achieve” (p.137). So, not all attitudes are considered to be the same for objectives of foreign language teaching and teaching culture in English language teaching context.

1.3. Aim of the Study

Basically, this study questions the opinions of English instructors regarding the objectives of foreign language teaching and the objectives of teaching culture at English language classes, and it explores frequency of culture teaching activities practiced in English courses at specific universities in Kayseri. A literature review revealed that there were not enough studies that have been conducted at universities in Middle Anatolia, Turkey. Thus, two universities, in Kayseri were chosen to be the setting of the study. Turkish and foreign instructors working at Melikşah University and Erciyes University were selected as the participants.

1.4. Research Questions

- What are the perceptions of English instructors about the objectives of foreign language teaching, regarding participants' gender, age, nationality, mother tongue, academic degree and experience in ELT variables?
- What are the perceptions of English instructors about the objectives of teaching culture in a foreign language context, regarding their gender, age, nationality, mother tongue, academic degree and experience in ELT variables?
- What is the frequency of culture teaching activities which English instructors touch upon mostly while teaching English?

1.5. Significance of the Study

“Global changes taking place in the 21st century open the borders for free movement of people in Europe and in the rest of the world making contemporary working and educational environment more culturally diverse“ (Kriaučiūnienė, 2010 (p. 95). Individuals from different societies around the world have been involved in international dialogues. By the help of the developments in technology and transportation, people can move actively in multi cultural environments. They all have different reasons to be involved in cross cultural affairs like overseas studies, tourism or business. No matter what their reason is, they all need a common language to communicate. To fulfill the needs of this diverse interaction, more and more people have started to speak English in our age, so it has spread quickly Graddol (1999) underlined that in upcoming years, English will be a common language which enables intercultural communications in multicultural environments and used mostly by non- native speakers.

Living in such a culturally diverse environment, as English speakers and also as English instructors we need to have a cultural knowledge. Sellami (2000) argued that “more than ever, our programs need to address internationalization and crosscultural understanding. Contemporary language classes must account for features far beyond just the linguistic” (p.61).

Over recent years, instructors teaching in Turkish universities have experienced novelties in their areas, maybe the most distinctive one is the increasing number of international students and foreign instructors studying and working in their institutions. The more culturally diverse we become, the more culturally focused teaching philosophy we need. However, not all the attitudes regarding teaching culture are the same even in the same institution. Some instructors see teaching culture as an important component of language teaching objectives, while some of them ignore it and focus only on the language learning objectives and language skills. In this study, perceptions and attitudes of English instructors towards culture teaching in EFL classes of higher education institutions, Melikşah and Erciyes University also cultural practices and activities are explored.

CHAPTER II

2. REVIEW OF LITERATURE

2.1. Introduction

This chapter presents the concepts and the issues related to teaching culture in English language teaching context. It starts with an explanation of intercultural communication and continues with intercultural communicative competence, its aim and components, which is an innovative way to teach culture. Then, as the main requirement for intercultural communicative competence and as the focus of this study; Culture is defined, and continues with the premier part, teaching culture in ELT context and the objectives of foreign language teaching regarding teaching culture. In addition, culture teaching in English language classrooms, implementing cultural components to the curriculums and text books and lastly, the role of teacher in teaching culture are presented.

2.2. Intercultural Communication

Here in the 21st century, globalization is such a reality that almost all nations in the world are in an interaction for different reasons. It is so clear that when there is an interaction, there is communication. When this kind of communication takes place, there should be an awareness of social identities to have a meaningful understanding. For Porter and Samovar (1982), the issue of intercultural communication is an old phenomenon, in their definition intercultural communication happens when “A message producer is a member of one culture and a message receiver is a member of another” (cited in Ma, 2004, p.100).

Intercultural communication can be seen as a tool, which enables individuals to take active part in international dialogues. Thus, being aware of self identity and background is important. Individuals are like the mirrors of their cultures and while communicating in a multicultural environment they reflect their cultural heritage. At the same time, as a part of a social interaction, individuals also have the chance to compare their culture with the culture of the target language and to see the differences. It can be said that the recognition gained by the comparison and mutual interaction may affect individuals and even societies in positive ways. Kramsch et al.

explained this integration about 23 years ago (1992) by stating; Recognition of the differences their own culture and a novel one, students have the chance to bring more positive acquisitions towards their culture. Hence, teaching learners to practice a second language enables them to be interculturally aware by helping them see the world from different windows and behave like a cultural mediator.

2.3. Intercultural Communicative Competence

Over years, intercultural communicative competence (ICC) was defined by variety of researchers in many different ways. Beamer (1992) explained ICC by saying “Intercultural communication competence is the ability to encode and decode meanings in matches that correspond to the meanings held in the other communicator's repository” (p. 285) It is included that being able to understand and tolerate differences needs intercultural competence and experience. To gain this comprehension of differences, one is said to be aware of his/ her own cultural background and identity. Self-awareness may enable individuals to see outside from a larger perspective.

As mentioned above, intercultural competence is a capability to comprehend differences belonging to other cultures and national identities, it requires understanding and tolerance towards novelties. To gain this competence, people should build a bridge between their own culture and the culture of the target language and they should pass through different stages on this bridge. In the figure given below Bennet (1986) clarified the requirements that one should have to gain intercultural competence.

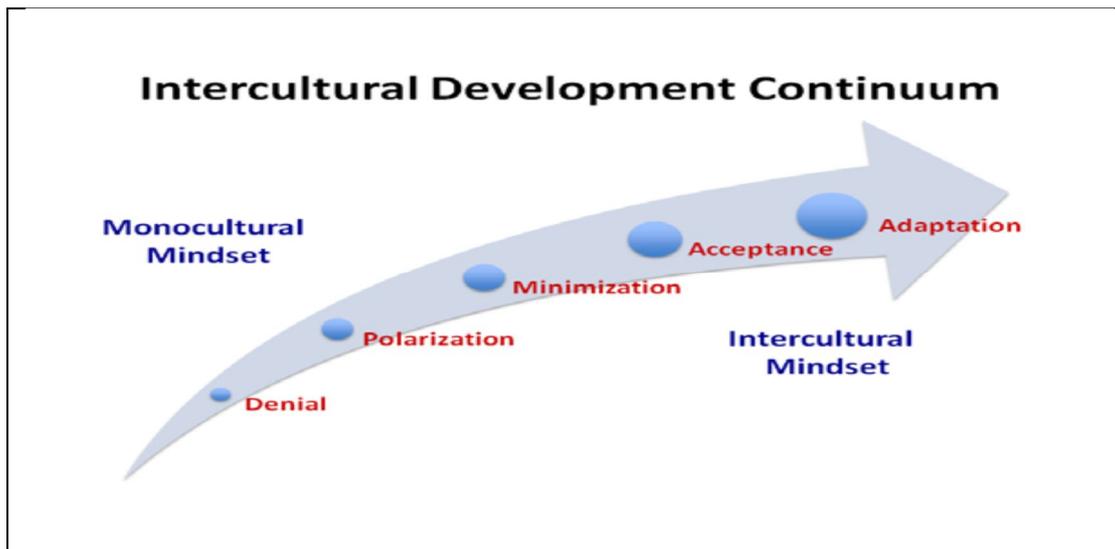


Figure 1. The intercultural development continuum

As it is clearly seen in the figure, the process to gain intercultural competence starts with a denial of the unknown culture in a mono cultural setting and then it can be said that an enlightenment comes after realization of the differences. Gaining this comprehension needs simplification to internalize differences, and it is understood that in the final phase, an adaptation to nuances starts in a multicultural setting, which is the intended outcome of intercultural competence.

In the lights of the stages to gain intercultural competence, it can be concluded that an individual who has intercultural competence has the ability to maintain multicultural dialogues in which they can transfer and reflect their cultural background to a different culture as well as they can absorb differences belonging to cultures of other societies. Byram and Alred in 2002, described 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)

2.3.1 The Aim of Intercultural Competence

As it is already mentioned, the aim of teaching a foreign language can no longer be a process, which focuses only on linguistic elements. Besides using the language appropriately, understanding and valuing the culture of the target language has gained significance According to Byram (1997) the core of teaching a foreign language doesn’t aim to reach perfection in the usage anymore. Instead, managing a dialogue which takes place in an unfamiliar setting is more important now. Language

learners are perceived to be a ‘social actor’ who undergoes multicultural experiences, recognizes and tolerates differences and establishes a bridge which connects different cultures for positive purposes.

It is concluded that ICC has brought new objectives to be taught by English language instructors. Barret, Byram, Lazar & Gaillard (2013, p. 7) clarified the aims of intercultural competence as shown in Table 4.

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 cultur, compare it with different ones and make positive assumptions.
-

Learning and practicing a new language is only satisfying when one has the ability to use the language items correctly and also to be familiar with the culture of the target language and behave and use the language accordingly. For Byram, Gribkova and Starkey (2002) The initial goal of teaching a foreign language is to be like a native speaker in terms of language skills and proficiency and ‘culture’ at the same time.

Hence, the purposes of intercultural competence in language teaching can be summarized as; to support students with not only linguistic but also intercultural abilities, to enable them to communicate with people from other cultures, to comprehend and tolerate cultural differences, to let them see intercultural dialogue as a valuable interactions.

2.3.2 Components of Intercultural Communicative Competence

Intercultural communicative competence is a phenomenon which requires a process to go through and components to gain. Sercu (2005, p.3) clarified the components of (ICC) under 3 categories.

Table 2. Components of intercultural competence

Knowledge	Skills/ behavior	Attitudes/traits
<ul style="list-style-type: none"> • Culture specific and culture general knowledge • Knowledge of self and other • Knowledge of interaction and societal • Insight regarding the ways in which culture affects language and communication Savoirs 	<ul style="list-style-type: none"> • Ability to interpret and relate Savoir-comprendre • 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 Savoir-apprendre/ savoir- faire 	<ul style="list-style-type: none"> • Attitude to relativize self and value others • Positive disposition towards learning intercultural competence Savoir- s'engager • General disposition characterized by critical engagement with the foreign culture under consideration and one's own

As indicated also in Table 2. to acquire intercultural communicative competence, one needs to have specific intercultural competence contents. For Sercu (2005) intercultural competence has 3 major components. As the prominent focus of the present study and as the initial component, it starts with the knowledge of culture. However, It is not a knowledge only for the culture of the target language but it is also about one's own self identity and cultural background. The second component is the ability to comprehend differences, interpret them and make assumptions with the learnings. With this component, one can connect his/her own cultural background to the culture of the target language and acquire new practices related to target language. The last one is the attitude. It is about the manners that individuals show to other people.

Apart from these characteristics one should also have the eagerness and readiness to carry out an intercultural communication. The components underlined by Byram (1997) revealed that ICC starts with motivation to learn about other cultures. It is said that individuals should be open to learn and accept cultural differences. This desire to learn about the unfamiliar brings knowledge in the next step. So it can be included that a culturally competent person has the ability to understand not only his/her own cultural background and identity, but also to see and comprehend the differences of other cultures and identities. A person who learns a new language should be open to the novelties and be tolerant to differences. Thus, a language learner can be seen as a bridge between cultures, which gives ways to mutual understanding and clear communication as mentioned before.

2.3.3. Intercultural Education

According to the Council of Europe (2010) there are 3 types of education that intercultural competence can be taught through as followings:

- **Informal education:** In the daily routine of life, individuals learn abilities, differences and all the requirements of the social life from their parents, friends, relatives and even from TV programs unconsciously on their own. In this type of education, cultural elements are taught in an unconscious way, not deliberately. While bringing them up, parents support their children with intercultural information with a pedagogical approach.

- **Non-formal education:** The intended education which is held outside of the classroom in order to develop abilities and learnings. Besides formal education environments, intercultural competence can be acquired by non- formal education events and organizations. They organize activities, which include intercultural dialogues. For instance; local, regional or national associations organize projects, which address people of different cultures.

- **Formal education:** With the aim of graduation, a standardized education given at schools to teach with rules and regulations. In this type of education, there are official curriculums to be applied. Through materials and textbooks including several activities, intercultural competence is taught.

2.4. Culture

As the main requirement to conduct multicultural dialogues and gain intercultural competence, it is highly necessary to define culture clearly. Since it can be associated with many different fields, culture can be defined in variety of ways and can be related to various disciplines. For instance; in literature, history, sociology or in anthropology, culture doesn't have the same meaning. Sapir (2002) defined culture as a combination of inherited traditions, opinions and social norms which designates people's lives.

At the beginning of 1950s, Margaret Mead (1953) defined it 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)

In the early 1990s, Porter and Samovar (1991) emphasized that culture is the core of the heritage, customs and routines that they share with the members of their communities and reflections of these interpretations on daily lives, so it is not possible for the individuals to escape from the traces of their cultural backgrounds.

Thus, in addition to our life conditions; even our characteristics, our beliefs, our understandings and our knowledge are shaped according to our culture that we have been raised in. As stated by Yamada et al. (2009) our identity is shaped in the environment that we have been raised. Shortly, cultures are what make individuals and societies different.

2.5. Teaching Culture in English Language

Teaching a foreign language is comprised of several elements including linguistic competences, communicative abilities and efficiencies. Besides curricular objectives, foreign language teaching also aims to enable students to transfer the knowledge from their own culture to the target language's culture. Language is a tool for communication and the ultimate goal of teaching a foreign language is to enable the communication among individuals. Without knowing the cultural background of the person it is not always easy to go through a clear communication. So, to understand a person from a different nation, the best way is to be familiar with

cultural aspects of his/ her background. As it was defined before, culture is the accumulation of features of precise societies including language, set of belief systems, the ways people think about, their eating habits, social values and even relationships among individuals. To enable a more meaningful foreign language learning, Gao (2006) stated, “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).

Thus, it is insufficient to focus only on the grammar or basic language elements of a language while teaching it in a meaningful way. Culture teaching has been one of the most indispensable components of English teaching environments and it has been an important element recognized and has started to be implemented in the curriculums by education policies of governments.

According to Lazar (2005) the Council of Europe focuses its actions on promoting linguistic and cultural diversity as part of its policy concerning the building of European identity. Foreign language teaching is seen as comprising not only linguistic performance and verbal communication, but also such abilities as intercultural consciousness and intercultural skills: “le savoir-être” and the abilities of discovery of the other.

It is clearly understood that the idea behind teaching culture and cultural differences is bringing tolerance and understanding towards different societies. As a natural consequence of this mutual tolerance, it is expected to have a better understanding and relationship between countries. For instance; it is frequently seen that political unions like the European Union, implement cross cultural studies to their curriculums. Also, they hold international projects and organize student exchange programs, the reason to have such a widespread multicultural web can be concluded as an intended aim to set strong relationships between member states and their citizens.

Kramersch (1993) underlined the possible problems which may occur, if culture of the target language is neglected while teaching by saying:

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).

Learning the words and grammar structure may not always be enough to understand an expression of a foreign language. Zhang and Yan (2006) explained this difficulty by saying, sometimes when confronted with an unknown word, it can still be understood easily by looking at the context, however it is sometimes more difficult to comprehend the situation which is culturally foreign to people eventhough there are familiar words in sentences.

Culture teaching in language classes has gained significance lately. However it is important to emphasize that it is not a new way in learning a new language as Lessard –Clouston (1997) underlined that once, people used to study its literature to learn a language and it was the core of culture.

2.6. Objectives of Foreign Language Teaching Regarding Teaching Culture

Just like students, there are also individual differences between teachers; they all have their own opinions and attitudes. Thus, it may not be possible to make a generalization about their understanding of the objectives regarding foreign language teaching. However, instructors' ultimate goal can be considered to enable their students communicate easily in a multicultural environment. Actually, it can be said that all the necessary linguistic knowledge works for communication. For National Capital Language Resource Center of the United States (2009) the intended result of learning a language is to communicate clearly.

For the objectives of foreign language teaching, Utley (2007) stated,

“Linguistic knowledge as well as cultural integration into professional and academic contexts has become a necessary condition leading to successful international pathways. In fact, recent research focuses on the impact of intercultural training and the ensuing proficiency of English Language Learners” (p.6).

Apart from language learning objectives and skill learning objectives, it is crucial to mention teaching culture as an objective for foreign language teaching. To underline the importance of cultural dimension as an objective of language classes, Byram et al. (2002) emphasized 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).

As mentioned before, foreign language teaching has different purposes, besides its main goal of facilitating the communication. According to the region, type of the school or even approach of the teacher, language teaching has different goals. These objectives may include cultural practices to make students more familiar with the culture of the target language which enables them to practice easily or teaching a foreign language needs to reach perfection in the usage of the language in terms of linguistic elements and language skills.

2.6.1. Classification of Possible Objectives of Foreign Language Education

In their study, Sercu et al. (2005 p.21) categorized these objectives under 3 subtitles as: 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
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• 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.

2.6.2. Classification of Possible Culture Teaching Objectives

Underlying culture teaching as a prominent component of foreign language instructors. In their study, Sercu et al. (2005, p.26) grouped possible culture teaching objectives under three dimensions. For Sercu, culture teaching objectives can be categorized as knowledge dimension, attitudinal dimension and skills dimension as presented in table 4. Kılıç (2013) used these objective groups in her study.

Table 4. Possible Culture Teaching Objectives

Knowledge Dimension
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• To develop attitudes of openness and tolerance towards other people and cultures
Skills Dimension
<ul style="list-style-type: none">• To promote reflection on cultural differences• To promote increased understanding of students' own culture (+ also knowledge of <p>own culture /Culture</p> <ul style="list-style-type: none">• To promote the ability to empathise with people living in other cultures• To promote the ability to handle intercultural contact situations

2.7. Culture Teaching in English Language Classes

Considering the cultural aspects, Araya and González (2008) argued as, learning about the culture of a language helps to learn the language as well. Some points related to culture, like opinions, beliefs, the ways of acting and even expressing of the feelings are associated with languages. So it is beneficial to teach culture besides linguistic elements to have a meaningful learning in language classes.

Definitions of culture and recognizing the significance of learning different cultures, also understanding the relationship between culture learning and language learning makes it inevitable to think teaching culture as a prominent component of English teaching classrooms.

Besides helping students to have a more meaningful learning, teaching culture to students brings more general outcomes. Sinicrope, Norris, and Watanabe (2012) stated that practicing intercultural activities in language classrooms enables us to live in a world which is more integrated by the help of mutual understanding and tolerance.

It can be concluded that, English is accepted as one of the most commonly used languages in the world by which multicultural dialogues are carried out. So as English language instructors it is one of our responsibilities to teach cultural aspects in our lessons. For this reason, as foreign language teachers, while teaching the objectives of the official curriculum, we should also take the cultural background of our students and expectations of the region into consideration in terms of culture teaching.

2.8. Implementing Culture to the Curriculums and Textbooks of English Language Classes

For implementing culture to the curriculums and textbooks, Barret et al. (2014) underlined that there are different attitudes by saying; In some schools, teachers are supposed to prepare materials which include culture teaching activities with official pacings, they are expected to prepare their agenda considering cultural practices. However there are also some schools which don't spare time for intercultural competence in their curriculum.

As it is seen, there is no single attitude towards teaching culture and teaching culture activities at schools. Various factors may affect and change the practice of cultural activities in language classrooms. There can be schools which accept it as a prominent objective and have programs which practice culture teaching activities frequently, while some schools and teachers ignore and don't use it so often.

Approaches of the governments may determine the applications and amounts of culture teaching at their schools. Sercu (2005) argued that politicians decided to implement cultural practices to the curriculums, and teachers have to improve students' intercultural competences during their teaching.

Not only curriculums but also the contents of language teaching materials are affected by the policies of countries in which they have been written. For Alptekin (1990) it is a well known fact that the topics of the textbooks change according to the country that they were published. He exemplifies this situation by saying that in American textbooks, The White House is presented while in British textbooks The Royal Family is issued mostly. He also adds, intentionally or not, most of the textbook authors reflect their cultural background to the material that they write.

2.9 The Role of Teachers in Culture Teaching

In the past, professional success of English teachers was mainly associated with their linguistic knowledge. Communicative competences weren't as important as content knowledge to teach effectively. As Cunningham (1995) mentioned, coventionally, teachers have been supposed to know the context of their area as far as possible, they need to have a deep knowledge of technical abilities and components.

This idea was supported by Schulman (1987) who argues that "Teacher's attainment has been accepted as the knowledge of context with pedagogical abilities." (cited in Rowan, 2001 p.2)

It is clearly understood that the ideal teacher profile has changed in the course of time, the idea has gained a postmodern perspective and more intercultural knowledge has been sought besides teachers' academic and pedagogical knowledge. For Rockwell and Mercado (1988) teachers' success is no longer perceived to have a deep knowledge of content and pedagogical performance. However, in our age,

besides having a strong content knowledge, intellectual capacity and talents to learn social competences are crucial for teachers' attainment.

Language teachers are also supposed to have intercultural competence in this cultural diversity. Edelhoff et al. (2003) argued that a language teacher should have intercultural competence and claimed "They need to be acquainted with basic insights from cultural anthropology, culture learning theory and intercultural communication and need to be willing to teach intercultural competence and know how to do so" (cited in Sercu et al. 2005, p.6).

Teacher of a language should be familiar with the sociology, anthropology, culture learning theories and multicultural abilities. They also need to be sufficient to practice intercultural skills and they need to be zealous to teach them in the classroom.

Culture is an immense area that a person can not undergo all the experiences related to another culture and a person does not have to recognize all the information about a society. Thus, it can be concluded that teaching a different culture is not always easy. At this point Byram et al. (2002) claimed that teachers can not have all the information that is needed somewhere in the classroom. For this reason teaching intercultural practices in language classes may be considered as a burden on the shoulders of the teachers because they need to be aware of cultural components of the topic, and to be prepared for a context which is not familiar even for themselves.

Starkey (1990) underlined another point about teaching culture in language classes, he claimed that the absence of a standardized program makes it tough for language teachers to practice and recognize all the cultural goals for teaching intercultural competence in language classes (cited in Alvares, 2004, p.2)

All in all, apart from all these difficulties related to cultural teaching in formal education institutions. For Barret et al. (2013) teachers' role is to facilitate learning by providing opportunities for learners. By undergoing real or imaginary experiences like playing games, using social networking sites, involving one to one dialogues with others, practicing in designed situations, or through using traditional media as a tool.

2.9.1 Sample of Researches on the Perceptions of Instructors regarding Culture Teaching and Intercultural Competence in Language Teaching Classes

No matter which technique or teaching strategy is being applied, English instructors have a great role in the learning process. However, as well as students, instructors also have different characteristics, attitudes and choices for their courses. So, opinions of the teachers towards a novelty affect their attitudes to apply it to their teaching process. With regard to the past research, it is considered to be normal that even in the same institution teachers may have different opinions about the objectives of foreign language teaching, culture teaching and the use of culture in the classroom. Many similar researches have been done to learn the perceptions of the teachers regarding these issues.

Sercu (2005) conducted one of the most comprehensive studies which includes 424 participants from different countries. The findings showed that for the issue of objectives of foreign language teaching instructors support language learning objectives and general skills learning objectives rather than culture teaching objectives. In terms of culture teaching objectives they think that the prominent aim is to provide information on daily routines and create a positive attitude.

Another comprehensive study was conducted in China in 2011. A total of 750 English instructors from 25 cities participated in the study. Quantitative data were collected through a survey questionnaire. Findings revealed that teachers who have overseas experiences showed a higher level of favor of culture teaching.

In 2011- 2012 a study in Istanbul was conducted with 368 English instructors from 12 universities. The questionnaire by Sercu et al. (2005) was used as a data collection tool. Findings revealed that the implications of culture teaching were considered to be insufficient and so it is argued that strategies of intercultural competence should be implemented to language classes rapidly. (Kılıç, 2013).

In 2005, Atay investigated a study comprising 65 teachers of English. He found out that teachers know the significance of intercultural competence in ELT but they are also aware of their inability to address the issue competently.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

This chapter presents the methodology of the study. It provides information related to the research design, the setting and the participants of the study. In addition, information on the data collection tool and procedure are presented.

3.2. Research Design

This study aimed to identify the beliefs of English instructors regarding objectives of foreign language teaching and objectives of culture teaching in English language classes and to explore the kinds of cultural activities practiced in English courses at specific universities in Kayseri. The research was methodologically carried out by a quantitative method. For Burns and Grove (2005) “Quantitative research is a formal, objective, systematic process in which numerical data are used to obtain information about the world” (p. 23) Among the tools of quantitative research, an English medium web-based questionnaire with closed answers was used to obtain the ideas of English instructors regarding the objectives of foreign language teaching, objectives of teaching culture in English teaching context and frequency of culture teaching activities practiced at preparatory schools.

3.3. The Setting and The Participants

The study was conducted at Melikşah and Erciyes Universites in Kayseri, Turkey. A total of 100 Turkish and instructors from other nationalities participated in the research. Melikşah is a foundation but, Erciyes is a public university. However, both of them have a foreign languages school which serves an intensive English preparatory program for one year and also academic English courses for departments. All the instructors taking part in this study are currently working at preparatory school and they have a work load of approximately 20 hours per week. In spring semester of 2015 academic year, both universities had a coursebook comprised of integrated skills kind of a curriculum. At both universities students have to finish B2 level in order to be successful. There is a testing office at both universities which prepares all the exams. There are standard examinations which

test students English language proficiency. Lastly, at both universities, there is an increasing number of students and instructors coming from other cities, regions and most importantly countries, which is the main reason for this study to focus on the intercultural competence as a prominent component of the English learning process.

3.4. Data Collection Tool

The study was conducted in spring semester of the 2014-2015 academic year at Melikşah and Erciyes universities. As Jupp (2006) stated a questionnaire is a list of questions particularly arranged to get information about a specific topic from a group of people. The data of the present study was also gathered through a web-based questionnaire. The questionnaire was originally developed by Sercu et al. (2005) and used in their study, *An International Investigation*.

In the present study, we adapted and used Kılıç (2013) version of the questionnaire. In Kılıç (2013) version, there were 7 parts in total, based on 5 and 3 point Likert type rating scales. We excluded 3 parts of Kılıç's survey. In one of these omitted parts, there were 12 items asking for instructors perceptions regarding the issue of intercultural competence. Also there were 2 parts asking for instructors' own familiarity of the target culture and the cultural aspects that participants deal with most frequently. We excluded those sections as they were beyond the scope of the present study.

Therefore, we used 4 parts: 1, 2.1, 2.2 and 3.2. We applied these parts in an attempt to focus more on participants' beliefs regarding objectives of foreign language teaching, objectives of culture teaching in EFL context and frequency of culture teaching activities as the main concerns of the research questions. (see Appendix 1).

3.5. Data Analysis Procedure

The data gathered through the questionnaire was analyzed through Statistical Package of Social Sciences (SPSS), version 15.0 for Windows Evaluation. As mentioned, in the survey of this study, there were 4 parts in total. The first part consisted of 6 demographic questions to learn personal information of the participants. In the second part, there were 8 items asking for instructors' perceptions about the objectives of English language teaching. The third part consisted of 9 items asking for the objectives of culture teaching in foreign language context. The last part consisted of 17 items, asking for frequency of culture teaching activities practiced during teaching process. In 2, 3 and 4 sections of the survey we used 3-point Likert type rating scale instead of 5. In the scales "often", "once in a while" and "never" were used for coding rates. Accordingly, reliability of all the scales was examined by Cronbach's Alpha analysis and was found to be sufficient for all the scales. Cronbach's Alpha analysis revealed .667 for the scale Objectives of Foreign Language Teaching. It was found .780 for the scale Objectives of Culture Teaching and .872 for the scale Culture Teaching Activities. The Kolmogorov-Smirnov test was used for the data normality test. The significance of normality is ($p > 0, 05$). As a result, those were found to be normally distributed dependent variable points according to the independent variables. Therefore, parametric tests were used in the comparisons. Parametric tests: T-Tests and ANOVAs were applied to see the relation between demographic variables and objective groups classified by Sercu (2005)

Besides, statistical methods such as means, frequencies and percentages were applied to interpret the frequency analysis of the data collected through the questionnaire. Detailed explanations for the analysis of the parts are presented below.

The first part of the questionnaire consisted of 6 demographic questions to learn and use the demographic variables of the participants. In the second part, there were 8 statements asking for instructors' perceptions about the objectives of English language teaching. Firstly, frequency analysis of the items was determined to see the most and the least frequent objectives. Sercu et al. (2005 p.21) grouped these objectives under the categories as; culture learning objectives, language learning objectives and general skills learning objectives as presented in chapter 2, Table 3. Secondly, to see the relationship between these objective groups and demographic

variables (age, gender, nationality, mother tongue, experience in ELT and academic degree) T-Test and ANOVA analysis were applied. These objective groups were also used for the same analysis by Kılıç (2013)

The third part of the questionnaire consisted of 9 items asking for the objectives of culture teaching in foreign language context. Firstly, frequency analysis of the culture teaching objectives is determined to see the most and the least frequent objectives. Sercu et al. (2005, p.26) grouped these objectives under 3 categories as knowledge dimension, attitudinal dimension and skills dimension as shown in chapter 2, Table 4. Then, to see the relationship between these objectives groups and demographic variables (age, gender, nationality, mother tongue, experience in ELT and academic degree) T-Test and ANOVA analysis were applied. These groups were also used for the same analysis by Kılıç (2013)

The last part of the questionnaire consisted of 17 items asking for the frequency of culture teaching activities practiced during teaching process. In this part, frequency analysis of culture teaching activities is determined to see the most and the least favoured ones. In this sections, we couldn't apply T-Tests or ANOVAs as the items had not been grouped in the original study.

CHAPTER IV

4. FINDINGS

4.1. Introduction

This chapter presents the findings of the research conducted at two universities in Kayseri, Turkey in March 2015 to identify 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.

4.2. Findings from Demographic Data

The data of the study was collected from 100 English instructors working at Melikşah and Erciyes Universities in Kayseri, Turkey.

Table 5. Demographic distribution of the participants

Characteristics of Participants	Groups	N %	
		N	%
Gender	Male	32	32,0
	Female	68	68,0
Age	20-30	65	65,0
	30-40	35	35,0
Nationality	Turkish	80	80,0
	Others	20	20,0
Native tongue	Turkish	74	74,0
	Others	26	26,0
Academic Degrees	Bachelor	45	45,0
	MA	44	44,0
	PhD	11	11,0
Experience in ELT	1-5 years	53	53,0
	6-11 years	29	29,0
	11 years and over	18	18,0

The demographic data in Table 5 revealed that mainly female instructors were working at these universities because there were 68 female and 32 male participants. The results also indicated that most of the instructors were young. There were 65 instructors between the ages of 20-30 and 35 participants who were between 30-40 years old. The results revealed that the majority of English instructors working at Melikşah University and Erciyes University were Turkish (80%) and they spoke Turkish as their mother tongue while (20%) of the participants were from other nationalities and spoke different languages as their mother tongue. Almost half of the participants had a Bachelor's degree (45%), while there were 44% of instructors with and an MA degree and 11% with a PhD degree. Lastly, % 53 of the instructors had been working for 1-5 years, while 29% of them had been working for 6-11 years and there were % 18 participants who had working experience more that 11 years.

4.3. Findings from The Objectives of English Language Teaching

This section presents the findings about teachers' perception about the objectives of English language teaching. The 8 items in the frequency analysis table were ranked from the highest mean to the lowest mean.

Table 6. The objectives of English language teaching (Not Grouped)

Objectives of English Language Teaching	Never		Once in a While		Often		Mean	SD
	f	%	f	%	f	%		
1- Enthuse my pupils for learning foreign languages.	0	0	14	14,0	86	86,0	2,86	0,34
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.	0	0	19	19,0	81	81,0	2,81	0,39
4- Assist my pupils to acquire skills that will be useful in other subject areas and in life (such as memorise, summarise, put into words, formulate accurately, give a presentation, etc.).	3	3,0	26	26,0	71	71,0	2,68	0,52

5- Promote the acquisition of an open mind and positive disposition towards unfamiliar cultures.	6	6,0	25	25,0	69	69,0	2,63	0,59
2- Promote my pupils' familiarity with the culture, the civilisation of the countries where the language which they are learning is spoken.	1	1,0	41	41,0	58	58,0	2,57	0,51
8- Assist my pupils in developing a better understanding of their own identity and culture.	5	5,0	35	35,0	60	60,0	2,55	0,59
6- Promote the acquisition of learning skills that will be useful for learning other foreign languages.	5	5,0	43	43,0	52	52,0	2,47	0,59
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.	14	14,0	39	39,0	47	47,0	2,33	0,71

According to the results obtained from the frequency analysis, the item that has the highest mean ($\bar{X}=2.86$) is “enthuse my pupils for learning foreign languages”. There were 86 respondents who chose “often” for this item. The objective having the second highest mean score ($\bar{X}=2.81$) 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”. There were 81 respondents who chose “often” for this item, which is 81% of the total participants. And the objective which is third in rank ($\bar{X}=2.68$) is “assist my pupils to acquire skills that will be useful in other subject areas and in life (such as memorizing, summarizing, putting into words, formulating accurately, giving a presentation, etc.).

And, the last three frequent objectives in the research were found to be “assist my pupils in developing a better understanding of their own identity and culture” ($\bar{X}=2.55$) “promote the acquisition of learning skills that will be useful for learning other foreign languages” ($\bar{X}=2.47$) and “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” ($\bar{X}=2.33$).

As it is understood objectives related to knowledge of language, students’ level of proficiency and skills to use the target language practically are among the primary objective for language instructors. However, objectives related more cultural aspects like understanding their own culture or reading literary pieces of the target language are not the primary goals for the participants. It can be included that hectic working hours, standardized language learning objectives or lesson materials can be considered as the factors which make the objectives related to culture teaching among the least favoured ones.

4.4. Demographic Variables and Instructors’ Beliefs Regarding Objectives of Foreign Language Teaching (Grouped)

Sercu et al. (2005) grouped the possible objectives of foreign language teaching under 3 categories as culture learning objectives, language learning objectives and general skills learning objectives as presented in chapter 2, Table 3. They used these groups of objectives in their study: *An International Investigation*. The same objective categories were also used in the present study. To see the relationship between these objectives and demographic variables (age, gender, nationality, mother tongue, experience in ELT and academic degree) following T-Tests and ANOVAs were applied. These groups were also used for the same purpose by Kılıç in (2013). Tables 7-12 present the relations between objectives of English teaching and participants’ demographic variables.

Table 7. Difference of mean of objectives of foreign language teaching according to gender

(Independent Sample T- Test Results)

Objectives Groups	Male (N=32)		Female (N=68)		T	P
	\bar{X}	SD	\bar{X}	SD		
Culture Learning	7,34	1,33	7,94	1,06	-2,411	0,018
Language Learning	7,71	1,22	8,13	0,99	-1,803	0,075
General Skills/ Language Skills Learning	5,00	0,71	5,48	0,70	-3,202	0,002

Table 7. presents independent sample t- test results regarding the objectives of foreign language teaching according to gender. The results revealed that there is a statistically meaningful difference between Culture Learning scores according to gender variable ($t=-2.411$; $p<.05$). Women's Culture Learning score ($\bar{X}=7.94$) is significantly higher than men ($\bar{X}=7.34$). So it can be said that, female instructors working in Melikşah and Erciyes universities gave more importance to culture learning (as an objective of EFL classes) than male instructors. However; there is not any statistically meaningful difference between Language Learning scores according to gender variable ($t=-1.803$; $p>.05$). Also in Table 7, there is a statistically meaningful difference between General Skills/ Language Skills Learning scores according to gender variable ($t=-3.202$; $p<.05$). Women's General Skills/ Language Skills Learning score ($\bar{X}=5.48$) is significantly higher than men ($\bar{X}=5.00$). It is clear that female instructors working in these universities pay more importance to language skills than male instructors.

Table 8. Difference of mean of objectives of foreign language teaching according to age

(Independent Sample T- Test Results)

Objectives Groups	20-30 (N=65)		30-40 (N=35)		T	P
	\bar{X}	SD	\bar{X}	SD		
Culture Learning	7,58	1,23	8,05	1,02	-1,930	0,057
Language Learning	8,07	1,06	7,85	1,11	0,968	0,335
General Skills/ Language Skills Learning	5,26	0,77	5,45	0,65	-1,266	0,209

Table 8. presents independent sample t- test results regarding the objectives of foreign language teaching according to age. Results revealed that there is not any statistically meaningful difference between Culture Learning scores according to age variable ($t=-1.930$; $p>.05$). Also; there is not any statistically meaningful difference between Language Learning scores according to age variable ($t=0.968$; $p>.05$). and there is not any statistically meaningful difference between General Skills/ Language Skills Learning scores according to age variable ($t=-1.266$; $p>.05$). Younger teachers

had been expected to pay more importance to culture learning objectives but results haven't revealed it.

Table 9. Difference of mean of objectives of foreign language teaching according to nationality (Independent Sample T- Test Results)

Objectives Groups	Turkish (N=80)		Other Nationalities (N=20)		T	P
	\bar{X}	SD	\bar{X}	SD		
Culture Learning	7,68	1,22	8,00	0,97	-1,056	0,293
Language Learning	8,06	1,14	7,75	0,78	1,157	0,250
General Skills/ Language Skills Learning	5,27	0,77	5,55	0,51	-1,497	0,138

Table 9. presents independent sample t- test results regarding the objectives of foreign teaching according to nationality. The results reflected that there is not any statistically meaningful difference between Culture Learning scores according to nationality variable ($t=-1.056$; $p>.05$) Also, there is not any statistically meaningful difference between Language Learning scores according to nationality variable ($t=1.157$; $p>.05$) and there is not any statistically meaningful difference between General Skills/ Language Skills Learning scores according to nationality variable ($t=-1.497$; $p>.05$). Teachers with overseas experiences had been expected to give more importance to culture learning objectives but results haven't revealed it.

Table 10. Difference of mean of objectives of foreign language teaching according to native tongue

(Independent Sample T- Test Results)

Objectives Groups	Turkish (N=74)		Others (N=26)		T	P
	\bar{X}	SD	\bar{X}	SD		
Culture Learning	7,62	1,24	8,11	0,90	-1,852	0,067
Language Learning	8,06	1,13	7,80	0,89	1,054	0,295
General Skills/ Language Skills Learning	5,27	0,74	5,50	0,70	-1,369	0,174

Table 10. presents independent sample t- test results regarding the objectives of foreign language teaching according native tongue. As presented, there is not any statistically meaningful difference between Culture Learning scores according to native tongue variable ($t=-1.852$; $p>.05$). Also, there is not any statistically meaningful difference between Language Learning scores according to native tongue variable ($t=1.054$; $p>.05$) and there is not any statistically meaningful difference between General Skills/ Language Skills Learning scores according to native tongue variable ($t=-1.369$; $p>.05$).

Table 11. Difference of mean of objectives of foreign language teaching according to academic degree

Degree (One Way ANOVA Results)

Objectives Groups	Bachelor (N=45)		MA (N=44)		PhD (N=11)		F	P
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD		
Culture Learning	7,46	1,21	8,00	1,12	7,90	1,13	2,438	0,093
Language Learning	7,84	1,22	8,09	0,91	8,27	1,10	0,968	0,383
General Skills/ Language Skills Learning	5,17	0,80	5,40	0,65	5,63	0,67	2,202	0,116

As presented in Table 11, there is not any statistically meaningful difference between Culture Learning scores according to academic degree ($F=2.468$; $p>.05$) Also, there is not any statistically meaningful difference between Language Learning scores according to academic degree variable ($F=0.968$; $p>.05$) and there is not any

statistically meaningful difference between General Skills/ Language Skills Learning scores according to academic degree variable ($F=2.202$; $p>.05$).

Table 12. Difference of mean of objectives of foreign language teaching according to experience in ELT (One Way ANOVA Results)

Objectives Groups	1-5 (N=53)		6-11 (N=29)		11 and over (N=18)		F	P
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD		
Culture Learning	7,75	1,23	7,72	1,19	7,77	1,06	0,012	0,988
Language Learning	8,22	0,91	7,96	1,17	7,38	1,19	4,313	0,016
General Skills/ Language Skills Learning	5,39	0,68	5,31	0,80	5,16	0,78	0,658	0,520

According to Table 12. there is not any statistically meaningful difference between Culture Learning scores according to Experience in ELT variable ($F=2.468$; $p>.05$). However, there is statistically meaningful difference between Language Learning scores according to Experience in ELT variable ($F=4.313$; $p<.05$). According to the results of the Least Significance Difference (LSD) post hoc test, experience in ELT between 1-5 years ($\bar{X}=8.22$) and 6-11 years ($\bar{X}=7.96$) Language Learning score is significantly higher than experience in ELT is between 11 year and over ($\bar{X}=7.38$) According to the findings, It can be said that teachers with less working experience give more value to language learning objectives. There is not any statistically meaningful difference between General Skills/ Language Skills Learning scores according to experience in ELT variable ($F=0.658$; $p>.05$).

4.5. Findings from the Objectives of Culture Teaching

This section presents the frequency of the objectives of culture teaching in ELT context. The 9 items in table 13 were ranked from the highest mean to the lowest mean.

Table 13. Objectives of culture teaching (Not Grouped)

	Never		Once in a while		Often		\bar{X}	SD
	F	%	F	%	f	%		
2- Provide information about daily life and routines.	1	1,0	18	18,0	81	81,0	2,80	0,42
5- Develop attitudes of openness and tolerance towards other people and cultures.	0	0	24	24,0	76	76,0	2,76	0,42
3- Provide information about shared values and beliefs.	1	1,0	30	30,0	69	69,0	2,68	0,48
8- Promote the ability to empathise with people living in other cultures.	3	3,0	27	27,0	70	70,0	2,67	0,53
7- Promote increased understanding of students' own culture.	6	6,0	26	26,0	68	68,0	2,62	0,59
6-Promote reflection on cultural differences.	4	4,0	33	33,0	63	63,0	2,59	0,57
9- Promote the ability to handle intercultural contact situations.	7	7,0	27	27,0	66	66,0	2,59	0,62
4- Provide experiences with a rich variety of cultural expressions (literature, music, theatre, film, etc.)	2	2,0	40	40,0	58	58,0	2,56	0,53
1- Provide information about history, geography and political conditions of the foreign culture(s).	7	7,0	52	52,0	41	41,0	2,34	0,30

According to the results obtained from the frequency analysis, the item that has the highest mean ($\bar{X}=2.80$) is “provide information about daily life and routines”. There are 81 respondents who cited “often” for this item. The objective having the second highest mean score ($\bar{X}=2.76$) from the respondents is “develop attitudes of openness and tolerance towards other people and cultures” Also there are 76 respondents who chose “often” with this item. And the objective which is third in

rank ($\bar{X}=2.68$) is “provide information about shared values and beliefs” There were sixty seven respondents who chose “often” with this statement.

Moreover, the last three frequent objectives in the research were found to be “promote the ability to handle intercultural contact situations” ($\bar{X}=2.59$), “provide experiences with a rich variety of cultural expressions (literature, music, theatre, film, etc.)” ($\bar{X}=2.56$), and “provide information about history, geography and political conditions of the foreign culture(s)” ($\bar{X}=2.34$).

4.6. Demographic Variables and Instructors’ Beliefs Regarding Objectives of Culture Teaching (Grouped)

Sercu et al. (2005) grouped the possible objectives of culture teaching under 3 categories as knowledge dimension, attitudinal dimension and skills dimension as presented in chapter 2 Table 4. The same dimension groups were also used in the present study. To see the relationship between these objectives and demographic variables (age, gender, nationality, mother tongue, experience in ELT and academic degree) following T-Tests and ANOVAs were applied. These groups were also used for the same purpose by Kılıç in (2013). Tables 14-19 present the relation between objectives of teaching culture and demographic variables of the participants’.

Table 14. Difference of mean of objectives of culture teaching according to gender

(Independent Sample T- Test Results)

Dimensions	Male (N=32)		Female (N=68)		T	p
	\bar{X}	SD	\bar{X}	SD		
Knowledge Dimension	9,62	1,28	10,73	1,25	-4,095	0,000
Attitudinal Dimension	2,59	0,49	2,83	0,37	-2,743	0,007
Skills Dimension	9,65	1,59	10,85	1,75	-3,269	0,001

According to Table 14. there is a statistically meaningful difference between Knowledge Dimension scores according to gender variable ($t=-4.095$; $p<.05$). Women’s Knowledge Dimension score ($\bar{X}=10.73$) is significantly higher than men

(\bar{X} =9.62). Also, there is a statistically meaningful difference between Attitudinal Dimension scores according to gender variable ($t=-2.743$; $p<.05$). Women's Attitudinal Dimension score ($\bar{X}=2.83$) is significantly higher than men ($\bar{X}=2.59$) and there is a statistically meaningful difference between Skills Dimension scores according to gender variable ($t=-3.269$; $p<.05$). Women's Skills Dimension score ($\bar{X}=10.85$) is significantly higher than men ($\bar{X}=9.65$). The results revealed from the data analysis showed that female participant's give more importance to the objectives of culture teaching in all the dimensions.

Table 15. Difference of mean of objectives of culture teaching according to age (Independent Sample T- Test Results)

Dimensions	20-30 (N=65)		30-40 (N=35)		T	p
	\bar{X}	SD	\bar{X}	SD		
Knowledge Dimension	10,32	1,43	10,48	1,22	-0,558	0,572
Attitudinal Dimension	2,70	0,45	2,85	0,35	-1,676	0,097
Skills Dimension	10,26	1,84	10,85	1,62	-1,600	0,113

Table 15 presents independent sample t- test results regarding the objectives of culture teaching according to age. Results reflected that there is not any statistically meaningful difference between Knowledge Dimension scores according to age variable ($t=-0.558$; $p>.05$). Also there is not any statistically meaningful difference between Attitudinal Dimension scores according to age variable ($t=-1.676$; $p>.05$) and there is not any statistically meaningful difference between Skills Dimension scores according to age variable ($t=-1.600$; $p>.05$).

Table 16. Difference of mean of objectives of culture teaching according to nationality (Independent Sample T- Test Results)

Dimensions	Turkish (N=80)		Other Nationalities (N=20)		T	p
	\bar{X}	SD	\bar{X}	SD		
Knowledge Dimension	10,40	1,36	10,30	1,38	0,292	0,771
Attitudinal Dimension	2,73	0,44	2,85	0,36	-1,049	0,297
Skills Dimension	10,46	1,79	10,50	1,82	-0,083	0,934

Table 16 presents independent sample t- test results regarding the objectives of culture teaching according to nationality. According to the table, there is not any statistically meaningful difference between Knowledge Dimension scores according to nationality variable ($t=0.292$; $p>.05$). Also, there is not any statistically meaningful difference between Attitudinal Dimension scores according to nationality variable ($t=-1.049$; $p>.05$) and there is not any statistically meaningful difference between Skills Dimension scores according to nationality variable ($t=-0.083$; $p>.05$).

Table 17. Difference of mean of objectives of culture teaching according to native tongue (Independent Sample T- Test Results)

Dimensions	Turkish (N=74)		Others (N=26)		T	p
	\bar{X}	SD	\bar{X}	SD		
Knowledge Dimension	10,39	1,34	10,34	1,44	0,147	0,884
Attitudinal Dimension	2,72	0,44	2,84	0,36	-1,192	0,236
Skills Dimension	10,43	1,81	10,57	1,74	-0,353	0,725

Table 17 presents independent sample t- test results regarding the objectives of culture teaching according to native tongue. Results revealed that there is not any statistically meaningful difference between Knowledge Dimension scores according to native tongue variable ($t=0.147$; $p>.05$). Also, there is not any statistically meaningful difference between Attitudinal Dimension scores according to native tongue variable ($t=-1.192$; $p>.05$) and there is not any statistically meaningful difference between Skills Dimension scores according to native tongue variable ($t=-0.353$; $p>.05$).

Table 18. Difference of mean of objectives of culture teaching according to academic degree (One Way ANOVA Results)

Dimensions	Bachelor (N=45)		MA (N=44)		PhD (N=11)		F	p
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD		
Knowledge Dimension	10,44	1,40	10,25	1,36	10,63	1,20	0,441	0,645
Attitudinal Dimension	2,68	0,46	2,81	0,39	2,81	0,40	1,126	0,329
Skills Dimension	10,33	1,77	10,36	1,88	11,45	1,21	1,909	0,154

Table 18 presents one-way ANOVA results regarding the objectives of culture teaching according to academic degree. According to the results, there is not any statistically meaningful difference between Knowledge Dimension scores according to academic degree variable ($F=0.441$; $p>.05$).

Also, there is not any statistically meaningful difference between Attitudinal Dimension scores according to academic degree variable ($F=1.126$; $p>.05$) and there is not any statistically meaningful difference between Skills Dimension scores according to academic degree variable ($F=1.909$; $p>.05$).

Table 19. Difference of mean of objectives of culture teaching according to experience in ELT (One Way ANOVA Results)

Dimensions	1-5 (N=53)		6-11 (N=29)		11 and over (N=18)		F	p
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD		
Knowledge Dimension	10,37	1,36	10,58	1,45	10,05	1,21	0,841	0,434
Attitudinal Dimension	2,73	0,44	2,75	0,43	2,83	0,38	0,342	0,711
Skills Dimension	10,69	1,53	10,31	2,07	10,05	1,98	1,030	0,361

Table 19 presents one-way ANOVA results regarding the objectives of culture teaching according to experience in ELT. Results reflected that there is not any statistically meaningful difference between Knowledge Dimension scores according to experience in ELT variable ($F=0.841$; $p>.05$). Also there is not any statistically meaningful difference between Attitudinal Dimension scores according to experience in ELT variable ($F=0.342$; $p>.05$) and there is not any statistically meaningful difference between Skills Dimension scores according to experience in ELT variable ($F=1.030$; $p>.05$).

4.7. Findings from Frequency Analysis of English Lecturers' Culture Teaching Activities

This section presents the frequency analysis of lecturers' culture teaching activities. The 17 items in Table 20 were ranked from the highest mean to the lowest mean.

Table 20. Frequency analysis of English lecturers' culture teaching activities

	Never		Once in a While		Often		\bar{X}	SD
	f	%	f	%	f	%		
3- I tell my pupils why I find something fascinating or strange about the foreign culture(s).	1	1,0	39	39,0	60	60,0	2,59	0,51
5- I use videos, CD-ROMs or the Internet to illustrate an aspect of the foreign culture.	6	6,0	31	31,0	63	63,0	2,57	0,60
7- I talk to my pupils about my own experiences in the foreign culture.	7	7,0	33	33,0	60	60,0	2,53	0,62
2- I tell my pupils what I heard (or read) about the foreign country or culture.	0	0	48	48,0	52	52,0	2,52	0,50
15- I ask my pupils to compare an aspect of their own culture with that aspect in the foreign culture.	4	4,0	41	41,0	55	55,0	2,51	0,57
10- I ask my pupils to describe an aspect of their own culture in the foreign language.	5	5,0	41	41,0	54	54,0	2,49	0,59
6- I ask my pupils to think about what it would be like to live in the foreign culture.	4	4,0	47	47,0	49	49,0	2,45	0,57
8- I ask my pupils about their experiences in the foreign country	6	6,0	46	46,0	48	48,0	2,42	0,60
17- I talk with my pupils about stereotypes regarding particular cultures and countries.	7	7,0	51	51,0	42	42,0	2,35	0,60
4- I ask my pupils to independently explore an aspect of the foreign culture.	12	12,0	50	50,0	38	38,0	2,26	0,66
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.	10	10,0	59	59,0	31	31,0	2,21	0,60
1- I ask my pupils to think about the image which media promote of the foreign country.	17	17,0	52	52,0	31	31,0	2,14	0,68
16- I touch upon an aspect of the foreign culture regarding which I feel negatively disposed.	19	19,0	52	52,0	29	29,0	2,10	0,68
12- I ask my pupils to participate in role-play situations in which people from different cultures meet.	24	24,0	43	43,0	33	33,0	2,09	0,75
11- I bring objects originating from the foreign culture to my classroom	38	38,0	45	45,0	17	17,0	1,79	0,71
13- I decorate my classroom with poster illustrating particular aspects of the foreign culture.	49	49,0	33	33,0	18	18,0	1,69	0,76
9- I invite a person originating from the foreign country to my classroom	52	52,0	34	34,0	14	14,0	1,62	0,72

According to the results obtained from the frequency analysis, the item that has the highest mean ($\bar{X}=2.59$) is "I tell my pupils why I find something fascinating or strange about the foreign culture(s)". There were 60 respondents who chose "often" with this item. The activity having the second highest mean score ($\bar{X}=2.57$) from the respondents is "I use videos, CD-ROMs or the Internet to illustrate an aspect of the foreign culture". The activity which is third in rank ($\bar{X}=2.53$) is "I talk to my pupils about my own experiences in the foreign culture". Sixty respondents chose "often" for this statement and the percentage is 69 %.

And, the last three frequent activities in the research were found to be "I bring objects originating from the foreign culture to my classroom." ($\bar{X}=1.79$), "I decorate my classroom with posters illustrating particular aspects of the foreign culture" ($\bar{X}=1.69$) and "I invite a person originating from the foreign country to my classroom" ($\bar{X}=1.62$).

The results revealed from the data showed that the most frequent culture teaching practice is talking about fascinating and interesting aspects of the target culture. Also, to make their students familiar with the elements of cultural elements, instructors use technological devices like CD-ROMs, videos or internet to illustrate visuals related to target culture. It is natural to use the advantageous of technology in the classroom to point out cultural aspects. Also, sharing their instructors' own experiences or familiar aspects are among the most frequent activities.

Bringing authentic materials, decorating the classroom or inviting someone from a different culture is not always easy in practice. It can be concluded these activities are time consuming and may not be appropriate for the level of university students. That's why they can be the least favoured activities.

CHAPTER V

5. DISCUSSION AND CONCLUSION

5.1. Introduction

This chapter starts with the summary of the study. Then, it presents the results and discussion by taking the research questions and relevant findings into consideration. Lastly, it provides information on the limitations of the study and gives suggestions for further studies.

5.2. Summary of the study

This study aimed to question the opinions of English language instructors regarding the objectives of foreign language teaching, objectives of culture teaching and frequency of culture teaching activities at specific universities in Kayseri, Turkey. One hundred Turkish instructors and instructors from other nationalities participated in the study. A questionnaire was developed by Sercu (2005). Kılıç (2013) version of the questionnaire was adapted and used as data collection tool, and Statistical Package for the Social Sciences (SPSS), version 15.0 for Windows Evaluation was used to analyze the findings.

5.3. English Language Instructors' Beliefs about the Objectives of Foreign Language Teaching

This section presents the results and discussion regarding English language instructors' beliefs about the objectives of foreign language teaching. The results showed us that for the instructors in Kayseri, the most important objective is to “enthuse students for learning foreign languages.” The second highest item 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” and the third highest item is “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.”

However, it was clear that, the items about “understanding their own culture,” “reading literary texts in foreign languages” and “learning skills for other foreign languages” are among the least prioritized objectives.

Drawing on these findings, we may conclude that the instructors aim to improve language proficiency level of the students to enable them to use the foreign language practically and also they assist students to acquire necessary language skills to continue their academic lives. The reason of this result maybe because of the expectations of the universities where the participants work. As mentioned in the setting part, both universities have a standard examination system which tests students level of proficiency, linguistic knowledge and other general language skills. Also, the instructors who are responsible to cover all the requirements of their program may only spare time for the objectives that are tested by their standar test of the university. For this reason, it might be appropriate to conclude that the objectives related to teaching culture are not the priorities for the participants. Kılıç (2013) also found out that the participants in her study favoured objectives related to language learning and genereal skills learning more. As a more comprehensive study, Sercu et al. (2005) found out that participants prioritised language learning objectives to use language for practical purposes. They were also interested in enthusing students to learn foreign languages.

The results revealed from T Tests showed us tha in terms of gender variable, women participants scores are significantly higher than men’s score regarding the objective groups of culture learning and general skills learning. However, there is no statistically meaningful difference between the female and male instructors’s score and objective group of language learning. According to the results, age variable doesn’t have a meaningful relation between any of the objective groups. Also the variables, nationality and mother tongue didn’t give any meaningful results about the relation between objective groups. This was interesting for us, because foreign instructors were expected to be more open to cultural issues as they already live in a different culture. In Kılıç’s study, she found out that Turkish instructors’ scores for all language learning objectives were higher than the scores of other nationalities.

The results revealed from One Way ANOVA analysis showed us that Experience of the teachers in ELT doesn’t have a meaningful relation between the

objective groups of culture learning and general skills learning. However, less experienced instructors pay more attention to language learning objectives. Though they had been expected to be more willing to teach culture in their classes.

5.4. English Language Instructors' Beliefs about the Objectives of Culture Teaching

This section presents the results and discussion regarding the objectives of culture teaching in English teaching context. The conclusions drawn are based on 9 items, which were asked to understand the beliefs of instructors on the objectives of culture teaching. Accordingly, the highest mean of the objective ($\bar{X}=2.80$), is “provide information about daily life and routines.” When they are asked about the objectives of culture teaching in ELT context, firstly providing information on the practical daily routines come to the instructors minds. It is clear that the first reason of the participants to teach culture in their lesson is to enlighten students about basic daily routines of the target culture.

The second and the third mostly rated items are about developing attitudes of openness and tolerance towards other cultures and providing information about shared values and beliefs. Also, participants tend to develop openness and tolerance towards other cultures, which is one of the basic objectives of teaching culture in English classes. Informing students about shared cultural elements and pointing out similarities between two cultures creates a better relationship and mutual understanding. Language learners can be seen as “cultural mediators” in this sense. For the objectives of culture teaching in ELT context, Kılıç (2013) found out similar findings, her participants also consider providing information about daily life and routines of the target culture, and developing positive attitudes towards differences among the prominent objectives of teaching culture.

“Providing information with a rich variety of cultural expressions (literature, music, theatre) and “providing information about history, geography and political conditions of the foreign country” are the lowest items. As most of the instructors working at universities have to follow hectic curriculums in their institutions, may be because of the their limited time, participants dont consider providing information on literature, music, theatre, history or political issues among the primary objectives.

Sercu et al. (2005) found out that for the objectives of culture teaching, teachers support developing openness and tolerance towards and providing information on daily life and routines. It is so clear that the participants of Sercu's study also associated cultural information with communication. Hence, they argued that it is because of the relation between intercultural competence and communication competence. Another study by McKay (2000) point out an interesting point about the perception about the objectives of culture teaching, in his study, there were participants who tend to neglect culture teaching as an objective arguing that English doesn't belong to a specific society, it is an international language and there is no need to teach culture teaching objectives in courses. However, according to the results of the present study, one the most favoured aims of teaching culture is more about creating a positive attitude towards cultural differences rather than focusing on cultural aspects of only the target language.

The results revealed from T Tests showed us that female instructors' scores are higher than male instructors' in terms of knowledge, attitudinal and skills dimensions of culture teaching. However, age, nationality and mother tongue variables don't have a meaningful relation between objectives of culture teaching dimension groups. The results revealed from One Way ANOVA analysis showed us that there is no meaningful relation between academic degree and experience in ELT variables and objectives of culture teaching dimensions.

5.5. Frequency Analysis of Culture Teaching Activities in English Language Classes

This section presents the results and discussion regarding the frequency of culture teaching activities in English teaching context. According to the results obtained from the frequency analysis, the activity that has the highest mean is “I tell my pupils why I find something fascinating or strange about the foreign culture(s). The activity having the second highest mean from the respondents is “I use videos, CD- ROMS or the internet to illustrate an aspect of the foreign culture” The activity, which is third in rank, is “I talk to my pupils about my own experiences in the foreign culture.”

As it is seen the first and the third frequent items are about teachers' own experiences and interests. They mostly focus on the points that they find interesting or familiar to themselves. They talk about their own experiences or mostly point out the aspects that they already know. As mentioned in literature review part, it is not possible for an instructor to know all details related to the target culture. So, it is natural that they tend to focus on the aspects that they already know. The second highest score is illustrating visuals related to the target culture. We can conclude that instructors point out cultural elements by the help of the technology. It can be easy for instructors to use internet since most of the universities have internet connection and projector equipments in their classrooms.

Furthermore, the least three frequent activities in the research were found to be “I bring objects originating from the foreign culture to my classroom,” “I decorate my classroom with poster illustrating particular aspects of the foreign culture,” and “I invite a person originating from the foreign country to my classroom.” These least favored items are probably considered to be the most time consuming, and the most difficult for the teachers. It is acceptable that it is not always easy to find an authentic material to bring to class or find someone from a different culture.

To summarize, the findings of this study gave a clear understanding of EFL instructors' perceptions about objectives of foreign language teaching, objectives of culture teaching and frequency of kinds of culture teaching activities in English language classes. The results revealed from the frequency analysis showed us that English instructors working in Melikşah University and Erciyes University don't consider culture teaching as the highest objectives for learning English, though it is considered to be an important component of foreign language teaching process by language teaching authorities. Instead, knowledge for general English and language skills to use English appropriately are among the top objectives. The results of the parametric tests didn't show a significance relation between demographic variables and the objectives of foreign languages factor groups.

According to the results of frequency analysis of the aims of teaching culture in ELT context, for the participants informing students about daily life and routines is the primary goal of teaching culture. Besides, instructors see providing information about values and beliefs of target culture as an important goal of teaching culture in ELT context. Also, participants tend to develop attitudes of openness and tolerance towards other people and cultures which is actually the most natural and expected goal of teaching culture in the classroom. Providing information on literature, music, theatre or political conditions of a culture is among the least frequent objectives. Instructors don't consider these aims among the top objectives.

In terms of culture teaching activities, sharing and illustrating fascinating aspects of the target culture in the classroom and talking about the instructors' own experiences or familiar aspects to them are the most frequent activities conducted in English Language classrooms. The results revealed that as a natural consequence of the development of technology, instructors use devices like videos, CD-ROMS or internet to show the visuals of the cultural aspect in the classroom to have a better understanding of daily routines related to the culture of the target language.

5.6. Limitations and Recommendations for Further Studies

This section aims to present the limitations of the study together with some recommendations for further studies. Firstly, the only data collection tool for this research was a web based questionnaire. To have a better understanding of the instructors' beliefs other data analysis tools like interviews or observations could be used in addition the questionnaire. Also the setting and the number of the participants in the study may not be enough to reflect the perceptions of English instructors regarding these issues. A larger group of participants might be included to have a more general reflection. Lastly, the 3- point Likert scale, which was used in the questionnaire, may not be enough. A 5- point Likert type rating scale could give more specific details about the findings of the study.

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7. APPENDIX

7.1. Appendix 1: Questionnaire

Foreign Language Teachers and Intercultural Competence Questionnaire

Dear Colleague,

I am an MA student at Çağ University in the Department of English Language Teaching. The original questionnaire was developed by Sercu (2005). In the present study Kılıç (2013) version was adapted and used. Our aim is to understand the perceptions about the objectives of foreign language teaching, culture teaching and to see the most frequent culture teaching activities in the classrooms. Your cooperation will be highly appreciated. Your responses will be kept confidential and will only be used for this research.

Instructor Arzu Doğan

I.

Gender	Age	Nationality	Academic Background	Years of experience in ELT
a) Male	a) 20-30	a) Turkish	a) Bachelor	a) 1-5
b) Female	b) 30-40	b) Other Nationalities	b) MA	b) 6-11
	c)50+		c) PhD	c) 11+

II.

The Objectives of English Language teaching	Often	Once in a While	Never
1- Enthuse my pupils for learning foreign languages.			
2- Promote my pupils' familiarity with the culture, the civilisation 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 memorise, summarise, 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.			

III.

The Objectives of Culture teaching in English Language Courses	Often	Once in a While	Never
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.			

IV.

Frequency of Culture Teaching Activities	Often	Once in a While	Never
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.			