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**SOSYAL BİLİMLER ENSTİTÜSÜ**

**TEACHING CULTURE IN AN EFL CONTEXT**  
**(A Comparison Between Students Taught Through Audio-Visual**  
**Materials and Those Through Conventional Presentations)**

(Yüksek Lisans Tezi)

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## ABSTRACT

In recent years, a great demand for learning a foreign language has brought out many questions that should be answered.

Many foreign language teachers and educators have become aware of the necessity of developing learners' target language cultural knowledge.

This study focuses upon the development of learners' target language culture. In order to collect data, an experimental study has been carried out at Anadolu University, Education Faculty English Teacher Training Department.

In first chapter, the relationship between language and culture, the importance of teaching the target language culture, the problem and the aim of this study have been presented.

In second chapter, the cultural topics which

are necessary in FL classes, educational purposes of teaching the target language culture and various teaching methods and techniques are reviewed.

The third chapter includes, the research design, selection of subjects, data collection and method of analysis.

Analysis of the test results with the statistical data, are presented in the fourth chapter.

In the fifth chapter, the discussion over the research results, conclusion and some suggestions for further studies related to the teaching of target language culture are presented.

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## CHAPTER I

### INTRODUCTION

#### 1.1. Background to the Problem

##### 1.1.1. Definition of Culture

The term culture, which associates different meanings to people, is often defined as " the ways of people " ( cf. Lado 1976 : 110 ). However, the term culture not only covers the ways of people - beliefs, customs, institutions, viewing the world - but also people's achievements, that have been developed for centuries. Dealing with an anthropological definition given above, it can be said that, culture is almost everything that differentiates a group of people from the others in terms of life style, traditions, daily activities etc.. Therefore, to be a community, many of the components that the term culture involves, should come together. As many linguists and anthropologists

state, language is the most central component of culture among many others set above, in any society (cf. Hickerson 1980 : 2 ).

In order to clarify what is meant by culture and its relationship with natural languages of the world, it would be better to start with some of its various definitions.

Brooks ( 1964 : 83 ) states that the term culture is, " the sum of all the learned and shared elements that characterize a societal group."

Allen and Valette ( 1977 : 325 ) define culture in two senses. In one sense, the term culture is, the sum of all people's achievements and contributions to civilization. They label such a definition as big " C " and this includes, art, music, scientific discoveries, literature, philosophy etc.. In another sense which is labelled as small " c " the definition of culture covers, in general, behavioral patterns of a group of people. Namely, people's customs, beliefs, attitudes towards each other, the way that people organize their society etc..

Brown ( 1980 : 122 ) defines the term culture as : " the context within which we exist, think, feel and relate to others." He also describes culture as a " glue " and explains that, culture binds a group of people together.

As can be observed, most of the definitions above share certain views about culture. Thus, it would not be wrong to define culture as, almost everything that specifically belongs to a particular society, and identifies the society from others in terms of viewing the world, customs, attitudes, arts, language etc..

Since, language is considered to be one of the most important and central components of culture, above definitions lead us to investigate the relationship between language and culture ( cf. Brooks 1964 : 85 ).

#### 1.1.2. The Relationship Between Language and Culture

Anthropologists and educators consider language as a " key component " or " the most representative element " or " the central network " of any culture ( cf. Lado 1964 : 23; Brooks 1964 : 85 ).

Language, then, among many others, is the most typical and important component in any culture. Hence, language should not be considered as a separate entity in any culture but it should be considered as one of the most " representative ", " central network " components of any culture.

Based on Edward Sapir's writings, which describes language as " patterned behaviour ", Trivedi ( 1978 : 92 )

indicates that : " language is a vital constituent of culture."

In order to find out evidences on the relationship between language and culture, ethnolinguists who are between anthropologists and linguists, dealt with the social aspects of a community ( cf. Robins 1964 : 361 ). Robins also indicates that, " many of the most significant details of people's way of life are likely to be verbalized in certain key words belonging to different spheres ( religion, ethics, kinship, social hierarchy etc.)."

Edward Sapir, with an interest in non-European languages states that, language is the " keystone " in any culture. Sapir states that :

" Language is an essentially perfect means of expression and communication among every known people. Of all aspects of culture, it is a fair guess that language was the first to receive a highly developed form and its essential perfection is a prerequisite to the development of culture as a whole. " ( in Brooks 1964 :86)

In another statement Sapir says :

" Language does not exist apart from culture, that is from the socially inherited assemblage of practices and beliefs that determines the texture of our lives." (in Robinett 1980:147)

Trivedi (1978 : 93 ) analyses Sapir's above statement and mentions that " socially inherited assemblage of practices and beliefs " must be " cultural patterns " and categorize these cultural patterns into three categories : (1) static units : man, woman, dog, church etc.; (2) processes : to rest, to study, to run, to think etc.; (3) qualities : good, bad, hot, slow, moral etc.. Trivedi indicates that these categories may be identified as the same in a given culture at a given time. When he concludes his opinion on the relationship between language and culture, he claims that culture embraces all aspects of shared life in a community, including language. However, Trivedi also indicates that one of the terms belonging to these above categories, has a certain kind of signification in a culture and may apply to a different pattern of behaviour.

Trivedi ( 1978 : 94 ) exemplifies such a case :  
"...a foreigner arriving in England is likely to consider his English host brusque and indifferent to his welfare when the latter greets him with 'How are you?' and does not wait to listen to the visitor's state of health."

Therefore, language which consists of above categories has different use and meaning among cultures. In other words, in Hjelmslev's terms, " each language puts the centres of gravity in different places and gives

them different emphasis." ( in Trivedi 1978 : 94 )

Trudgill (1972 : 26 ) relates Sapir-Whorf hypothesis and analyzes the relationship between language and culture in a larger scale than Trivedi. Trudgill points out three environmental factors which are reflected in language as a result of people's culture.

Trudgill's first factor is " the physical environment " in which people live. He gives the classical "snow" example of Eskimoes and indicates that unlike other cultures many types of snow is lexicalized by means of single words in Eskimo language.

Secondly, Trudgill offers the social environment as another determiner of culture reflection in language. He exemplifies such social factors by handling kinship terms. He argues that in English speaking countries while son, father, brother, sister, daughter etc., are used as single vocabulary items, the distinction between maternal and paternal aunt is not made in the language. Whereas, in Turkish, for example, the distinction occurs as " hala " and " teyze " to mean paternal and maternal aunt respectively.

Thirdly, Trudgill discusses the values of people that reflected in the language. He indicates that " taboo

words " that are connected with sex, for example, are forbidden in speech and publications because of the religious background of the society.

Similarly, Penâlosa ( 1981 : 54 ) indicates that :  
" social and natural environment is reflected in the language. " He suggests that features of social life and natural environment are represented in the lexicon.

### 1.1.3. Target Language Culture and Foreign Language Teaching

In recent years demand on foreign language teaching has erupted because of the increase in contacts between countries. As Chastain (1976 : 383 ) indicates, an understanding of differences between cultures is required in order to achieve true communication, tolerance, cooperation on the learner's part, and to introduce learners to the different aspects of the target language culture to meet these needs on the teacher's part.

In addition to Chastain's above considerations, Lado ( 1961 : 151 ) states that, " one cannot jump from the structure of a language into its literature without passing through the basic cultural content of the language."

Hence, the teaching of culture is not only needed for the learners who intend to visit English speaking countries or to have contacts with the target language

members but also needed for students whose field of study is the English language.

Allen and Valette ( 1977 : 326 ) divide the cultural goals of language class into four major categories ; 1) increasing student awareness of the target language ; 2) stimulating student interest in foreign language study; 3) developing the ability to function in the target culture; and 4) establishing an understanding of linguistic cultural referents, cultural values and attitudes.

The importance and consideration of the above aims highly depend on the aims of teaching the target language. Thus, in return, this would determine what to teach, how to teach and how much to teach about the culture of the target culture in question.

As it will be rather a difficult task to investigate the validity and/or effectiveness of all the aims set by Allen and Valette, this study will focus only on one aspect of these aims. Namely, on establishing of cultural values and cultural attitudes related to target language.

One other important question arises here is how to achieve the goal set above. While some educators suggest exploiting literary work, such as essays, short stories etc., ( cf. section 2.3. ), some others suggest using audio-visual materials which reflect the target language culture in a

language classroom.

Allen and Valette ( 1977 : 350 ) suggest that audio-visual materials would be more effective in teaching culture in an FL class. This may seem to be obvious as audio-visual materials have the advantage of breaking the boundaries of classroom setting and creating a more realistic environment in an alien setting. In other words, the benefit gained from using such facilities in teaching culture to Turkish students learning English in Turkey might seem to be obvious. However, this needs to be established as a fact, therefore, the problem of this study is set as below :

### 1.2. Problem

Is there a difference between two groups of Turkish students receiving instruction about the culture of the English speaking community one taught solely through audio-visual materials, the other through formal lectures, in terms of their overall attitudes towards and knowledge about the target language culture ?

### 1.3. Purpose of the Study

The purpose of this study is to compare two different ways of teaching the English " way of life " to Turkish FL learners in Turkey.

This study aims to find out answers for the following questions :

1. Is there a significant difference between learners who are taught through formal presentations and learners who are taught through audio-visual materials in terms of their level of English at the beginning of the study ?

2. Is there a significant difference between learners who are taught through formal presentations and learners who are taught through audio-visual materials in terms of learners' knowledge about the target language culture before entering a course of study ?

3. Is there a significant difference within the study group who are taught the target language culture through audio-visual materials at the end of the study ?

4. Is there a significant difference within the study group who are taught the target language culture through formal teacher presentations at the end of the study ?

5. Is there a significant difference in learning about the English culture between the study groups who are taught through audio-visual materials and through

formal teacher presentations at the end of the study ?

#### 1.4. Limitations and Assumptions of the Study

##### 1.4.1. Limitations

1. This study will only investigate establishing an understanding of cultural values and attitudes related to the target culture.

2. The duration of the instruction period was limited by the time allowed to this study ( i.e. one semester ).

3. The observation of the progress is limited with the questions / question types set in the Culture Pretest and the Culture Posttest ( cf. Appendix F ).

##### 1.4.2. Assumptions

1. The Culture test, designed by the help of a native speaker of English, is adequate to show the changes of EFL students in time in terms of attitudes and knowledge about the target language culture in question.

2. It is assumed that a four - month period of teaching is adequate to create differences in knowledge and attitudes about the target language culture.

3. Age differences among the subjects is assumed

not to effect the results of this study.

4. Even though the grading system adopted in this study is dependent upon one person's judgements only ( i.e. the native speaker who has set up the Pre / Post Culture test ), it is assumed that this bias will not hamper the results of this investigation as all subjects were given the same test and scored on the same basis.



## CHAPTER II

### REVIEW OF LITERATURE

In this part of the study, the need for including the teaching of the target language culture and some methods, approaches and techniques related to integrating cultural information in EFL curriculum will be considered initially.

#### 2.1. Categories of Culture : Cultural " Themes "

In teaching the target language way of life, one of the most difficult areas is, to decide what to teach and select the essential cultural topics which present contrast with the learners' own culture.

The problems of what basic cultural information is to be given to the language learners made educators list major cultural topics considering both their own

and others' experiences ( cf. Chastain 1976 : 389 ;  
Nostrand 1966 : 10 ).

Chastain ( 1976 : 389 ) indicates that the list should consider both similarities and differences between cultures in order to let the learners to develop insights and sensitivities to other culture patterns.

Nostrand (1966 : 2 ) mentions that, for the sake of the students' grasp of reality, for the sake of international relations and for true understanding and enjoyment of a foreign language and literature, it is important to give an accurate impression of people's way of life.

In the same article, Nostrand suggests a criteria that language teachers can evaluate their teaching materials:

" Criteria for Judging the Sociocultural Aspects of Instructional Materials and Course Plans :

1. Are the natural opportunities utilized for presenting generalizations about the culture and social structure of the people ?
2. Do the generalizations that are made deal with significant topics ?
  - a) Do they treat a logical part of an inventory, a model, or a thematic description ?
  - b) In an elementary course, are the situations those that the beginner needs most to know ?

- 3) Are the generalizations accurate ?
  - a) Are the romantic sentimentality and glamorising avoided ?
  - b) Have the best research conclusions available been used ?
  - c) Is the momentary tableau presented as a situation in process of change?
4. Are the generalizations well presented ?
  - a) Are the sources and dates indicated ?
  - b) Are " dated " words avoided, e.g. today?
  - c) Are generalizations made in such a way that subsequent larger generalizations will subsume rather than contradict them?
5. Are the generalizations supported and made vivid by " experience of " what they seek to describe ?
6. Are the generalizations and interacting experience adapted to the grade level of the intended learners ? " ( Nostrand 1966 : 22 )

Nostrand ( 1966 : 21 ) indicates that in selecting the essential topics, the target language way of life can be schematized into categories in which the foreign people live. He suggests six areas to make categories and select the different aspects of the target language culture. These areas are : firstly, sociopolitical structure and separate systems of relations among people, secondly, the development of the society in human level, thirdly, changes in the culture in terms of beliefs, objectives of life, social relations etc., fourthly, present status of past ways of life, the fifth area is, the status of minority

groups in the society and finally, some of the goals in life that are shared and social means open to all population.

Lafayette ( 1978 : 1 ) describes a list of cultural goals to be selected at various levels of instruction and indicates that : " teachers might wish to rank - order the following goals and then compare the results with present or potential cultural classroom activities :

1. To recognize and / or interpret major geographical features of the target country.
2. To recognize and / or interpret major historical events pertaining to the target country.
3. To recognize and / or interpret major aesthetic monuments of the target culture including architecture, literature, and the arts.
4. To recognize and / or interpret active everyday cultural patterns ( e.g. shopping, greeting people etc. ).
5. To recognize and / or interpret passive everyday cultural patterns ( e.g. marriage customs, education, politics etc. ).
6. To act appropriately in everyday situation.
7. To use appropriate common gestures.
8. To evaluate the validity of generalizations about foreign cultures.
9. To develop skills needed to research ( i. e.

- locate and organize information about ) culture.
10. To value different peoples and societies.
  11. To recognize and / or interpret the culture of foreign language - related ethnic groups in the United States ( e. g. Latinos, Franco - Americans ).
  12. To recognize and / or interpret the culture of additional countries that speak the foreign language ( e.g. Canada, Haiti ).

Mary Finacchiaro ( 1967 : 30-35 ) presents a list of topics leaving an open door for the teachers to add more which will be necessary in their case. In the following some major cultural topics in her terms " sociocultural patterns " are : introductions and identification including greetings, leave-takings, various ways of expressing one's name, identification of self and others ; the family, its members, relationships and ages, occupations of various members, meals, clothing, recreational activities ; customs of holidays, courtship and marriage, behaviour patterns in various situations ; education system, hobbies; principles of human rights; individual rights and responsibilities and the like.

Gladstone ( 1978 : 194 ) more practically than Finacchiaro proposes two questions for selecting what to teach in an EFL class integrating target language culture.

1. Is this information needed by the students for

the proper understanding of the habit and / or concept ?

2. Am I, as a native speaker, sure about this detail ?

Gladstone goes on to explain that, if the answer to either question is " no ", do not bother about teaching or discussing that aspect of cultural pattern.

Dobson ( 1981 : 84 ) indicates that learners are apt to be fascinated by the ways in which their culture is similar to or different from an English - speaking one. Considering her own experiences, Dobson suggests a list of cultural topics that learners are interested in. For example, family relationships, the generation gap, dating engagement and wedding customs, features of etiquette, the school system, standard of living, holidays, festivals, goals in life and the like are the major topics of Dobson's list.

Brooks ( 1964 : 86 ) set, in his terms, " key questions " to decide what to teach and / or to find out what is similar or different between the two cultures :

- " Who is busy and who is idle.
- What people talk about most.
- What people value most.
- Who runs things in the home and in the community.
- Who the heroes are.
- What is taboo.
- What the character of the religion is.

What folk tales everyone knows.  
 What modes of artistic expression are allowed and encouraged.  
 What conduct wins general approval and what merits scorn and ridicule.  
 What is considered fair and unfair.  
 What is considered funny.  
 What procedures accompany the exchange of goods and services.  
 What important kinship terms are.  
 What games are played and what pastimes enjoyed.  
 What the role of music and dancing is.  
 What the important feasts and celebrations are.  
 What rites and ceremonies are observed at birth, adolescence, betrothal, marriage and death.  
 What the rules concerning courtship are.  
 What people do to " get even " if they feel that they are injured.  
 What is done about the treatment of disease.  
 Who fights, how, and about what.  
 What the tacit assumptions and unquestioned practices are." ( Brooks 1964 : 86-87 )

Brooks ( 1964 : 87 ) states: " The answers to these and similar questions will reveal in outline the character of the culture that is being studied." He also points out that the coursebooks often give details of geography, climate and economic life but do not relate these to the most important characteristics of the culture and only a selected number of surface appearances are considered.

Brooks ( 1964 : 90-95 ) gives a list which contains sixtyfour cultural topics or key ideas or in Nostrand's

( 1966 : 12 ) terms " themes " that all of them may be available for language and culture classes. Here is an example from Brooks cultural topics list out of sixtyfour listed items :

" GREETINGS, FRIENDLY EXCHANGE- FAREWELLS. How do friends meet, converse briefly, take their leave? What are the perennial topics of small talk? How are strangers introduced?" ( Brooks 1964 : 90 )

## 2.2. Why Cultural Content in FL Learning is Needed ?

The teaching the target language culture alongside the target language has been stressed both by many educators and linguists. The reason on stressing to teach the target language culture, is in general, to have an effective verbal or written communication.

Foreign language learners can be divided into two, learners who learn a language in order to read books and to have higher education in his field and learners who are going to live, work or have education in a society where the language that they have been learning is spoken.

Lado ( 1964 : 25 ) defines the goal in foreign language as : ability to use it, understanding its meanings and connotations in terms of the target language and culture, and the ability to understand the speech and writing of natives of the target culture.

Lado ( 1964 : 25 ) also enlarged above goals as different objectives. Firstly, he believes that the teaching of culture is needed as a part of the general education of learners. To become truly educated, it is necessary for learners to absorb the full cultural meaning of the target language where it differs significantly from the native one. In other words, he indicates the fact that, learners should realize that there may be different customs and habits which specifically belong to the target language culture.

Secondly, Lado considers the need for learning the target language culture to read the literature. He points out that : " .. since literature is expressed through language, one cannot understand it unless he understands the meaning of the culture expressed by the words of the language. " He also mentions that the values and cultural experience of the target language group are reflected in the literature. He goes on to explain that, it would be difficult for the learners to read the target language literature without learning the basic cultural content of the language.

Lado's third goal in learning the cultural content of the target language group is focused on the international communication. He claims that, limited international communication can occur without detailed reference to the specific culture of which the language is part. He indicates

that contrasts among words and the shades of difference among synonyms cannot be resolved without reference to some body of usage.

Lado also suggests that learners may need to learn " elementary meaning units and patterns " which reflect the cultural content as they are. He asserts that these elementary units and patterns differ significantly from culture to culture. Therefore, learners may need to be taught the patterns when cultural differences fall into a pattern.

Finally, Lado stresses upon " false clichés " or " stereotypes " which is false interpretations towards foreign cultures. He argues that such misconceptions can be eliminated in FL classes.

Chastain ( 1976 : 383 ) bases his reasons on teaching the target language culture into three areas. Firstly, he claims that, the ability to interact with native speakers depends not only on language skills but also on comprehension of cultural habits and expectations of the target language group. He points out that, understanding a language does not ensure understanding the speaker's actions. Therefore, as he points out, cultural meanings should put upon linguistic forms, which is defined as elementary meaning units, namely, as words and idioms by Lado as previously mentioned in this section.

Secondly, Chastain indicates that, the inclusion of the teaching of culture is required because of the need for true understanding, tolerance and cooperation between people who belong to different cultural settings.

Chastain sets forth another reason in teaching the target language culture by considering the learners' interest in people who speak the language they are studying. He mentions that foreign language learners want to know more about the target language group, furthermore, the more they learn about the target language group, the more they realize their own cultural values and those of TL culture speakers.

H. D. Brown ( 1980 : 124-145 ) points out many sociocultural variables in learning and teaching foreign language(s). He focuses on " cultural stereotypes " (cf. Lado's " false clichés ), " attitudes ", and the " culture shock ".

On stereotypes, Brown briefly explains that a group of people picture or view other cultures in an oversimplified manner, lumping cultural differences into exaggerated categories. Hence, stereotyping is the attitude of a group of people reserving some false notions towards the other group in another culture.

As a second point, Brown stresses on " attitudes "

which result from false stereotyping, extreme ethnocentric thinking and insufficient knowledge on the target language group. Brown believes that, like all aspects of the development of cognition and affect in human beings, attitudes develop early in childhood and are the results of parents' and peers' attitudes who had contacts with people who are different in any number of ways.

Brown states another aspect of learning the target language culture, in his terms " the culture shock ". This is considered as a common experience for a person learning a foreign language in a foreign culture. For example, a Turk learning English in the United States. Brown defines the term culture shock as, " phenomena ranging from mild irritability to deep psychological panic and crisis." Brown bases his above judgement to a person who views his new world out of resentment and being angry at others for not understanding him.

Brown ( 1980 : 123 ) cites Murdock 's seven universals of cultural patterns of behaviour in the view of anthropologists :

- " 1. They originate in human mind.
2. They facilitate human and environmental interactions.
3. They satisfy basic human needs.
4. They are cumulative and adjust to changes

in external and internal conditions.

5. They tend to form a consistent structure.
6. They are learned and shared by all the members of a society.
7. They are transmitted to new generations."

( Brown 1980 : 123 )

Brown evaluates the above universals and defines culture thus : " ideas, customs, skills, arts and tools which characterize a given group of people in a given period of time. " He concludes his definition stating : " .. it is apparent that culture, as an ingrained set of behaviours and modes of perception, becomes highly important in the learning of a second language. "

As it is indicated in Chapter I, Allen and Valette ( 1977 : 326 ) cited four major categories of cultural goals of the language classes : (1) increasing student awareness of the target language ; (2) stimulating student interest in foreign language study ; (3) developing the ability to function in the target culture ; and (4) establishing an understanding of linguistic cultural referents, cultural values, and attitudes.

For the first goal, Allen and Valette mention that cultural facts of all kinds like : geographical, historical information, arts, science and so forth would be beneficial

in increasing the learners' awareness and later this awareness would translate itself into feeling of familiarity, with the result that the culture will no longer be strange and foreign.

Secondly, Allen and Valette ( 1977 : 336 ) suggest that the integration of culture into language classes would very well work to stimulate and maintain student in interest in foreign language. This time, Allen and Valette offer music, arts, paintings, sculpture, dance, folksongs, celebrating foreign holidays, parties, cards and the like.

Thirdly, Allen and Valette indicate that, to function effectively in the target culture, learners must be aware of outward differences in way of life patterns : greetings, eating habits, ways of getting around, invitations and so forth. As they emphasize, learners who are studying a foreign language with the intention of visiting or residing in the country where that language is spoken, need to have a familiarity with the cultural patterns which include appropriate use of language.

Finally, Allen and Valette ( 1977 : 349 ) focus on establishing an understanding of differences between cultures in terms of values and attitudes. They mention that cultures are changing rapidly, and specific cultural facts may become outdated. In order to reflect the target language way of life, they offer some methods and techniques, most of

which exploit audio-visual materials.

Finacchiaro ( 1965 : 37 ) points out five aims for English teaching programs :

" The progressive ability to understand the English he would use at his age when spoken by a native English speakers.

The progressive ability to carry on a conversation with a native English speaker on topics of interest to persons of his age group.

The progressive ability to read material in English with comprehension, ease, and enjoyment.

The progressive ability to write correctly and perhaps creatively in English.

The information, knowledge, attitude and insight to appreciate the cultural similarities and differences of English speaking people." ( Finacchiaro 1965 : 37 )

Within above five aims, the last aim, as she indicates, plays an important role in teaching a foreign language. Finacchiaro ( 1965 : 34 ) states that : ".. language is the central feature of a community's culture. The words and patterns of the language often determine the way in which people can talk about any experience. "

Williams ( 1978 : 40 ) bases his reasons on stereotyping and culture shock ( cf. section 2.2. pp. 23-24 ),

and indicates that, in order to function effectively when communicating with native speakers by either speech or writing, in addition to the linguistic forms, learners should know the native speaker's cultural attitudes and values. When concluding his above ideas, Williams states :  
" English is not simply a code that must be cracked and then translated back into the student's first language. "

### 2.3. How to Teach the TL Culture

In this part of the study, the teaching methods, techniques and activities in culture teaching will be reviewed.

In teaching the target language, while some educators focus on the use of audio - visual materials by integrating them as communicative classroom activities, some others suggest using printed materials presented by the teacher.

Chastain ( 1976 : 394 - 400 ) proposes various methods on teaching the target language culture :

First of all, he offers " culture assimilators " in order to supply cultural information in class. A culture assimilator consists of three parts : (1) a short passage demonstrating an intercultural exchange in which a misunderstanding occurs, (2) four possible interpretations

of what transpired, and (3) feedback for the students as to the correct answer.

Bals ( in Chastain 1976 : 395 ) gives an example in which the afternoon visit of a young American to a German home does not turn out as well as he had anticipated. Knowing that a gift is appropriate, he presents the hostess with a bouquet of red roses. However, he is startled to notice that she reacts negatively to the gift. The interpretations are (1) the hostess is allergic to roses ; (2) the hostess prefers to buy her own flowers ; (3) flowers are appropriate only when the guest is having dinner ; or (4) red roses are given to sweethearts, not to hostesses. The students finish by learning the correct answer and discussing the implications.

Chastain ( 1976 : 395 ) indicates that, focus on confusion caused by differences in cultural expectations is an excellent means of developing student insight into those differences between cultures.

The above teaching method which is labelled as " culture assimilators ", is also suggested by Allen and Valette ( 1977 : 357) and Stanislawczyk and Yavener ( 1976: 81 ).

Chastain ( 1976 : 395 ) suggests " culture capsules" which is often preferred to start a discussion on a cultural topic. Culture capsule is a brief description

of one aspect of the second culture followed by a discussion of the contrasts between the cultures. In this technique, (1) the teacher describes an aspect of the target language culture, (2) students discuss and summarize the principal differences between the two cultures.

In Stanislawczyk and Yavener ( 1976 : 68 ), culture capsules are not presented orally by the instructor but capsules are given to learners as short reading passages. After comprehending the passage, the discussion is held as Chastain suggests.

Allen and Valette ( 1977 : 353 ) also suggest culture capsules in a written format. Moreover, they combine visual materials ( e.g. photos, magazine pictures etc. ) as supplementary materials for the culture capsule.

Chastain ( 1976 : 396 ) suggests another technique to present the target language culture under the name of " mini dramas or miniskits ". According to Stanislawczyk and Yavener ( 1976 : 82 ) a minidrama is a brief encounter between two cultures. It is used to provide a springboard for discussion. Chastain ( 1976 : 396 ) suggests video tape recorder in order to present scenes from the target language culture. Short scenes which involve misunderstandings between the two cultures is viewed by the learners, then the teacher leads a discussion on the unfortunate events, and supplies data to help the learners analyze

the cultural conflict.

Both Chastain ( 1976 : 396 ) and Allen and Valette ( 1977 : 360 ) suggest the technique "culture clusters" which is a short unit that contains three or four culture capsules ( cf. section 2.3. pp. 29 - 30), questions for discussion and finally role playing by the entire class. During the role playing the teacher acts as narrator and guides the learners through the simulation.

Chastain exemplifies the above technique giving Meade and Morain's example which is about wedding ceremonies in France :

" The first capsule treats the civil ceremony, the second the religious ceremony, and the third the wedding banquet. On the fourth day the differences between a city and a country wedding are contrasted, and an enactment of a country wedding is presented."  
Meade and Morain ( in Chastain 1976 : 396 )

Another classroom activity, "role playing" is also suggested by many educators in many different types of teaching the target language culture. For example, Donahue et al. ( 1982 : 359 ) state : "... learning a second culture is part of learning a second language." They suggest role playing to achieve the above task. Donahue et al. indicate that : " Role play promotes the process of trans-cultural dialogue while providing

students with the opportunity to practice new language and social forms in realistic situations."

Donahue et al. summarize the role playing technique in eight steps. Initially, learners are given a situation which involves different cultural aspects related to the target language culture. The first step is (1) warm up - it serves a) to set the scene for the role play through the telling of the situation ; b) to prepare students for choosing roles ; c) to search for the role players. In this first step, the teacher describes the situation briefly, asking students questions about how they would solve the situation ( i.e. What would you say?, Whose opinion would you accept?, etc. ). Second step is (2) selecting the role players. In this phase, students who have shown some response to the situation when it was described in step I are selected. Thirdly, (3) the teacher prompts observes to look for verbal and nonverbal patterns as greetings, friendliness, distance between speakers, leave takings etc.. Fourth step is (4) role playing, and students are given 10 - 15 minutes to prepare the role play and to act out solutions offered in step I. as spontaneously as possible. In fifth phase (5), to clarify why certain responses were given in the situation, to offer other solutions and to provide insights into how each culture views and responds to the same situation differently, a discussion of the role play is held by entire class. As the sixth

step (6), to permit others to set their solutions, another group of roleplayers are selected. At the seventh phase (7) a further discussion is performed to find out differences between cultures dealing with the learners' observations. As the final step (8) in order to list the appropriate actions, a summary is provided by the teacher.

Role playing technique is also suggested by Williams ( 1978 : 41 ) and he offers " cue cards " to illustrate role - play situations. Learners are instructed by the situations written in the cue cards then, learners play the roles while rest of the class are watching and taking notes for further discussion. The following cues illustrate the kind of cross-cultural role - play situations :

" Cue card I : I'm an American. Tonight I'm having a dinner party to which I've invited a new Indonesian friend. Asians are sometimes shy, I understand, so I must be especially friendly and urge him to help himself to all the food he can eat. I've planned a very special dinner with ham and wine.

Cue card II : I'm an Indonesian Muslim visiting in the United States. Tonight I've been invited to a dinner party by an American whom I've only recently met. I see that ham and wine are being served at the table. I don't want to embarrass my new friend, but I really can't eat this meal because my religion prohibits it." ( Williams 1978 : 41 )

Chastain (1976 : 398) suggests audio - visual materials in teaching the target language culture. He mentions that audio - visual materials can make a vital contribution to stimulate interest in the target culture and to have a clear perception of the way of life in the target culture.

Swenson et al. ( 1985 : 149 ) indicate that video is a splendid means to provide cultural insight to learners who, in the course of their education, will perhaps never visit a country where the language they have been learning is spoken.

Lado ( 1964 : 30 ) also suggests " motion pictures " and other visual materials and indicates that : "...they provide a powerful medium for giving the student experience in cultural meanings. "

Similarly, Tomalin (1986 : 6) mentions that : "video shows the culture of the target language in action and allows the learner to examine it in detail." He concludes his opinions on the use of video in teaching the culture stating : ".. cultural misunderstandings can be cleared up by the use of video. "

Dobson ( 1981 : 81 ) indicates that audio- visual materials are the best means in presenting a realistic image of the target language culture. She points out that :

" .. motion, sound and color all contribute to making the culture come alive. "

The "socratic method" which is suggested by Allen and Valette ( 1977 : 350 ), may very well work when the above opinions on audio - visual materials are taken into consideration. It is a technique in which the teacher makes use of films, television programs etc., for discussion in class. Through carefully planned questioning, the teacher leads the students to an understanding of the values held by the people of a foreign language.

A video session, for example, requires some preparation before presenting it to the class. Based on Allen and Valette's above method, Cole and Griffin ( 1982 : 5 ) give the sequence of classroom activities that should be prepared before presenting the material to the students.

Firstly, the film or the episode is viewed by the instructor several times in order to draw students attentions on specific points of interest, sdme clues and attention points are provided to the students before watching the film clip. These are gathered by the teacher during the preview phase of the procedure. In this phase, the timing details are also noted by the teacher, which are related with the individual scenes of the film or the episode. Comprehension questions are also prepared in this phase.

After the above preparation, and before allowing the learners to view the film or the episode, a brief description of the episode or the film is instructed to the learners.

Thirdly, after viewing the film or the episode, comprehension questions are asked learners to make them understand the place, people, cultural differences and events of the film or the episode.

Fourthly, the learners are asked to find out the similarities and differences between their native culture and the TL culture during the second viewing.

Finally, cultural topics which are collected from the film or the episode are discussed by the entire class. In this activity the discussion focuses on the similarities and the differences between the target language culture and the learners' native culture.

Stanislawczyk and Yavener ( 1976 : 67 ) also suggest films in teaching the target language culture. They offer the following procedure :

1. Preview the film. Prepare a summary in a simplified manner on significant cultural facts.
2. Prepare guiding questions to help learners what to look for. Besides emphasizing plot, call students' attention to culturally signi-

- ficant phenomena which reflect the way of life.
3. After the class viewed the film several times, discuss it using the prepared questions as a point of departure.
  4. Carry on follow-up activities : Student-made dialogues; Paraphrasing certain scenes from the film, groups of students can compose recombination dialogues using simplified language. ( cf. Stanislawczyk and Yavener 1976 : 67-68 )



## CHAPTER III

### RESEARCH MODEL OF THE STUDY

#### 3.1. Research Design

This study is designed in Karasar's (1984 : 102) terms as Pretest - Posttest Control Group Design.

At the beginning of the study, in order to answer the question set in the Problem section ( cf. 1.2. ) and to achieve a number of purposes set in the Purpose of the Study section ( cf. 1.3. ) a Culture test was developed ( cf. Appendix F ) in order to find out whether knowledge about the target language itself was similar for subjects in each group, an English Proficiency Test was employed.

The Culture Test used both as the Pretest and the Posttest, was designed under the supervision of Dr. Jonathan de Berkeley Wykes who is teaching EFL in Turkey for many years.

### 3.1.1. Description of the Culture Test

As was indicated earlier in this study ( cf. section 1.1.3. ), the teaching of culture is required for many reasons, but in this study, the teaching of cultural values and attitudes related to the target language are considered primarily.

Therefore, in designing the Culture Test the above view was taken into consideration. The thirty stiations / questions presented in the test are distributed as below:

- 11 test items to investigate " Attitudes " of FL learners towards TL culture ;
- 13 test items to investigate " Knowledge " of FL learners about attitudes of individuals about their native ( i.e. TL ) culture;
- 6 test items to investigate " Knowledge " of FL learners about the TL culture.

The following are examples about these categories.

Sample situation for " attitude " :

- ( Question 17 ) A young man and woman, one afternoon, are drinking beer and smoking in a public place, you think that,
- ... a. it is not the proper time of the day to drink
  - ... b. she is having a normal conversation with her boy friend

- ... c. she is acting against social patterns of  
behaviour
- ... d. they are not British.

Sample situation for " knowledge about attitude " :

( Question 23 ) When travelling by bus in England,  
an English who sits near you, may  
not want to smoke your cigarette,  
in such a case you may think that,  
the man

- ... a. does not want to smoke
- ... b. does not want to talk
- ... c. smokes rarely
- ... d. does not like Turkish cigarettes.

Sample question for " knowledge " :

( Question 22 ) English Pubs' open hours are strictly  
controlled by the law, they are open  
from,

- ... a. 11:00 a.m. to 2:00 a.m.
- ... b. 6:00 a.m. to 5:00 p.m.
- ... c. 5:00 a.m. to 10:00 p.m.
- ... d. 12 noon to 7:00 p.m..

As may be observed from the above examples, most of  
the situations / questions are aimed to measure cultural  
attitudes of the target language users and the subjects'  
knowledge of attitude towards that culture. But, there were

also situations / questions to measure subjects' general knowledge about the target language culture. Hence, generally speaking, the Culture Test was designed to measure subjects' overall knowledge and attitudes related to the target language culture.

The Culture Test was employed as pretest and posttest. The reason was ; (1) learners were not asked to find out the correct answers and / or alternatives, but were asked to rank the alternatives and / or answers from the most appropriate / applicable to the least appropriate / applicable by assigning numbers " 1 ", " 2 ", " 3 " and " 4 " ; (2) the Culture Test, as was previously exemplified, contains heavily " attitudes " of the target language group and subjects' " knowledge about attitudes ". Therefore, the use of same situation / questions would be more valid in terms of comparing change in subjects over time.

Ranking system is preferred to multiple choice technique for the sake of true comparison between the Culture Pretest and the Culture Posttest because : (1) subjects cannot easily predict the most appropriate / applicable alternatives ; (2) this system of grading is more objective. Subjects were asked to rank the four alternatives and their judgements were compared with the rankings considered " correct " by the author. The " correct " ranking for each question / situation was

determined by discussing these with Dr. Wykes, who at the same time took part in the process of preparing the Culture test. The author is well aware that this way of ranking of some situation / question types may be influenced by idiosyncratic factors. However, it was assumed that, as subjects' responses ( i.e. rankings ) were compared to a set of such determined " standard " or " correct " responses, this would serve the purpose of the study to indicate change in an individual over a period of time.

### 3.2. Subjects

In this study, fifty students of Anadolu University, Education Faculty English Teacher Training Department were selected randomly among first - year students.

Although, subjects were selected randomly, an English Proficiency Test was employed to the learners in order to : (1) balance the Control group and the Experimental group ; (2) find out at what level the learners are - this is required for the level of instruction.

Dealing with the English Proficiency test results, and, since there was no significant difference between the learners, in terms of their level of English, present I - A and I - B classes were considered as the Control group and the Experimental group respectively.

Subjects in the Control group who were taught the Culture course through formal teacher presentations and subjects in the Experimental group through audio - visual materials, were taught by the same instructor.

### 3.3. Data Collection

In order to collect data to compare the two groups of learners, an English Proficiency test and a Culture test were employed to both groups.

The Proficiency test was used to determine the linguistic level of the two groups, and thus it was used only at the initial phase of the study.

The Culture test, however, was used as at the initial and final phases of the study ( i.e. as Culture Pretest and Culture Posttest ).

Following the application of the English Proficiency Test and the Culture Pretest, the teaching of English culture was carried out dealing with two different teaching methods to the study groups. Namely, while the Control group was taught through formal teacher presentations, the Experimental group was taught through audio - visual materials for a four-month period of time.

Meanwhile, the teaching of target language culture was integrated to the first-year students' program as

extra two hours per week in the second term of 1986 - 1987 academic year.

Since this is a comparative study, the course syllabus for the Control group and the Experimental group was designed : (1) by considering the cultural attitudes and values of the target language group ( cf. Purpose section ) ; (2) as the same for both groups ; (3) by picking up the cultural topics from culture based course-books and audio - visual materials.

Major sources, for the course syllabus, were Life in Modern Britain ( Broomlead 1985 ), Life in Britain ( Brookes 1986 ), Britain Today ( Musman 1977 ), Educational video - cassette series Follow me to San Francisco ( Griffin 1982 ), slides - that present views from Britain and borrowed from British Council - commercials from British T.V. and a commercial film that presents life style of the youth in English-speaking countries.

The topics presented to both groups included : family life - social structure of family groups, their relations - friendship ; appropriate use of language - compliments, insults, politeness, addressing, invitations, introductions, appointments ; education system ; hobbies ; part-time jobs ; youth ; goals in life and the like.

In teaching the English Culture to the Control group, was introduced through traditional and formal

teacher presentations. Supportive culture coursebooks were used for this group.

Procedures followed in a formal teacher presentations can be summarized as below :

- (1) A paper which was prepared by the instructor on the cultural topic / unit was presented to the subjects in the Control group by the teacher in a formal presentation manner. During the presentation, except answering questions asked by students, no extra activity ( i.e. student - student or student - teacher interaction ) was held before the discussion.
- (2) Following the lecture, in order to clarify basic similarities and differences between cultures, teacher asked questions in order to guide the group to discuss relevant issues.
- (3) In the final phase, the discussion on basic similarities and differences between the target language culture and the learners' native culture was carried out with the participation of the entire class.

In presenting the target language culture to the Experimental group, audio - visual materials were used.

The following is an audio - visual based teaching procedure :

- (1) Previewing the material (e.g. film, short episode, slide etc.) in order to a) collect information about material b) inform learners about the material ( e.g. place, people, cultural points etc. ) c) prepare questions both for comprehension and discussion d) note timing detail of specific and / or individual scenes of the material.
- (2) A brief description is instructed to the learners before viewing the material.
- (3) After the first viewing, in order to make the learners understand the place, people, events, cultural differences, comprehension questions are asked to the learners.
- (4) In second viewing the material, learners are asked to find out the basic similarities and differences between their native culture and the target language culture.
- (5) In the final phase, cultural topics collected from the audio - visual material, are discussed by the entire class.

#### 3.4. Data Analysis

In order to calculate and obtain statistical data, firstly raw scores were collected by the application of the following procedure :

In English Proficiency Test, since it contained one hundred questions, subjects got one point for each correct answer. In other words, a learner would get one hundred credit as the highest score and one credit as the lowest out of one hundred questions.

As it was indicated earlier in this Chapter ( cf. 3.2. Subjects section ), the English Proficiency Test was employed in order to compare the randomly selected two groups of first year learners on the basis of their language levels.

Therefore, to obtain statistical data for comparing the two groups and due to the fact that we have fewer than thirty subjects, " the two - sample t-test " was conducted ( cf. Appendix E ).

Since, the Culture Pretest and the Culture Posttest was identical, the same procedure was conducted for both tests.

The Culture Pretests and the Culture Posttests were analyzed in terms of correct ranking. Since subjects were asked to rank the alternatives ( cf. section 3.1.1. ) by assigning numbers "1", "2", "3" and "4", the total credit for each item was "10". In other words, a subject could get a point of 10 for a correct ranking in each situation / question. Accordingly, a subject might get 300

points as the highest score in the Culture Test.

In order to calculate subjects' credit for each situation / question, subjects rankings were compared with the correct rankings. (\*)

Example : (situation) Complimenting is acceptable if you are a guest, therefore, you can compliment on host / hostess's

(Subject's ranking)

.3. a. furniture and effects

.4. b. clothes

.2. c. quality of the dinner

.1. d. family life

Numbers which were written to rank the alternatives by the subject and on the left side of the alternatives in dotted places were compared with correct ranking of the alternatives.

Example : Subject's (above) ranking	Correct ranking
3 .....	4
4 .....	2
2 .....	3
1 .....	1

As it is observed from the above case, subjects

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(\*) Each "correct" ranking employed for each question item in this study was determined by the author and a native speaker of the TL culture. Ranking of some question

ranking does not match the ranking adopted to be "correct". In order to calculate the subject's credit for the above situation, rankings are compared by subtracting the numbers from each other.

Example : Subject's ranking	" Correct " ranking	Difference
3 .....	4 .....	1
4 .....	2 .....	2
2 .....	3 .....	1
1 .....	1 .....	0
<hr style="width: 10%; margin: 0 auto;"/>	<hr style="width: 10%; margin: 0 auto;"/>	<hr style="width: 10%; margin: 0 auto;"/>
10	10	4

By comparing the subject's ranking and the "correct" ranking, the difference between the rankings is obtained (i.e. the difference was calculated as above). The calculation of the difference is obtained by subtracting the subject's ranking and the "correct" ranking from each other. The addition of difference between the two rankings gives the total difference for each wrong ranking. Since the total credit, for each situation, is 10, the subtraction of the difference from the total credit gives the subject's credit from given situation. When the above case is taken into account, the result is thus :

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types may vary from one scorer to another. However, one person's ranking is considered to reflect the cultural biases of target language. As ranking was considered to explore within subject and between subject variations, a standardized ranking / scoring was considered in data analysis in this study.

Total credit		Subject's total		Subject's
		difference		credit
10	-	4	=	6

Accordingly, the subject gets 6 points for the above situation.

After having the raw scores of the English Proficiency Test, the Culture Pretest and the Culture Posttest statistical results were calculated by the application of "t-tests". In comparing between group raw scores, the "two - sample t-test" and within group comparisons the "paired - sample t-test" were conducted.

For example, in comparing the Control group's Culture Pretest and the Experimental group's Pretest, the "two - sample t-test" but, in comparing the Control group's Culture Pretest and Culture Posttest, the "paired - sample t-test" was conducted ( cf. Appendices D and E ).

Meanwhile, due to the fact that, each group consists fewer than thirty subjects, the above ( i.e. "two - sample t-test and "paired - sample t-test) t-tests were preferred.

After having the results of the English Proficiency Test, the second task as set at the beginning of the study was tested. In order to find out whether there was a significant difference between the Control group who were taught

through formal teacher presentations and the Experimental group taught through audio - visual materials, the " two - sample t-test " was run with the results of the Culture Pretests between the Control group and the Experimental group.

The third task was to measure the improvement in the Experimental group who were taught through audio-visual based teaching of the target language culture. The results of the Culture Pretest and the Culture Posttest within the Experimental group were compared running the " paired - sample t-test ". ( cf. Appendix E ).

The fourth task was to measure the achievement within the Control group who were taught through conventional teacher presentations. The results of the Culture Pretest and the Culture Posttest within the Control group were compared by conducting the " paired - sample t-test ".

The last task was to compare the Culture Posttest of the Control group and the Culture Posttest of the Experimental group. In order to find out whether there was a significant difference between the Control group learners and the Experimental group learners in terms of learning the target language culture, the " two - sample t-test " was conducted.

In this study, the entire results were compared at the " 0.05 " level of confidence.



## CHAPTER IV

### ANALYSIS OF RESULTS

In this study, the general aim is, to compare two different teaching methods. To achieve this task, the research has been carried out with the Control group who were taught through conventional teacher presentations and the Experimental group who were taught through audio - visual materials.

#### 4. 1. Results of T-tests

At the beginning of the study, an English Proficiency test was employed to the Control and the Experimental groups.

The first question to be answered was : Is there a significant difference between learners who are taught through formal presentations and learners who are taught

through audio - visual materials in terms of their level of English at the beginning of the study ?

This question was investigated by testing the following null hypothesis.

$H_0$  : There will be no significant difference between the Control group and the Experimental group in terms of subjects' level of English.

In English Proficiency test, in terms of correct answers, the highest score was 69 and the lowest score was 27 in the Experimental group. Within the Control group the highest score was 71 and the lowest score was 36 out of one hundred questions ( cf. Appendix C ).

The distribution of the difference between the English Proficiency tests of the Experimental group and the Control group is summarized in Table 1.

Table 1

The results of the t-test showing the difference between the Experimental group and the Control group in English Proficiency test

Condition	n	d.f.	$\bar{x}$	s.d.	t	p	level of significance
Experimental Group	25	24	50.80	9.20			
Control Group	25	24	55.60	8.62	1.86	2.021	0.05

As it can be observed from the Table 1, the Experimental group reached a mean value of  $\bar{x} = 50.80$  and the Control group scored as  $\bar{x} = 55.60$  in English Proficiency test. The standard deviation was  $s.d. = 9.20$  in the Experimental group and as  $s.d. = 8.62$  in the Control group.

The t-value between the English Proficiency tests of the Experimental group and the Control group was calculated thus :  $t = 1.86 < p = 2.021$  at the 0.05 level of significance.

Accordingly, this result justifies that there is no significant difference between the Experimental group and the Control group in terms of subjects' level of English at the beginning of the study.

Thus we failed to reject the null hypothesis which was set above.

The second question to be answered was : Is there a significant difference between learners who are taught through formal presentations and learners who are taught through audio - visual materials in terms of learners' knowledge about the target language culture before entering a course of study ?

This question was investigated by testing the following null hypothesis.

$H_0$  : There will be no significant difference between the Experimental group and the Control group in the Culture Pretest.

In Culture Pretest, in terms of correct ranking, in the Experimental group, the highest score was 202 and the lowest score was 160 ( cf. Appendix A ). In the Control group the highest score was 202 and the lowest score was 158 ( cf. Appendix B ) out of thirty questions.

The distribution of the difference between the Culture Pretest of the Experimental group and the Culture Pretest of the Control group is summarized in Table 2.

Table 2

The results of the T-test Showing the Difference between the Experimental group and the Control group in Culture Pretest

Condition	n	d.f.	$\bar{x}$	s.d.	t	p	Level of significance
Experimental Group Pretest	25	24	180.48	9.95			
					0.79	2.021	0.05
Control Group Pretest	25	24	183.04	12.22			

The results in Table 2 show that the Experimental group reached a mean value of  $\bar{x} = 180.48$  and the Control

group scored a mean value of  $\bar{x}=183.04$  in Culture Pretest. The standard deviation was calculated as  $s.d.=9.95$  in the Experimental group and as  $s.d.=12.22$  in the Control group.

The t-value between the Culture Pretests of the Experimental group and the Control group was  $t=0.79$   $<$   $p=2.021$  at the 0.05 level of significance.

Accordingly, this result justifies that there is significant difference between the Exherimental group and the Control group in terms of subjects' knowledge about the target language culture.

Thus, we failed to reject the null hypothesis which was set above.

The third question to be answered was : Is there a significant difference within the study group who are taught the target language culture through audio - visual materials at the end of the study ?

This question was investigated by testing the following null hypothesis:

$H_0$  : There will be no significant difference between the Culture Pretest and the Culture Posttest within the Experimental group.

In Culture Pretest, in terms of correct ranking,

the Experimental group reached 202 as the highest score and remained on 160 ( cf. Appendix A ) as the lowest score. In Culture Posttest, the Experimental group reached 222 as the highest score and remained on 182 ( cf. Appendix A ) as the lowest score out of thirty questions.

The distribution of the difference between the Culture Pretest and the Culture Posttest within the Experimental group is demonstrated in Table 3.

Table 3

The Results of the T-test Showing the Difference between the Culture Pretest and the Culture Posttest within the Experimental group

Condition	n	d.f.	x	s.d.	t	p	Level of significance
Experimental Group Culture Pretest	25	24	180.48	9.95			
					11.01	2.064	0.05
Experimental Group Culture Posttest	25	24	204.88	9.85			

As can be observed from the Table 3, the Experimental group reached a mean value of  $\bar{x} = 180.48$  in Culture Pretest. On the other hand, the Experimental group reached a mean value of  $\bar{x} = 204.88$  in the Culture Posttest. The

standard deviation was calculated as s.d.= 9.95 in the Culture Pretest and as s.d.= 9.85 in the Culture Posttest within the Experimental group.

The t-value between the Culture Pretest and the Culture Posttest within the Experimental group was, ,  $t=11.01 > p = 2.064$  at the 0.05 significance level. Thus, such a result shows a significant difference between the Culture Pretest and the Culture Posttest in the Experimental group.

Accordingly, we rejected the null hypothesis which was set above.

The fourth question to be answered was : Is there a significant difference within the study group who are taught the target language culture through formal teacher presentations at the end of the study ?

In order to answer this question the following null hypothesis was tested :

$H_0$  : There will be no significant difference between the Culture Pretest and the Culture Posttest within the Control group.

In the Culture Pretest, in terms of correct ranking, the highest score was 202 and the lowest score was 158 in the Control group. On the other hand, in Culture

Posttest the Control group reached 212 as the highest score and remained on 166 as the lowest score ( cf. Appendix B ) out of 30 questions.

The distribution of the difference between the Culture Pretest and the Culture Posttest within the Control group is demonstrated in Table 4.

Table 4

The Results of the T-test Showing the Difference between the Culture Pretest and the Culture Posttest within the Control group

Condition	n	d.f.	$\bar{x}$	s.d.	t	p	Level of significance
Control Culture Pretest	25	24	183.04	12.22			
					7.47	2.064	0.05
Control Culture Posttest	25	24	196.08	11.33			

The results in Table 4 show that the Control group reached a mean value of  $\bar{x} = 183.04$  in the Culture Pretest. In Culture Posttest, the Control group reached a mean value of  $\bar{x} = 196.08$ . The standard deviation was calculated as s.d. = 12.22 in Culture Pretest and as s.d. = 11.33 in the Culture Posttest.

The test run, which the t-value was  $t = 7.47$  >

$p = 2.064$  at the 0.05 level of significance.

Accordingly, this result indicates that there is a significant difference between the Culture Pretest and the Culture Posttest within the Control group.

Dealing with the above result, we rejected the null hypothesis which was set above.

The fifth and the final question to be answered was : Is there a significant difference in learning about the English culture between the study groups who are taught through audio - visual material and through formal teacher presentations at the end of the study ?

This question was investigated by testing the following null hypothesis :

$H_0$  : There will be no significant difference between the Experimental group and the Control group in the Culture Posttest.

In Culture Posttest, in terms of correct ranking, in the Experimental group the highest score was 222 and the lowest score was 182 ( cf. Appendix A ) in the Control group the highest score was 212 and the lowest score was 166 ( cf. Appendix B ) in Culture Posttest out of 30 questions.

The distribution of the difference between the

Culture Posttest of the Experimental group and the Culture Posttest of the Control group is demonstrated in Table 5.

Table 5

The Results of T-test Showing the Difference between  
the Experimental group and the Control group  
in the Culture Posttest

Condition	n	d.f.	$\bar{x}$	s.d.	t	p	Level of significance
Experiment Culture Posttest	25	24	204.88	9.85			
					2.87	2.021	0.05
Control Culture Posttest	25	24	196.08	11.33			

As can be observed from the Table 5, the Experimental group reached a mean value of  $\bar{x} = 204.88$  and the Control group scored a mean value of  $\bar{x} = 196.08$  in the Culture Posttest. The standard deviation was calculated as  $s.d. = 9.85$  in the Experimental group, in the Control group the standard deviation was calculated as  $s.d. = 11.33$ .

The t-value between the Experimental group and the Control group in Culture Posttest comparison, was  $t = 2.87 > p = 2.021$  at the 0.05 level of significance.

This result justifies that there is a significant

difference between the Culture Posttest of the Experimental group and the Culture Posttest of the Control group.

Accordingly, we rejected the null hypothesis which was set above.



## CHAPTER V

### DISCUSSION AND SUGGESTIONS

#### 5.1. Discussion

As it was mentioned in Chapter II ( cf. section 2.2. ), many educators pointed out various goals for general language teaching and they indicated the importance of teaching the target language culture alongside language teaching.

Taking the suggestions made by educators into consideration, it is seen that, the main goal in including information about the culture of the target language speakers is to improve effective cross - cultural communication in learners part.

Before the Culture Pretest and the Culture Posttest results of the Control and the Experimental groups, it

would be appropriate to set out the results in their actual order.

At the beginning of the study, an English Proficiency Test was given in order to measure learners (who were formed as the Control group and the Experiment group ) level of linguistic ability on English Language. The t-test ( cf. Table 1. ) indicated that there was no significant difference in English Proficiency Test in terms of subjects' level of English. In other words, the teaching of the target language culture would be carried out even though the methods for the Control group and the Experimental group were different.

The Culture Pretest was given study subjects in order to measure learners' initial " attitude", " knowledge about attitude " and general " knowledge " about the target language culture, at the beginning of the study.

Comparison of the Culture Pretest results between the Control group and the Experimental group ( cf. Table 2. ), the t-value showed that there was no significant difference between the two groups in terms of learners' " attitudes " towards target language culture, " knowledge about attitudes " , " knowledge " of target language culture.

The above result would also mean that , learners who were not taken any target language courses previously ( i.e. in their secondary and high-school education ) had reached the same results both in the Control group and the Experimental group.

When the results of the Culture Pretest and the Culture Posttest within the Experimental group were compared, the t-value (cf. Table 3.) indicated that there was a significant difference between the Culture Pretest and the Culture Posttest which was given after a four-month period of teaching the target language culture through audio - visual materials.

Thus, it can be concluded that, as previously mentioned ( cf. Chapter II, section 2.3.), audio - visual materials have a particular value in reflecting and teaching the target language culture effectively in an alien cultural setting.

Chastain ( 1976 : 388 ) states that, audio - visual materials can make a vital contribution to the stimulation of interest and to a clearer perception of the target language way of life.

As Chastain, some other educators also suggest audio - visual materials in teaching the target language culture ; (1) to reflect clearly what people do ; (2) make

learners perceive explicitly what people reserve as a cultural value and attitude. ( cf. Allen and Valette 1977: 350 ; Robinett 1980 : 248 )

Dealing with the above views, it can be said that, the teaching of the target language culture in an unnatural setting (i.e. in Turkish cultural environment ) requires the use of audio - visual materials. On the above point Robinett ( 1980 : 248 ) states : " In an environment where English is a FL, cultural information usually must be specifically selected and introduced within the classroom, perhaps through pictures and films."

Taking the above supportive views into consideration, it could be possible to say that audio - visual based teaching of the target language speaker's culture is beneficial. But, this does not mean that the teaching of the target language culture through formal presentations is worse.

When the results of the Culture Pretest and the Culture Posttest were compared within the Control group, ( cf. Table 4 ), subjects showed an improvement in their understanding of the target language culture. The t-value indicated that there was a significant difference between the Culture Pretest and the Culture Posttest in the Control group.

Thus, the following points would be the reasons of the improvement which was observed within the Control group.

Firstly, it should be noted that, the teaching of the target language culture was based on the same syllabus for both groups. But, the Control group had a coursebook which contained more than the course syllabus included. In other words, the cultural topics which were included into the syllabus of the Culture courses for both groups were limited in some certain cultural topics ( cf. section 3.2. ). Since the Experimental group subjects did not have any extra textual material, they did not have a chance to review their previously learned cultural topics which was the reverse case for the Control group.

Therefore, within the Control group the improvement in a four-month period could be attributed to the above view. Another factor on the process within the Control group might be the detailed content of the coursebook(s). Although the Culture Pretest and the Posttest was restricted in attitudes and overall knowledge of the TL culture, some of the detailed reading passages about the characteristics of the target language group might contribute more to learners' knowledge.

The final task set in this study was to find out the achievement on learning the target language culture

between the Control group and the Experimental group. In order to do the above task, the results of the Culture Posttest between the Control group and the Experimental group were compared. The t-value ( cf. Table 5 ) showed that there was a significant difference between the two groups.

Meanwhile, as it was mentioned before, both groups showed progress, when the within group comparisons were taken into consideration. In other words, both the Control group and the Experimental group showed improvement when the within group ( Culture Pretest - Culture Posttest ) comparisons were investigated. ( cf. Tables 3 and 4 ) In this case, when the mean values of the Control group and the Experimental group were taken into consideration, the Experiment group showed better performance in Culture Posttest. Thus it could be said that, subjects who were taught through audio - visual based method progressed better than the conventional presentation based teaching of the target language culture.

#### 5.1.1. Conclusion

Although the aim of this study was to compare two different teaching methods on teaching the target language culture in an EFL context, as a matter of fact, it was observed that audio - visual based teaching made a particular contribution to the teaching of TL culture.

In considering the results, it would not be wrong to say that audio -visual materials are effective means of bringing forth cultural insights into classroom and they provide variety, motivate learners, bring more discussion points and promote understanding of the target language culture.

### 5.2. Suggestions for Further Studies

1. The effectiveness of audio - visual materials in teaching the target language culture, can be investigated in learners' cognitive level. In other words, whether the audio - visual materials make the learning process easy and meaningful, and how the audio - visual materials motivate learners can be investigated.

2. In order to find out the role of native speaker teachers of English and non-native speaker teachers of English in teaching and reflecting the TL way of life, a comparative study can be carried out.

3. Finally, it is hoped that this study will stimulate the reader to ask further questions on teaching the culture of the foreign language which can be examined in a longitudinal study.

APPENDIX ADistribution of the Scores  
The Experimental Group

<u>Subjects</u>	<u>Culture Pretest</u>	<u>Culture Posttest</u>
1	176	208
2	160	194
3	172	198
4	202	206
5	184	212
6	172	202
7	190	198
8	182	196
9	174	204
10	192	218
11	180	182
12	182	210
13	186	222
14	182	204
15	166	218
16	188	216
17	170	196
18	196	216
19	180	202
20	176	198
21	166	204
22	182	196
23	176	194
24	190	210
25	188	218

APPENDIX B

## Distribution of the Scores

## The Control Group

<u>Subjects</u>	<u>Culture Pretest</u>	<u>Culture Posttest</u>
1	192	200
2	196	212
3	192	206
4	166	176
5	176	196
6	188	196
7	184	200
8	166	186
9	190	208
10	166	188
11	188	210
12	190	200
13	182	186
14	198	206
15	198	208
16	168	204
17	186	194
18	176	182
19	172	202
20	178	184
21	158	166
22	202	204
23	190	198
24	198	198
25	176	192

## APPENDIX C

Distribution of the Scores  
English Proficiency Test

Experimental Group		Control Group	
<u>Subjects</u>	<u>Scores</u>	<u>Subjects</u>	<u>Scores</u>
1	59	1	54
2	54	2	71
3	54	3	44
4	69	4	48
5	69	5	64
6	51	6	57
7	46	7	68
8	46	8	51
9	51	9	52
10	49	10	55
11	48	11	52
12	41	12	65
13	52	13	57
14	55	14	67
15	65	15	54
16	37	16	59
17	56	17	44
18	50	18	54
19	54	19	56
20	45	20	64
21	46	21	48
22	47	22	51
23	54	23	36
24	27	24	51
25	45	25	68

APPENDIX D

## Formulas Used in Two-sample T-test

Hypotheses :  $H_0 : \bar{x}_1 = \bar{x}_2$

$$H_1 : \bar{x}_1 \neq \bar{x}_2$$

Standard

Deviation :

$$G = \sqrt{\frac{n_1 s_1^2 + n_2 s_2^2}{n_1 + n_2 - 2}}$$

t-statistics :  $t = \frac{\bar{x}_1 - \bar{x}_2}{G \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$

APPENDIX E

## Formulas Used in Paired-sample T-test

Hypotheses :  $H_0 : \bar{d} = 0$

$H_1 : \bar{d} \neq 0$

Standard  
Deviation :  $S = \sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n - 1}}$

Variance :  $S_{\bar{d}} = \frac{s}{\sqrt{n}}$

t-statistics :  $t = \frac{\bar{d}}{S_{\bar{d}}}$

APPENDIX F

## The Culture Test Used in the Study

In this test, each introductory part is a statement with four possible answers given. You are asked to read the statements and then rank the alternatives from " 4 " for the alternative most applicable in your case, " 3 ", the next most applicable, and so on.

Name :

Number :

Class :

1. It is five o'clock in the afternoon. This time of the day is,
  - ... a. normal dinner time
  - ... b. special occasion time
  - ... c. not British
  - ... d. tea time
  
2. How much salary does your father get ? When you ask such a question to one of your British friends, possible answer is,
  - ... a. I don't know
  - ... b. 400 Pounds
  - ... c. 'salary?'
  - ... d. Why do you want to know this

3. After having the lunch with your foreign friends in London; what would you expect from your friends on paying the bill ?
- ... a. One of my friends pays the bill
  - ... b. share the bill
  - ... c. who eats more pays the bill
  - ... d. Host pays the bill
4. What would you say to your friends after the lunch ?
- ... a. Next time, let's have a meal here
  - ... b. Service was excellent
  - ... c. .... (nothing)
  - ... d. Bon appétite
5. Student often greet their lecturers by saying,
- ... a. Good morning Mr. Brown
  - ... b. Good morning sir
  - ... c. hello George
  - ... d. Hi, Mr. Brown
6. Kids often address their fathers saying,
- ... a. daddy, please help me
  - ... b. Michael help
  - ... c. Mike, help me please
  - ... d. dad, why don't you help me
7. A couple, who have just married, firstly,
- ... a. kiss their parents
  - ... b. kiss each other
  - ... c. kiss bishop's hand
  - ... d. just shake guests' hands

8. If one of your English friends first time meets with your parents, he will,
- ...a. kiss your parents heads
  - ...b. say just hello
  - ...c. bring them presents
  - ...d. shake their hands
9. After visiting a British family, Mehmet is about to leave, thost and the hostess will say him,
- ...a.come and see us again
  - ...b. let us drive you home by our car
  - ...c. I think you know the front door, bye..
  - ...d. please tell our regards to your family
10. After the dinner. if a Turkish family visit another, they often stay 4-5 hours, but British families stay about,
- ...a. 1-2 hours
  - ...b. 1-3 hours
  - ...c. 1,4 hours
  - ...d. an hour
11. Complimenting is acceptable if you are a guest, therefore you can compliment, host/hostess's,
- ...a. furniture and effects
  - ...b. clothes
  - ...c. quality of the dinner
  - ...d. family life

12. In England and USA young people can leave home and live alone when they reach a certain age, because,
- ...a. their parents let them live alone
  - ...b. laws force them leave their home
  - ...c. their traditions force them leave home
  - ...d. they prefer to live alone
13. If a young couple live without having a formal marriage, their way of life is considered in their society as,
- ...a. new way of life
  - ...b. representatives of freedom
  - ...c. immoral people
  - ...d. new generation
14. In English speaking countries, if a young girl wants to go to a cinema, she can go,
- ...a. with a boy friend
  - ...b. with her father
  - ...c. alone
  - ...d. with a girl friend
15. A British girl tells her parents that she is going to invite one of her boy friends home after the dinner, Her parents ,
- ...a. go out after greet him
  - ...b. talk to him during the night
  - ...c. offer him to go out for the cinema altogether
  - ...d. watch TV while they are in the next room

16. When you enter the house in which you stay as a guest and if you need to take off your shoes, you,
- ...a. take them off just after entering
  - ...b. prefer to take on your slippers
  - ...c. keep them until going to bed
  - ...d. change them with the clean shoes
17. A young man and woman, one afternoon are drinking beer and smoking in a public place, you think that,
- ...a. it is not the proper time of the day to drink
  - ...b. she is having a normal conversation with her  
boy friend
  - ...c. she is acting against social patterns of behaviour
  - ...d. they are not British
18. When do you think your English friend will be delighted for your card ?
- ...a. At Good Friday
  - ...b. At Easter Day
  - ...c. Christmas Day
  - ...d. Boxing Day
19. In Boxing Day (The day after Christmas)-,
- ...a. family members give each other presents
  - ...b. only children give each other presents
  - ...c. parents give children presents
  - ...d. people give presents to postman, milkman and  
dustman

20. American and British people celebrate the last night of the old year on January 31<sup>st</sup> and they,
- ...a. go parties
  - ...b. dance wearing paper hats
  - ...c. watch television
  - ...d. go pubs
21. Coffee Bars are popular meeting places for young people, in these places they,
- ...a. drink tea and coffee
  - ...b. dance
  - ...c. eat sandwich like foods
  - ...d. drink whisky, beer etc..
22. English Pubs' open hours are strictly controlled by the law, they are open from,
- ...a. 11 a.m. to 2 a.m.
  - ...b. 6 a.m. to 5 p.m.
  - ...c. 5 a.m. to 10 p.m.
  - ...d. 12 noon to 7 p.m.
23. When travelling by bus in England, an English who sits near you, may not want to smoke your cigarette, in such a case you may think that, the man
- ...a. does not want to smoke
  - ...b. does not want to talk
  - ...c. smokes rarely
  - ...d. does not like Turkish cigarettes

24. At a bus-stop in London, when you need to start a conversation with a stranger, you prefer to talk about,
- ...a. the weather
  - ...b. problems of the traffic
  - ...c. the rain and the fog
  - ...d. the taxies
25. What do US and British people bring when they are invited to a party ?
- ...a. a bottle of wine
  - ...b. a kind of desert
  - ...c. flowers
  - ...d. special gifts
26. What would you say to a mother who has just had a baby ?
- ...a. I wish s/he will grow up with his/her parents
  - ...b. congratulations
  - ...c. what a lovely baby
  - ...d. I wish s/he will live many years
27. In a soccer match in London, most of the spectators stand up and whistle altogether loudly, they are,
- ...a. showing enthusiastic approval of the play
  - ...b. showing displeasure
  - ...c. signalling the end of the game
  - ...d. showing relief after a moment of danger

28. In England, both men and women usually work outside therefore, it is common that a husband,
- ...a. helps his wife in shopping
  - ...b. looks after children
  - ...c. helps in cooking and washing the dishes
  - ...d. arranges the garden and mends something
29. Young people in USA and England listen loud music even they are studying. Such a behaviour,
- ...a. is one of their ways of life
  - ...b. show their status in society
  - ...c. let them to concentrate on something
  - ...d. tells us that they love music too much
30. In an informal introduction, British people often use titles, but they use their first names until,
- ...a. they know each other very well
  - ...b. they are told they may use first names
  - ...c. they have the same status
  - ...d. one of them spontaneously address using the other's first name

APPENDIX GCorrect Rankings of the Alternatives  
(in Culture Test)

1. 2 3 1 4	16. 1 2 4 3
2. 3 1 2 4	17. 3 4 2 1
3. 2 4 1 3	18. 2 3 4 1
4. 2 3 4 1	19. 3 1 2 4
5. 3 2 4 1	20. 4 3 1 2
6. 3 4 2 1	21. 1 3 2 4
7. 3 4 1 2	22. 4 3 1 2
8. 1 4 3 2	23. 3 1 4 2
9. 3 2 4 1	24. 4 2 3 1
10. 4 3 1 2	25. 4 1 3 2
11. 4 2 3 1	26. 1 4 3 2
12. 2 1 3 4	27. 4 3 2 1
13. 3 2 1 4	28. 3 2 4 1
14. 4 1 3 2	29. 4 1 2 3
15. 4 1 3 2	30. 2 4 1 3

APPENDIX H

## Centers for Audio-Visual Materials

U.S.I.S. ( United States Information Service )

Paris Cd. 32 Kavaklıdere / Ankara

263165/69

The British Council

Güniz sk. 50-52

Kavaklıdere / Ankara

Ege Han Kat 2 Cumhuriyet Cd.

22-24 Elmadağ / Istanbul

23283

Minnesota University

The Department of Foreign

Language Education

Minnesota University

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