

**REPUBLIC OF TURKEY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**ENGLISH LANGUAGE INSTRUCTORS' VIEWS AND PRACTICES OF
INTERCULTURAL COMPETENCE ACTIVITIES AT UNIVERSITY
CONTEXTS**

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MASTER THESIS

MERSİN / SEPTEMBER 2018

APPROVAL

REPUBLIC OF TURKEY
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DEDICATION



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ACKNOWLEDGEMENTS

I am really so grateful to many people who have contributed to the completion of this dissertation whether directly or indirectly because it would be impossible to complete this study without the precious support and generous collaboration of many people, to whom I wish to express my gratitude. This journey would not have been possible without the support of my family, professors, teachers, students and friends.

Foremost, I wish to express my sincere appreciation and acknowledgements to my thesis supervisor Dr. Hülya YUMRU for her endless support, insightful advice and constant encouragement throughout the preparation and fulfillment of this study. I also would like to thank my committee members and my teachers for their continued support and encouragement, Assoc. Prof. Dr. Hasan BEDİR and Dr. Zehra KÖROĞLU. I am eternally grateful for everything you have taught me.

I owe very special and heartfelt thanks to my all dear friends during my MA journey. I would like to express my very great appreciation for Ayşe ZAMBAK and Hakan DURSUN for their valuable and constructive suggestions during the planning and development of this research work. This thesis would have never been completed without their valuable support. How can I ever thank you for being such a wonderful and kind friends.

ABSTRACT**ENGLISH LANGUAGE INSTRUCTORS' VIEWS AND PRACTICES OF
INTERCULTURAL COMPETENCE ACTIVITIES AT UNIVERSITY
CONTEXTS****Funda ÖZBAKIR****Master of Arts, Department of English Language Education****Supervisor: Dr. Hülya YUMRU****September 2018, 73 Pages**

By the 21st century, as a reflection of the globalization that prevailed all over the world, today 'internationalisation' term is used more frequently than before in many fields for many different reasons such as business and education. With the increase of mobilities for many various reasons such as travelling, working, marriage or as a refugee, there has been an increase in international dialogues among nations and other cultures come across more frequently than before. Nowadays, learning a foreign language has become an important need as a means of communication rather than acquiring a social or academic qualification. In today's world where international environments and different cultures come together more frequently, the idea of teaching other cultures besides teaching a foreign language has gained significance in the education field. This study aims to investigate the views of English language instructors about the objectives of foreign language teaching, objectives of teaching culture in English language teaching context and explores the practises of the intercultural competence activities in English courses. The study was conducted with the participation of 50 English language instructors working at preparatory schools of Osmaniye Korkut Ata University, Çukurova University, Adana Science and Technology University and Mersin University. A survey based research was used in the study. The original questionnaire was created by Sercu et al. (2005). In the present study, Kılıç (2013) version of the was adapted and used as a data collection tool. The results of the study revealed that participants have awareness about the importance of integrating culture in the foreign language classroom and have a positive approach towards it in English language teaching. However, teaching culture and equipping the learners with

intercultural competence are not the primary objectives of the teachers. Instead, it has been determined that the acquisition of language knowledge and linguistic skills to use English appropriately are among the top objectives. According to the result, providing information on the daily lives and routines of target culture and exhibit positive attitude and openness towards other people and cultures are seen as the main objectives of teaching culture by the participants. In the study, it was observed that the cultural activities applied in the classroom environment is mostly exchanging and sharing information about their own experiences that they have had before in a foreign country. These types of activities do not require preliminary preparation before the course and take much time.

Key Words: English as a Foreign Language, Culture, Teaching Culture, Teaching Culture Activities, Intercultural Competence.

ÖZET**İNGİLİZCE OKUTMANLARININ KÜLTÜRLERARASI YETKİNLİK
KONUSUNDA Kİ GÖRÜŞLERİ VE ÜNİVERSİTELERDE KULLANDIKLARI
KÜLTÜR ÖĞRETİMİ AKTİVİTELERİ****Funda ÖZBAKIR****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Tez Danışmanı: Dr. Öğr. Üyesi Hülya YUMRU****September 2018, 73 Sayfa**

21. yy ile birlikte tüm dünyada hakim olan küreselleşmenin bir yansıması olarak günümüzde gerek ticaret gerek eğitim gibi bir çok alanda uluslararasılaşma terimi daha sık kullanılmaya başlanmıştır. Ticaret, eğitim ya da göç gibi bir çok farklı sebeple dünya üzerinde deniz aşırı hareketliliğin çoğalması ile milletler arası etkileşim artmakta ve farklı kültürler daha sık bir araya gelmektedirler. Günümüzde yabancı dil öğrenmek sosyal ya da akademik bir yeterlilik kazanmak amacından ziyade, iletişim aracı olarak önemli bir ihtiyaç haline gelmiştir. Uluslararası ortamların ve farklı kültürlerin daha sık bir araya gelmesi ile birlikte dil öğrenmek kadar farklı kültürlerin öğretiminde oldukça önem kazanmıştır. Bu çalışma, üniversitelerin İngilizce hazırlık programlarında görev yapan İngilizce öğretmenlerinin İngiliz Dili öğretiminde ki amaçları, kültürlerarası yetkinlik öğretimi konusunda katılımcıların görüşlerini ve derslerde uygulanan kültürel aktivitelerin sıklığını ve türlerini araştırmayı hedeflemektedir. Çalışma Türkiye’de yer alan Osmaniye Korkut Ata Üniversitesi, Çukurova Üniversitesi, Adana Bilim ve Teknoloji Üniversitesi ve Mersin Üniversitesi olmak üzere 4 devlet üniversitesi ve bu üniversitelerde görev yapan 50 öğretim görevlisinin katılımı ile yürütülmüştür. Veri toplama aracı olarak 2005 yılında Sercu tarafından geliştirilen anketin 2013 yılında uygulanan bir versiyonu kullanılmıştır, bulgular SPSS ile analiz edilmiştir. Çalışmanın sonucunda, katılımcıların İngiliz dili öğretiminde kültür öğretimine karşı olumlu tutum sergiledikleri ancak kültür öğretiminin katılımcılar için en önemli amaçlardan biri olmadığı belirlenmiştir. Dil Bilgisi ve dil becerilerinin kazandırılmasının ise daha öncelikli hedefler olduğu tespit edilmiştir. Kültür eğitiminin amaçları olaraksa öğrencilerin farklı kültür ve insanlara karşı pozitif ve hoşgörülü bir tutum geliştirilmesi,

öğrencilere hedef kültürdeki günlük hayat ve rutin aktivitelerin öğretilmesi ve farklı kültürlerle ait değerler ve inançlar hakkında bilgilendirilmesinin hedeflendiği görülmüştür. Çalışmada, sınıf ortamında uygulanan kültürel aktiviteler olarak ise ön hazırlık gerektirmeyen ve çok fazla vakit almayan çoğunlukla genelde hem katılımcıların hem de öğrencilerin daha önce deneyimlediği ve bilgi sahibi oldukları konular arasında bilgi paylaşımı yapıldığı görülmüştür.

Anahtar Kelimeler: Yabancı dil olarak İngilizce öğretimi, Kültür, Kültür Öğretimi, Kültür Öğretimi Aktiviteleri, Kültürler Arası Yetkinlik



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ABBREVIATIONS

ELT	: English Language Teaching
EFL	: English as a Foreign Language
ESL	: English as a Second Language
FL	: Foreign Language
L1	: First Language
L2	: Second Language / Target Language
IC	: Intercultural Competence
ICC	: Intercultural Communicative Competence
CA	: Cultural Awareness
ICA	: Intercultural Awareness
SPSS	: Statistical Package for Social Sciences

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CHAPTER I

1. INTRODUCTION

This chapter begins by the background of the study, statement of the problem, purpose and significance of the study, including research questions, limitations of the study and operational definitions.

1.1. Background of the study

By the 21st century, within the process of globalization ‘internationalization’ term is used more frequently than before in education. What does this term mean and what is the reflection of it on education? The effects of internationalization of education showed itself in the past few decades. As a reflection of the globalization process, internationalization has become a key element for higher education institutions both nowadays and in the future. The most striking two components at higher education institutions about internationalization that comes to people’s mind is ‘mobility’ and ‘English as Lingua Franca’ (EFL).

What should we understand from the mobility? Studying abroad is now more common and easily accessible than past decades. In 1980s, in Turkey, studying abroad was perceived as a luxury by the community and only high-income families’ children were able to have a good quality education in European universities. However, recent years in Turkey, scholarships afforded by governments enable students, academicians and researchers to study abroad and it is increasing rapidly day by day. Moreover, universities are collaborating with each other and arranging cross-border collaborative arrangements more than before in the frame of exchange programs for international students and staff. Erasmus+, Jean Monnet, YLYS and Fulbright are only one of these scholarships afforded by governments, European Commission, Turkish National Agency or by other special organizations. Therefore; nowadays studying abroad or visiting a foreign university and the country has been assumed as a daily activity in higher education institutions. People from all types of education cycle can study abroad without paying tuition fees, at least one term as long as they provide some basic conditions such as enough credits in transcript and minimum B1 level of English to get these scholarships.

Not only for educational aspect, but also mobility is very prevalent in today's community. People can move easily from one culture to another with many various reasons such as travelling, working, marriage or as a refugee. In business, companies have started to interact with foreign investors and with their coworkers to develop their business as a result of increasingly global and multicultural world. They organize their meetings by Skype, video-conference or other network tools that enable to connect overseas. These rapid changes in society require many complex skills and knowledge from people. First of all English as a Lingua Franca is an inevitable reality element that people come across. The term 'English as a Lingua Franca' has been identified by Seidlhofer (2005) that it is a way to apply for communicating in English between non-native speakers. Furthermore, Crystal (2003) has reported a significant analyse that in the world approximately only one out of every four users of English is a native speaker while it is mostly used among by 'non-native' speakers of English. This striking report also supports the significance of English why it has become so dominant as a common language in the rapidly globalizing world.

With this rapid increase of internationalization of higher education institutions and globalization of the world, English has been undoubtedly used as a lingua Franca, an international language, and a global language that there has been an increasing attention in cultural teaching and learning. The aims of the teaching and the needs of the students of a language is effected directly with this process. In 1970s, while the aim of the teaching a language was to teach knowledge and some skills in the grammar of a language, but now it requires to support students to gain the ability to use the language socially and culturally as well as linguistic competence. Classic methods and approaches are not adequate for students to use language communicatively, understand people from other cultures and respect their values, religions, differences and behaviors. Much research has shown that the role of integrating culture and cultural activities in teaching process is a significant contribution to developing the students' intercultural competence and increase the intercultural understanding of the world.

Hismanoğlu (2011) has stated that interculturality is becoming an important factor day by day in the area of foreign language teaching that people around the world have started to experience more intercultural dealings as a result of globalization. According to O'Dowd (2004,p.11) mentioned the aims and methodologies used in the foreign language learning process will certainly reflect precise thoughts on how the world should progress and the role of the learners in this world. (as cited in Vrbova,

2006). Prior studies have shown that separating culture and language from each other in language teaching/ learning process is impossible.

To sum up, the function of foreign language teachers has become crucial since they are seemed as an intermediary to teach both the language and the culture of the foreign language. Furthermore, language teachers are supposed to incorporate cultural elements in their teaching practices to promote students' cultural competence so that their students may be able to use the language in a proper way.

1.2. Statement of the problem

As the global changes have taken place rapidly by the 21st century, it has brought along its effect by making educational and working environment culturally diverse. Increasingly global components and the result of it at higher education institutions, language learning/teaching plays a vital role for both students and teachers to deal with the global world. Recently, the increase of cross border, transnational student/ staff mobility has made second language learning more attractive and popular. Recent studies have shown that second language learners do not need just knowledge and skill in the grammar of a language, moreover the efficiency to use the language in culturally and socially proper ways. Byram (1997) explained in his study that second language or foreign language teaching profession should make ready learners to use a language with fluency and accuracy in order to speak with people from different cultural societies, behaviors and values.

Therefore, it is critical for educators to help learners to gain a common understanding by people of other social identities, to communicate with people from other nationalities by respecting their values, religions and accepting other cultures. 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 practice culture teaching activities in the classrooms which is not always easy in implementation. A developed intercultural competence will enable to learners to minimize the misunderstanding, discrimination, racism, stereotyping and to provide an openness to people from other nationalities.

1.3. Purpose of the study and research questions

The objective of this research is to specify the opinions of English instructor's objectives of foreign language teaching and the aim of teaching culture at English language classes, and it also aims to find out the frequency of culture teaching activities practiced in English courses at Osmaniye Korkut Ata University in Osmaniye, Çukurova University in Adana, Adana Science and Technology University in Adana and Mersin University in Mersin. A literature review revealed that there were not enough studies that have been conducted at universities at related area. It is not always seen that the function of culture in English language education is well admitted and resulted with the negligence of the incorporation of culture into English language education. Turkish and foreign instructors working at Osmaniye Korkut Ata University, Çukurova University, Adana Science and Technology University and Mersin University were selected as the participants to be the setting of the study. By utilizing a quantitative method, this study was guided by the following questions:

1. What are the views of English Instructors' about the objectives of foreign language education ?
 1. a) Is gender, age and academic experience effective variable in the objectives of the foreign language education
2. What are the views of English instructors' about the objectives of teaching culture?
 2. a) Is there a statistically significant relationship between the objectives of teaching culture and English Instructor's gender, age and academic experience?
3. What is the frequency of culture teaching activities which English instructors use while teaching English?

1.4. Significance of the study

Within the process of globalization, people started to hear the internationalization term in many areas more frequently than before. Within the scope of some international exchange programs and scholarships, thousands of students and academic/administrative staff started to have study visits to abroad for a better life and better quality education or career. This rapid change created more intercultural campus environments and multicultural societies that studying together and new intellectual and

academic dialogues. During all these rapid changes, maintaining, English as a Lingua Franca not only maintained its position, but also it has also gained more significance day by day and it formed a rapid growth in claim for language teaching and learning. Today, people have many different reasons to learn English such as business, tourism, education or travel. As a natural outcome of this change, teachers are expected to enhance the intercultural competence of their learners by incorporating the cultural elements with materials and methods in the foreign language learning classroom. However, former research findings have highlighted that the practice of culture teaching in English language education varies from one place to another and it is not the same even at the same institution. While some instructors include culture and see it as an important component of language teaching process, some exclude or ignore it and may focus on only general English and language skills. This could be lack of educational qualifications of teachers and their life practices in general.

A further point is that many English language-teaching programs do not offer courses related culture. This situation generally leads to failure in the English language learners' interaction with other people who have different cultural backgrounds since their lack of cultural competence. This study will reveal and analyze the perceptions and attitudes of English instructors towards culture teaching in EFL classes of Osmaniye Korkut Ata University, Çukurova University, Mersin University and Adana Science and Technology University and also cultural practices and activities are explored.

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

This chapter briefly reviews the related literature in teaching culture in English language teaching contexts. It starts with the definition of culture, the role of culture in ELT, intercultural competence and its dimensions. Following an investigation of definitions, culture, teaching in English language classrooms, implementing cultural components to the curriculums and textbook and the role of the teacher in teaching culture are examined. The pedagogical implications of previous research on culture in language learning are also reported. In order to link the complex psychological nature of culture, the role of culture in ELT, intercultural competence and its areas in language learning is briefly outlined.

2.2. What is culture?

Before understanding the nature of intercultural competence, a clarification of how we define culture is necessary. A basic definition of 'culture' usually incorporates traditions of music, art, literature, religion, experience, knowledge, meanings, attitudes and values created by a group of a specific society in order to deal with the problems in daily life. There are many approaches and definitions to 'culture' in the literature review. Culture is around us and we breathe it and generally we are unaware of it, much like a fish surrounded by water, and which we have a tendency to take it for granted. People usually get aware of the nature and importance of culture when they move from one culture to another. When we change cultures, it is inevitable that we find ourselves in a state of culture shock.

Zimmermann (2015) explains that the word "culture" is a French term originated from Latin "collar" which means "to grow or nurture. Culture is the total of the acquired behavior by a specific group of people that person generally assumed as the tradition of that people and are transferred from generation to generation. It is also defined as a system of knowledge experienced by a relatively large group of society. Hofstede, (1984) defines culture as a total "programming of the mind" which separates the insiders of one type from another. Furthermore, Hofstede (1997) has investigated the

theory of cultural determinism on his study and identified the two versions of cultural determinism as optimistic and pessimistic version.

The optimistic version of cultural determinism has no boundaries and people reflect what they learn and do whatever they want. Some anthropologists put forward that there is no global accurate way of being human. Accurate way is considered as our way that learned, acquired and adapted by one society. It generally does not match with different societies. The right manner of conscious people in such a situation could only be the respect and tolerance. In pessimistic version, people learn what they are enforced and keep which they have no clutches. People are passive and supposed to do whatever their customs explain them to do. This situation explains that human behavior is totally over human control. Hofstede (1997) maintains that there are numerous different cultural societies in the world and there is no any scientific standard to consider that one society is superior to another.

Ferraro (1998) points out that if a behaviour is split by at least two or more people than it is admitted as culture. The individual thinks, acts and behaves can not be defined as culture, it must be shared by some specific society and community. According to Damen, (1987), culture is a habit and patterns are learned and shared in daily life by human. These patterns reflect all kinds of social interaction about human. Kohls (1984) lists the main elements which are included in culture. They are not whole items, but briefly these are arts and artefacts, accepted behaviors, viewss, social institutions, ceremonies, religious beliefs, customs, myths and legends, ideas and thought models, morals, knowledge, rituals, language, laws, the concept of self manners, values and tools.

Together, all these studies indicate that although all cultures have common elements in general, each is unique and special to its community and each culture means different things to different societies.

2.2.1. The role of culture in ELT

The issue of teaching and learning culture has been a significant issue for language teachers and many researchers. Many investigations have been conducted to reveal the role of culture in foreign language instruction over the past three decades. Brown (2007) explained that in order to be able to communicate internationally, it requires the ability to communicate intercultural as well. In another saying; language

and culture can not be separated from each other. One reflects the other and language is formed by culture. It is inevitable that learning a language does not mean to know only the knowledge, grammar or new vocabulary. It also involves understanding and knowing the general characteristic features of the target culture.

The strong connection between culture and language has always been an interest not only for language educators, but also for psychologists, intercultural communication scholars and anthropologists quite apart from its connection to language learning. It is a highly interdisciplinary field and it has been defined and studied by many professionals from different perspectives (Standards, 1996; AATF, 1995). Recent studies such as Grittner, 1990; Morain, 1986; Moore, 1991; Bragaw, 1991; Byram & Morgan, 1994 and Kramersch (1988; 1993; 1996; 2001; 2012 ; 2013) focused on the strong closeness between second language teaching and target culture teaching. Sapir (1962) is the researcher who dealt with the topic of language and culture that frequently come across in the literature review.

Kramersch (2012) states that in spite of the many investigations to clarify the significance, the nature and the place of culture in foreign language study, it is an issue that is still being discussed around the world and language educators, school syllabus and language learners are included in this debate. She reports that there are two different approaches to that focus on culture in language teaching profession: modernist and postmodernist. In modernist perspective, until the 1970's culture was viewed as an issue related to an element of humanities or literacy in language study. Grammar translation method in foreign language teaching is based on this line of argument. During the 70's and 80's, the meaning of culture expanded and it involved issues such as shared experiences, everyday life behaviors of the target members of the society, celebrations and norms of the target country. National features were in the focus, but there was deficiency of historical profoundness (Kramersch, 2012). On the other hand, in a postmodernist perspective; by 21st century, with the reflections of the globalization and computer-mediated technology, the role of the culture in language teaching have changed. Learner's goals, needs, values and historical memories have effected this change (Kramersch, 2012 as cited in Giddens, 1991).

For second language learners, studying a language may seem meaningless unless they know something about the people and the country where the target language is spoken. Language learning is not composed of merely by learning the syntax and the lexicon, but also it includes knowledge of attitudes, values and many cultural norms of

the target society. More specifically, linguistic coding is not adequate to understand and use the target language accurately. It should be supplemented by integrating cultural context during the teaching profession. According to Ammon (2004), the way the learners reply the target language culture affects behaviours towards the language itself.

However, on revising related literature, we observe that this phenomenon was neglected by educational institutions and language educators for many years. In fact, there were objections to introduce another language culture in the language classroom. The main reasons for this situation seem to stem from the lack of authentic language teaching materials, ignoring the learners' needs and their attitudes towards the culture of the target language and society. Despite many studies and approaches offered by applied linguists, many language teachers still do not know how to integrate culture nor how to teach it. In 1990's, there were still questions about whose and which culture should be taught.

Drawing on this need, researchers conducted several studies to explore what could be done related to this issue. In a study highlighting the role of culture in language learning was conducted by Genç and Bada (2005) at a public university, in Turkey. The researchers aimed to find out the thoughts of the 38 students about the effects of a 28 hours culture course. At the end of the course, the students were asked to respond to a five-item questionnaire. The study has shown that integrating culture to the lesson has significant contributions to the learners' improvement of language skills, raising cultural awareness and effecting the participants' attitudes in a positive way to the target culture.

Byram and Risager (1999, p. 58) has described the teacher as a 'professional mediator' between foreign language and culture. Furthermore, the role of culture in teaching profession has been emphasized as a fifth skill for language learners that increases overall learning experiences of students (Vernier et al 2008). Why is the culture important in language learning? In order to deal with the results of the global changes in education and to remove the prejudice, discrimination, racism and inequality cultural awareness have been a key element. Second language learners do not only need the linguistic structure, they also need a deeper understanding of others when communicating with someone in a foreign language.

Some basic cultural elements such as history, geography, personalities and values are always in the foreground while communicating with others and each culture has its unique social rules. Memorizing vocabulary, having a perfect grammar

knowledge or enough proficiency level in a language is not adequate to communicate in a culturally diverse society. For example, translation errors, unnecessary literally expressions and being unaware of the some common abbreviations increase the misunderstanding and lead to real communication problems. To give more example about the significance of culture in language; in Turkish culture asking a woman about her age unless in a job interview, health issue in a medical centre or any formal special situation, it is not admitted as an appropriate situation by community while it can be a very normal situation in another culture. Similarly, salutations, everyday sayings, the way of introductions in a culture is more important than the words. Many similar examples can be given to these kinds of cultural barriers in each culture. To sum up, not knowing the key components of a culture may cause problems in different societies.

Based on the theoretical and the historical overview demonstrated in this chapter and the results of previous research, we may conclude that culture and language are not separable from each other in a foreign language classroom and that learning the culture has a positive impact on learners' attitudes and beliefs. We also need to mention that teaching culture in foreign language teaching is a complicated and a challenging task for the instructors as there is not a general textbook that involves culture and language teaching activities or a certain method to implement in the classroom. Besides, activities may be limited depending on the context, location and the goal of the learners. One may suppose that the key point of cultural knowledge starts with the learners' understanding of their own culture. Then, raising cultural awareness and having the knowledge of values and beliefs of other cultures follow it. The target culture and the language can be acquired by reading, communicating and following a specific training program.

2.2.2. The Role of Teachers In Culture Teaching

In today's world, as a result of the globalization and internationalization process, mobility is like a daily activity in a student's life. As it is mentioned in the previous sections, students have no more chance than before to visit other countries for academic purposes and learn more about other cultures. Within the process of this rapid change in education, English as a lingua Franca has been undoubtedly used as an international language all over the world. In this respect, learning a foreign language has been a significant necessity in order to be able to live in new cultures and educational contexts. Furthermore, to cope with the global changes and to communicate with people from

other cultures properly has a crucial role as well as learning a new language. Many recent studies (Baker, 2002; Fantini, 1997; Byram, 1997; Kramsch, 2013) have highlighted that language and culture are strongly linked to each other “ a language is a part of a culture and a culture is a part of a language.”

Baker (2002) reported that each language reflects the values and beliefs of the culture that it belongs. Therefore, today’s teachers are supposed to raise the cultural awareness of the students by incorporating cultural elements in their teaching practices so that learners will be able to use the language properly. However, previous research has established that teachers in different classrooms in other parts of the world define and perceive culture different from one another (Gönen & Sağlam, 2012). Moreover, while some of them are aware of the importance of the culture, they still ignore the incorporation of the elements of the target culture in teaching process.

Various studies have assessed the role of teachers in ELT and their perspectives on culture teaching. Findings from previous studies has shown that the teachers have knowledge about the aspects of the target culture to some point. While some teachers define culture as literature, food, traditions or folklore, others define as openness and tolerance to the other values, religions and beliefs. These differences are mostly related with the educational backgrounds of the teachers. Another finding from a recent study conducted by Önalın (2005) has revealed that teaching culture was not the primary target in ELT for teachers. Reading and vocabulary were recorded as more important aims in teaching process. Önalın (2015) stated that the teachers have positive attitudes towards target culture, however teaching linguistic skills were more important than incorporating culture to the teaching process. One possible explanation for this might be due to the problems of time limitations and overcrowded curriculum that has to be followed.

Another point is that teachers mostly prefer teacher-centered teaching approach which is not time consuming and save time in developing students’ language skills (Sercu et al., 2005; Tran, 2012). One common finding from the recent studies in Turkey is that English language-teaching programs do not offer courses in culture. This often leads that teachers do not have enough knowledge how to integrate culture in the language classroom since they do not have adequate training to incorporate culture in teaching practices and measure learners’ CC and changes in their attitudes as a result of culture teaching (Gönen & Sağlam, 2012).

This brief literature review indicates that there is a need for culture teaching in ELT, regular training sessions or seminars should be held for teachers to raise the language teachers' awareness on the importance of the role of the culture and how to incorporate aspects of culture during the teaching process. Furthermore, a framework and its guidelines should be constructed in order to balance the teaching time and language teaching appropriately. Lastly, additional reference materials on cultural topics should be provided for teachers and students in order to establish a cohesive relationship between language and culture teaching/learning process.

2.3. What is intercultural competence?

With the rapid increase of globalization by 21st century in the world, internationalization term has come to be used more frequently than before. As a result of the global movements, a need for internationalization in communication, working and studying and living with people from different cultures has increased in recent years. This significant change directly affected the intercultural dimension of foreign language education, and today's teachers are expected to raise the intercultural awareness of their learners in order to anticipate the needs of the learners and the new modern world. The foreign language class is one of the most appropriate place to implement the this type of educational intervention. This literature review, the reflection of internationalization in language teaching/learning process aimed to investigate and evaluate the earliest and recent descriptions and studies and implementation of culture teaching in foreign language education. In the field of language teaching, different definitions of intercultural competence are found. It is important here to clarify the meaning of the concept in order to better understand the outcome of this element in language education. Usually it is described by various scholars as a skill to adapt, communicate, study and work in a culturally diverse society. Byram (2000) has described intercultural competence as the ability to understand the relationship between different cultures – both inside and outside of the community – and to arrange, that is interpreted each terms of the other, either for themselves or for other people’.

Yassine (2006) describes intercultural awareness as the growth of awareness and development of understanding about one's own and other cultures. Intercultural awareness develops when people stop to perceive that their culture is the best and only one and improve tolerance and understanding to the other cultures. Lazar (2003) states

that the target of the language learning is no longer defined as the acquisition of communicative competences in a foreign language. Foreign language teaching is now perceived as including not only linguistic competences and verbal communication, but also such skills as intercultural awareness and intercultural competencies. Many of the available literature related to the intercultural competence deals with the question of how teachers perceive intercultural competence and reflects it to their teaching profession.

A recent study was conducted by İnözü and Can (2015) at Çukurova University, Turkey with the trainee teachers. The study aimed to investigate the matter of intercultural competence from the view of English language trainee teachers. The results of the study revealed that the participant trainee teachers were interested in integrating culture of the teaching language profession, on the other hand their perception of intercultural competence and awareness about it was uncertain because of the lack of knowledge about the areas of intercultural competence. Furthermore, it was seen that there was a wrong comprehension among the trainees to understand the key elements of intercultural competence. The trainees equalized intercultural competence with cultural competence (İnözü & Can, 2015). Therefore, it seems that trainee teachers do not have enough knowledge as to how to integrate the intercultural competence in a classroom setting and what kind of appropriate teaching methods can be adapted during the process.

Another study was carried out by Kriaučiūnienė and Šiugždinienė (2010) based on a survey at secondary schools and gymnasiums in Lithuania to investigate to methods of developing the intercultural competence in foreign language teaching/learning classroom and how it can be improved. The researchers reported that the content for integrating cultural activities in the ninth and tenth formers' English language classroom is not enough. The research findings revealed that the learners do not get adequate cultural information or join in discussions about beliefs, values, behaviour and attitudes of people living in other cultures. Furthermore, they emphasized that the teaching/learning process should be well designed in order to develop the learner's intercultural competence to anticipate the present day requirements and the needs of the learners. These studies illustrate that there is not a perfect textbook or proper teaching method that will support the teachers in language teaching profession to integrate intercultural dimensions.

The effect of internationalization as a result of the globalization process has made the intercultural competence a more common issue in many countries around the world where the English is taught as a foreign language (EFL). A study conducted by Zhou (2011) in China aimed to search for the Chinese EFL teachers' views and practices of culture teaching. The study was carried out with 20 Chinese university EFL teachers working in 5 different universities. A mixed methods research design was used to collect the data. The results showed that the teachers showed an average intercultural competence. The teachers had a maximum level of attitudes whereas they had a minimum level for knowledge. Besides, the teachers who had other cultures experience had higher level of the knowledge in contrast with those who had not been abroad. Furthermore, most of the participants considered that linguistic dimension had a more significant role than the cultural dimension in teaching profession. Participants' academic degree affected their views about the importance of intercultural competence. Teachers who had a Master or a doctoral degree were more aware of the importance of the intercultural competence (Zhou, 2011). In another study, Hismanoglu (2011) aimed at investigating the effects of formal education, target culture experience and linguistic proficiency in developing the intercultural communicative competence (ICC) of the learners. He claims that the students who have higher linguistic proficiency and get a formal education gave more appropriate answers in communicative situations. It can be understood that the teachers have a significant role in developing intercultural competencies of the learners as long as they plan their courses with a suitable teaching approach and conduct the courses with different activities.

Reviewing the recent studies in literature on intercultural competence in EFL classes, we realized that developing students' intercultural competence has been emphasized as an important issue in EFL, however, it still remains as a complicated situation for the teachers. Moeller and Nugent (2014) has reported that assessing intercultural competence is also a complex task for the educators. Considering the level, the world view and the educational background of the students, it is impossible to expect from the students develop intercultural competence at the same level.

2.4. Dimensions of intercultural competence

A great deal of previous research into intercultural competence (IC) has shown that it has different dimensions according to the different context and disciplines.

Therefore, assessment tools do not reflect all kinds of dimensions of IC. It changes depending on the context (Matveev & Merz, 2014). Scholars have defined components of IC in different ways (Bennet, 1993; Gudykunst's, 1993; Byram, 1997; Byram & Gribkova & Starkey, 2002; Deardof, 2006). As it is illustrated in Figure 1, this part describes the overall design and definition of the major theories.

2.4.1. Developmental Model of Intercultural Sensitivity (DMIS)

Bennett (1993, 2004, 2013) describes the Developmental Model of Intercultural Sensitivity (DMIS) as a framework to examine and report the attitude and the behaviours of the people engaged with intercultural situations. DMIS involves six stages to describe the increasing sensitivity to the cultural change. They are stated as; **“denial, defense, minimization, acceptance, adaptation and integration”** (Benneth, 1993). In this model, Benneth (1993) explains that the kind of changes occur during intercultural interactions. The first three stages are assumed as ethnocentric views while the last three stages are ethnorelative:

- **Denial:** Individuals assume their own culture as only real one and they are not interested in other cultures (Benneth, 1986, 1993, 2004).
- **Defense:** Individuals at this point are more open to other cultures, however they still have the idea that their own culture is superior to others (Benneth, 1986, 1993, 2004).
- **Minimization:** People at this stage have little cultural awareness. They notice that all cultures have both differences and common elements such as food, cloth, customs and so on (Benneth, 1986, 1993, 2004).
- **Acceptance:** People at this point accept the other cultures and assume that their culture is only one of the cultures that exists in the universe. Though they do not agree or like the difference, they start to respect the value of other cultures.
- **Adaptation:** At this stage, people gain enough intercultural competence to communicate accurately in a culturally diverse atmosphere. They can develop empathy to understand and be understood during the communication.
- **Intergration:** People at this stage do not depend on only one culture, they can shift smoothly one culture to another. They have an expanded world view.

As illustrated in Figure 2, in DMIS theory experience does not occur at the first stage, moreover the more complex and different events are encountered, the experience gets richer.

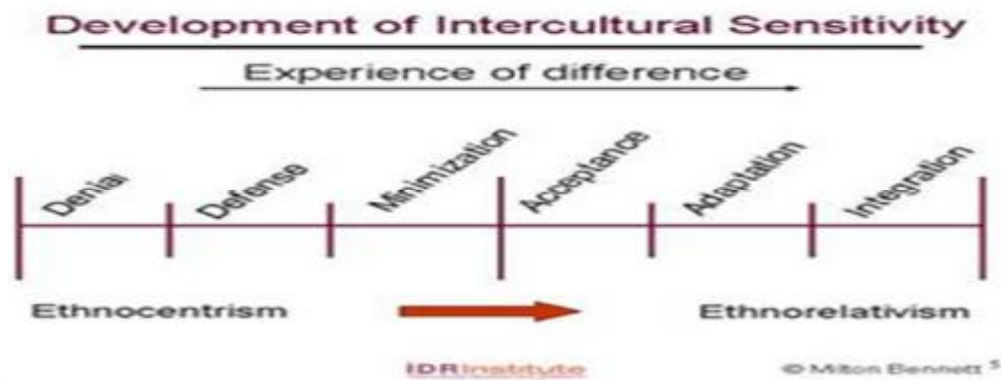


Figure 1. Bennet's (1993) Developmental Model of Intercultural Sensitivity (DMIS)

2.4.2. Anxiety/Uncertainty Management (AUM) Theory

Another major theory was developed by William Gudykunst (1993) which is known as Anxiety/Uncertainty Management (AUM) Theory. Effective communication is the main goal of the AUM theory. The theory is joined with the idea that if the anxiety and uncertainty is observed well, it enables effective communication. As illustrated in Fig. 3, in AUM Theory as well as balancing the uncertainty and anxiety, 'mindfulness' is a key component in social situations. One's being aware of his own or others' behaviours will help to take control the anxiety and uncertainty at a certain level. The decrease in anxiety/ uncertainty will increase the accuracy and effective intercultural communication. In such a situation mindfulness enable to be open to new situations and knowledge and to understand the messages appropriately as shown in Figure 2 (Gudykunst, 1993, 2005).

their own. It has a significant factor to get involved in other cultures by assuming that their own culture is not the only one. Moreover, it involves accepting other cultures and their values and beliefs as well (Byram, Gribkova & Starkey, 2002). It can be developed in class by using brainstorming, visual materials to create curiosity and interest, using texts describing other cultures involving their lives, children's and literature and authentic materials (Byram, 1997).

The other important component of knowledge (savants) is defined not to have knowledge about only a specific culture but also to have about other cultures, social groups and their functions. It is suggested that using texts, film, authentic material, Internet, learning about stereotypes and working with native speakers in the class can help to develop the knowledge. Lastly, Byram (1997) emphasizes skills as a crucial component as well as knowledge and attitude in order to develop the intercultural competence in class. Language instructors can not anticipate the whole needs of the learners, moreover, many teachers do not have enough knowledge about other cultures. However, it is not important, the role of the teacher is to help students gain skills and they can acquire information about other cultures together with their learners. How can it be developed in class? The teacher can use and focus on activities such as role play, games, videos, analysing and interpreting oral and written texts from one culture to another, creative task that will enable students to write, think or talk about other cultures (Byram, 1997). Byram (1997) highlights that these factors include the cognitive and affective and a skills domain. Cognition can be explained by the thoughts, attitudes and explications of people. Curiosity, flexibility and openness reflect the cognitive domain. On the other hand, affective domain is about people's feelings, moods, and emotions and play an crucial role in intercultural competence.

To sum up, Byram's (1997) model claims that it is impossible to teach and know the whole culture for teachers, but it is important to develop the knowledge, skills and awareness of the learners about a specific culture. It does not mean to changing or affect the learners' thought and beliefs, but to make them ready and open to other cultures. Figure 3 is as shown below.

3. Intercultural Communicative Competence (Byram, 1997, p.73)



Figure 3. Byram's (1997) Multidimensional Model of Intercultural Competence

2.4.4. Deardorff's (2006) Process Model of Intercultural Competence

Intercultural competence is described by Deardorff (2006) as a skill to interact effectively and properly in intercultural situations, relied on particular attitudes, intercultural knowledge, skills and consideration. Byram (1997) has described the components of the intercultural components as knowledge, skills and attitude, Deardorff (2006) has listed the same components like Byram (1997) by adding the internal and external outcomes. Figure 5 shows the Deardorff's (2006) model and it can be understood that the model presents a development cycle. According to Deardorff (2006) while internal outcomes include the flexibility, adaptability and empathy, external outcome includes the effective behavior and appropriate communication in intercultural situations. These components such as self-awareness, readiness and openness play a crucial role to become interculturally competent and this model supports learners and instructors to develop ICC in class.

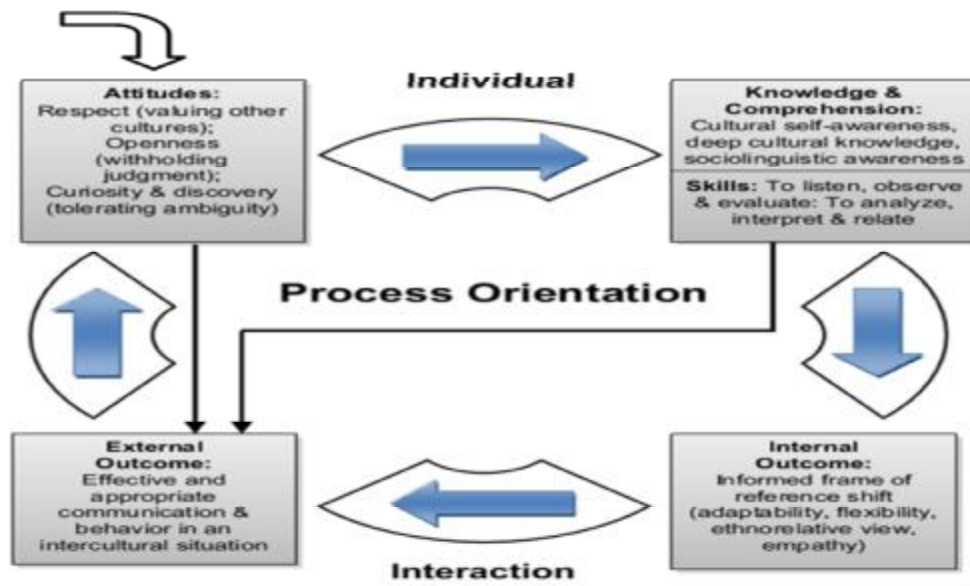


Figure 4. Deardorff 's (2006) Process Model of Intercultural Competence

CHAPTER III

3. METHODOLOGY

3.1. Introduction

This chapter describes the overall design and methodology of the current research. The identification of research design, setting and participants, and data collection instruments are presented respectively.

3.2. Research Design

The objective of this study was to investigate the views of English language instructors regarding the objectives of foreign language teaching, culture, teaching in English language classes and to explore the frequency of cultural activities practiced in English courses at specific universities in Turkey. In the frame of this study, the research was methodologically carried out by a quantitative method. For Burns and Grove (2005) “Quantitative research is a 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 education, objectives of teaching culture in English teaching context and frequency of culture teaching activities practiced in preparatory schools.

3.3. Participants and Setting

The study was conducted with 50 English language instructors working at Osmaniye Korkut Ata University, Çukurova University, Adana Science and Technology University and Mersin University in Turkey. Osmaniye Korkut Ata University, Çukurova University, Adana Science and Technology University and Mersin University are state universities and have foreign language schools which serve an intensive English preparatory program for one year and also academic English courses for departments. The participants of the study had a workload of approximately 20 hours per week. During the spring semester of 2017-2018 academic year, in these English language preparatory programs the course books that were in use were based on integrated skills. The students have to finish B2 level in order to be successful from the

English language preparatory programs. There is a testing office, which prepares all the exams. There are standard examinations which test the students English language proficiency level.

3.4. Data Collection Tool

The data of the present study were gathered through a web-based questionnaire. The original version of questionnaire and scales were developed by Sercu et al. (2005) and used in their study, which is named An International Investigation.

In the present study, Kılıç's (2013) version of the questionnaire was adapted and used. In Kılıç (2013) version there are total of 7 parts. It is based on a mixture of 5 and 3 point Likert type rating scale. Three parts of Kılıç's (2013) survey were not included. In one of these excluding parts, there were 12 items asking for instructors' perceptions regarding the issue of intercultural competence. Also, there were two parts asking for instructors's familiarity of the target culture and the cultural aspects that participants deal with most frequently. Those sections were excluded as they were beyond the scope of the present study. The survey of this study included 4 parts. The first part of the questionnaire consisted of 6 demographic questions to identify the personal information of the participants chapter 3, Table 1. The second part started with eight items that asked participants about their perceptions of teaching objectives. The third part of the questionnaire included nine items asking for the objectives of culture teaching in foreign language contexts. The last part consisted of 17 items, measuring frequency of culture teaching activities practiced during the teaching process.

In 2, 3 and 4 parts of the survey, 3- point Likert scale was used instead of 5. In the scales "often", "once in a while" and "never" were used for coding rates. The 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.

The parts used in the survey as followed; 1, 2.1, 2.2 and 3.2. These parts were used to figure out the participants' views regarding the 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

After the quantitative data were collected, Statistical Package for Social Sciences (SPSS) 20.0 were used to analyze the data through descriptive statistics to find out if any statistically significant differences exist among variables. 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 includes six demographic questions to learn and use the demographic variables of the participants. In the second part, there were 8 statements searching 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; learning objectives, culture, language learning objectives and general skills, learning objectives as presented in chapter 4, Table 2. Secondly, to see the relationship between these objective groups and demographic 24 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) and Doğan (2015). The third part of the questionnaire consisted of 9 items to search for the objectives of culture teaching in foreign language contexts. 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. Table 1 below shows the related descriptive data. 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 the teaching process. In this section, frequency analysis of culture teaching activities is determined to see the most and the least favoured ones.

Table 1.

Demographic Distribution of the Participants

Characteristics of Participants	Groups	N	%
Gender	Male	9	18,0
	Female	41	82,0
Age	20-30	12	24,0
	30-40	35	70,0
	50+	3	6,0
Nationality	Turkish	46	92,0
	Other Nationalities	4	8,0
Academic Background	Bachelor	16	32,0
	MA	31	62,0
	PhD	3	6,0
Years of Experience in ELT	1-5	7	14,0
	6-11	29	58,0
	11+	14	28,0

The demographic data in Table 1 reveal that mainly female instructors are working at these universities because there are 41 females, who consists of 82% of all participants, and 9 male participants. The results also indicate that most of the instructors belong to the 30-40 age group, in which there are 35 participants. Also, there are 12 instructors between the age group of 20-30 and only 3 participants who are older than 50 years old. Furthermore, it can be clearly seen that 92% of all participants are Turkish. The data about academic background show that more than half of the participants, which is %62, have MA degree and 16 participants have a Bachelor' s degree (32%), while there are only 3 instructors with a PhD degree out of 50 participants in this study. Lastly, 58% of the instructors have been working for 6-11 years, while 14% of them have been working for 1-5 years and there are 14 participants with more than 11 years of experience who equal to the 18% of all participants.

CHAPTER IV

4. FINDINGS & ANALYSIS

4.1. Introduction

This chapter reports the overall results and the analysis of the data based on the findings of the research conducted at four universities in Osmaniye, Adana and Mersin, Turkey in May and June 2018 to identify the views of English language instructors regarding the objectives of foreign language teaching, objectives of culture teaching and the frequency of culture teaching activities during their lessons in preparatory classes. The findings of the study are presented in three sections: English language instructors' perceptions of the objectives of foreign language education (section 4.2.); English language instructors' perceptions of the objectives of teaching culture (section 4.3.) and the frequency of culture teaching activities English instructors use (4.4.).

4.2. Findings on English language instructors' perceptions of the objectives of foreign language education

This section presents the findings on English language instructors' perceptions of the objectives of foreign language education. The second section of the questionnaire consists of 8 items to elicit the English language instructors' perceptions on the objectives of foreign language education.

Table 2.

Results related to the Objectives of Foreign Language Education

Items-Section II	Often		Once in a While		Never		Mean	SD
	f	%	f	%	f	%		
1- Enthuse my pupils for learning foreign languages.	48	96.0	2	4.0	0	0.0	2.92	.39
2- Promote my pupil's familiarity with the culture, the civilization of the countries where the language which they are learning is spoken.	48	96.0	2	4.0	0	0.0	2.91	.39
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.	41	82.0	6	12.0	3	6.0	2.58	.92
4- Assist my pupils to acquire skills that will be useful in other subject areas and in live (such as memorize, summarize, put into words, formulate accurately, give a presentation, etc.).	42	84.0	7	14.0	1	2.0	2.66	.79
5- Promote the acquisition of an open mind and positive disposition towards unfamiliar cultures.	45	90.0	4	8.0	1	2.0	2.78	.67
6- Promote the acquisition of learning skills that will be useful for learning other foreign languages.	45	90.0	3	6.0	2	4.0	2.76	.74
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.	47	94.0	3	6.0	0	0.0	2.88	.47
8- Assist my pupils in developing a better understanding of their own identity and culture.	42	7.0	7	14.0	1	2.0	2.66	.79

According to the results obtained from the frequency analysis, the item that has the highest mean ($m=2.92$) is to “enthuse my pupils for learning foreign languages”. There are 48 participants who chose “often” for this item. The objective having the second highest mean score ($m=2.91$) is “promote my pupil’s familiarity with the culture, the civilization of the countries where the language which they are learning is spoken.” There are 48 participants who chose “often” for this item, which is 96% of the total participants. And, the objective which is third in rank ($m=2.88$) is “to 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 are 47 participants, who chose ‘often’ for this item, which includes 94% of all participants. However, the item with the lowest mean ($m=2.58$) is “to 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” with 41 participants who chose ‘often’ for this item.

As it can be inferred from the results, the objectives related to knowledge of language, students’ level of proficiency and motivation and skills to use the target language practically are among the primary objective for language instructors.

4.2.1. Finding from the Views Regarding Objectives of Foreign Language Teaching Regarding Participants’ Gender, Age and Experience in ELT (Grouped)

In order to answer the second part of the Research question number 1, independent samples t-test and one-way ANOVA was carried out to determine whether there is a relationship between the objectives of foreign language education and variables of gender, age, and experience in ELT. Finding from the Independent Sample T- Test Result of Foreign Language Education according to Gender is presented in Table 3.

Table 3.

Independent Sample T- Test Result of Foreign Language Education according to Gender

Sections	Groups				T	p
	Male		Female			
	$\bar{x}$	SD	$\bar{x}$	SD		
The objectives of English Language Teaching	2.50	.51	2.82	.23	2.965	.019

According to Table 3, the standard deviation is .51 for males and .23 for females. When the effect of gender difference is taken into consideration, the table indicates that the mean score of female participants in total (m=2.82) is greater than the total mean score of male participants (m=2.5). Based on t-test result and p value (t= 2.96, p= .019), it can be suggested that there is a statistically significant effect of gender in relation to the objectives of English language teaching at the p<.05 level in this study.

Table 4.

One-way ANOVA Results related to Age and Objectives of Foreign Language Education

Sections		Groups						F	p
		20-30		30-50		50+			
		$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD		
The objectives of English Language Teaching		2.88	.14	2.79	.25	2.04	.68	12.238	.020

As displayed in Table 4, the analysis of variance was conducted to shed light on the effect of age on the objectives of foreign language education. When the mean scores are considered, the participants, who reported their ages between 20-30, has the highest mean score (m= 2.88). But, the participants, who are older than 50, has the lowest mean

score ($m = 2.04$). Additionally, the results of one-way ANOVA indicate that there is a statistically significant difference among three age groups in relation to objectives of foreign language education at the $p < .05$ level. In other words, age group can be accepted as a factor determining the objectives of English language teaching in this study. [$F = 12.238$, $p = .020$].

Finally, one-way ANOVA was conducted to determine whether there is a relationship between years of experience and objectives of foreign language education. Related findings are presented in Table 5.

Table 5.

One-way ANOVA Results related to Years of Experience and Objectives of Foreign Language Education

Sections	Groups						F	p
	1-5 years		6-11 years		11+ years			
	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD		
The Objectives of Culture Teaching in English Language Courses	2.74	.29	2.86	.20	2.50	.74	3.138	.053

Table 5 presents one-way ANOVA results regarding the objectives of culture teaching according to years of experience. The results in the table suggest that the participants, who has 1-5 years of experience, has the highest mean score ($m = 2.91$) while the participants, who has more than 11 years of experience, has the lowest mean score ($m = 1.66$). After giving information about the descriptive findings about the participants' years of experience, the results of one-way ANOVA proved that there is no statistically significant difference among groups in relation to objectives of foreign language education for three different experience years at the $p < .05$ level [$F = 1.531$, $p = .227$].

4.3. Findings from The Objectives of Teaching Culture

This section presents the findings on English language instructors' perceptions of the objectives of teaching culture. The third section of the questionnaire consists of 9 items to elicit the English language instructors' perceptions on the objectives of objectives of culture teaching. Table 6 below shows the related descriptive data.

Table 6.

Results related to Objectives of Culture Teaching

Items- Section III	Often		Once in a While		Never		Mean	SD
	f	%	f	%	f	%		
1- Provide information about history, geography and political conditions of the foreign culture(s).	43	86	7	14	0	0	2.72	.70
2- Provide information about daily life and routines.	47	94	3	6	0	0	2.88	.47
3- Provide information about shared values and views.	47	94	2	4	1	2	2.86	.57
4- Provide experiences with a rich variety of cultural expressions (literature, music, theatre, film, etc.)	34	68	14	28	2	4	2.32	1.01
5- Develop attitudes of openness and tolerance towards other people and cultures.	48	96	2	4	0	0	2.92	.39
6- Promote reflection on cultural differences.	44	88	4	8	2	4	2.72	.78
7- Promote increased understanding of students' own culture.	46	92	3	6	1	2	2.82	.62
8- Promote the ability to empathize with people living in other cultures.	44	88	5	10	1	2	2.74	.72
9- Promote the ability to handle intercultural contact situations.	44	88	5	10	1	2	2.74	.72

According to the results obtained from the frequency analysis presented in Table 6, the item that has the highest mean ($m=2.92$) is “develop attitudes of openness and tolerance towards other people and cultures.”. There are 48 respondents who cited “often” for this item. The objective having the second highest mean score ($m=2.88$) from the respondents is “provide information about daily life and routines” with 47 participants who chose ‘often’ for this item. And, the objective which is third in rank ($m=2.86$) is “provide information about shared values and beliefs”. Moreover, the objective, which has the lowest mean score ($m= 2.32$), is “provide experiences with a rich variety of cultural expressions (literature, music, theatre, film, etc.).

Table 7.

Independent t-test Results related to Objectives of Culture Teaching and Gender

Sections	Groups				T	p
	Male		Female			
	$\bar{x}$	SD	$\bar{x}$	SD		
The Objectives of Culture teaching in English Language Courses	2.60	.74	2.77	.36	1.038	.020

According to Table 7, the total mean score for male participants is 2.60 and the total mean score for female participants is 2,77. The standard deviation is .74 for males and .36 for females. When the effect of gender difference is taken into consideration, the table indicates that the mean score of female participants in total ($m=2.77$) is greater than the total mean score of male participants ($m=2.60$). Based on t-test result and p value ($t= 1.038$, $p= .020$), it can be concluded that gender has a statistically significant effect on the objectives of culture teaching, and females are more aware of the objectives of culture teaching in this study. Results pertaining to age and culture teaching variables are provided in Table 8.

Table 8.

One-way ANOVA Results related to Age and objectives of Culture Teaching

Sections	Groups						F	p
	20-30		30-50		50+			
	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD		
The Objectives of Culture teaching in English Language Courses	2.82	.25	2.79	.37	1.88	1.01	7.198	.002

As it is shown in Table 8, One-way ANOVA was conducted to determine if there is a relationship between age and objectives of culture teaching. Initially, the mean scores suggest that participants, who reported their ages between 20-30, has the highest mean score ($m = 2.82$). But, participants, who are older than 50, has the lowest mean score ($m = 1.88$). More than that, the results of one-way ANOVA indicate that there is a statistically significant difference among three age groups in relation to objectives of culture teaching at the $p < .05$ level. Hence, age group can be accepted as a factor determining the objectives of culture teaching in English language classrooms in this study. [$F = 7.198$, $p = .002$].

Finally, one-way ANOVA was conducted to figure out if there is a relationship between years of experience and objectives of culture teaching. Related findings are presented in Table 9.

Table 9.

One-way ANOVA Results related to Years of Teaching Experience and Objectives of Culture Teaching

Sections	Groups						F	p
	1-5 years		6-11 years		11+ years			
	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD		
The Objectives of Culture Teaching in English Language Courses	2.74	.29	2.86	.20	2.50	.74	3.138	.053

Table 9 displays One-way ANOVA results related to years of teaching experience and the objectives of culture teaching in English language classrooms. According to the results, the participants, who have been working for 6-11 years, have the highest mean score ($m=2.86$), while the group of participants with more than 11 years of teaching experience has the lowest mean score ($m=2.50$). When the p value is taken into consideration, there is a statistically significance, suggesting that year of teaching experience is a factor in determining the impact regarding the objectives of culture teaching in English language classrooms, although it is slightly more than accepted p value [$F= 3.138$, $p=.053$]. The fourth section of the questionnaire consists of 17 items aiming to find out the frequency of culture teaching activities which English instructors touch upon mostly while teaching English. Related findings are given in table 10.

Table 10.

Results Related To Frequency of Culture Teaching Activities

Items-Section IV	Often		Once in a While		Never		Mean	SD
	f	%	f	%	f	%		
1- I ask my pupils to think about the image which media promote of the foreign country.	37	74	10	20	3	6	2.42	1.01
2- I tell my pupils what I heard (or read) about the foreign country or culture.	45	90	5	10	0	0	2.80	.60
3- I tell my pupils why I find something fascinating or strange about the foreign culture(s).	46	92	4	8	0	0	2.84	.54
4- I ask my pupils to independently explore an aspect of the foreign culture.	45	90	4	8	1	2	2.78	.67
5- I use videos, CD-ROMs or the Internet to illustrate an aspect of the foreign culture.	31	62	18	36	1	2	2.22	1.01
6- I ask my pupils to think about what it would be	41	82	7	14	2	4	2.6	.88
7- I talk to my pupils about my own experiences in foreign culture.	48	96	2	4	0	0	2.92	.39
8- I ask my pupils about their experiences in the foreign country.	50	100	0	0	0	0	3.0	.00
9- I invite a person originating from the foreign country to my classroom.	44	88	4	8	2	4	2.72	.78
10- I ask my pupils to describe an aspect of their own culture in the foreign language.	46	92	4	8	0	0	2.84	.54
11- I bring objects originating from the foreign culture to my classroom.	44	88	6	12	0	0	2.76	.65
12- I ask my pupils to participate in role-play situations in which people from different cultures meet.	45	90	5	10	0	0	2.80	.60
13- I decorate my classroom with poster illustrating particular aspects of the foreign culture.	40	80	9	18	1	2	2.58	.85
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.	43	86	7	14	0	0	2.72	.70
15- I ask my pupils to compare an aspect of their own culture with that aspect in the foreign culture.	45	90	5	10	0	0	2.80	.60
16- I touch upon an aspect of the foreign culture regarding which I feel negatively disposed.	43	86	7	14	0	0	2.72	.70
17- I talk with my pupils about stereotypes regarding particular cultures and countries.	41	82	9	18	0	0	2.64	.77

4.4. Findings on the frequency of culture teaching activities English instructors use

According to the results obtained from the frequency analysis, as shown in Table 10, the item that has the highest mean ($m=3.00$) is “I ask my pupils about their experiences in the foreign country.” It seems that all of the participants answered this item as ‘often’. The activity having the second highest mean score ($m=2.92$) from the participants is “I talk to my pupils about my own experiences in foreign culture.” with 48 participants choosing ‘often’ for his activity. The activities which are third in rank ($m=2.84$) are “I tell my pupils why I find something fascinating or strange about the foreign culture(s)” and ‘I ask my pupils to describe an aspect of their own culture in the foreign language’. But, the lowest mean score ($m=2.22$) belongs to the item ‘I use videos, CD-ROMs or the Internet to illustrate an aspect of the foreign culture’ with only 31 participants choosing ‘often’.

The results obtained from the data suggest that the most frequent culture teaching practice is asking the students about their ideas related to their experiences in a foreign country. When all 3 answers with the highest mean scores are considered, it can be seen that the most common activities include exchanges of information with the help of communication activities.

CHAPTER V

5. CONCLUSION

5.1. Introduction

This chapter includes an overview of the study. It also summarizes the main findings while discussing the significant conclusions and suggestions emerging from this study. Additionally, the chapter points out the main research topic and justifies the methodology used to explore it. Finally, strengths, recommendations and limitations are presented for future research.

5.2. Summary of the study

This study investigated the perceptions of English language instructors about the objectives of foreign language education, objectives of culture teaching and the frequency of culture teaching activities at four public universities in Turkey. It also focused on the relationship between the objectives of foreign language education and the aim of teaching culture considering several variables such as gender, age and teaching experience in ELT. The study was conducted with a total of 50 instructors. The data collection instrument used in this study was Sercu's (2005) adapted version of the "Foreign Language Teachers and Intercultural Competence Questionnaire" questionnaire by Kılıç (2013). After finalizing the data collection process, the data were entered in SPSS, version 15.0 for Windows Evaluation to analyze the findings.

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

The first research question of this study was to identify how English language instructors perceive the objectives of foreign language education. In order to find out their beliefs, we used the second section of the questionnaire, which included 8 items. The results obtained from the frequency analysis showed that the participant instructors of the study believe that the most important objectives of foreign language education are: "to enthuse students for learning foreign languages", "to promote students' familiarity with the culture" and "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.’’ This conclusion reveals that the instructors aim to improve the language proficiency level of the students to enable them to use the foreign language practically and also the instructors assist their students to acquire the necessary language skills to continue their academic lives. When we compare the nature of the objectives of foreign language education for the instructors’ in the present study to Sercu’s (2005) classification of objectives, we conclude that none of these objectives can be accepted as belonging to culture learning category. This conclusion may stem from the place where the English language instructors work. The participant English language instructors work at universities where they have standard examination systems and this might be the reason why English lecturers believe that the main objective of English Language teaching offered by the universities is to equip language learners with linguistic and general skills in order to facilitate the learning of the language. The instructors are supposed to follow the curriculum and may not have spare time for the goals that are not tested and included in their standard tests. Another possible explanation for this is might be English language teaching materials and especially the course books used in these institutions. That is, language teaching materials that are in use at these institutions may not include adequate knowledge to incorporate intercultural language teaching pedagogy.

The results of this study are in line with the results of similar studies conducted in Turkey and different parts of the world on the same issue. To start with, in her study, Kılıç (2013) investigated English lecturers’ views regarding intercultural competence in Turkish tertiary EFL teaching. In her study, the data were collected from 368 English lecturers in İstanbul via a questionnaire and a scale. She found that culture learning is not among the primary objectives of English language teaching and lecturers believe more in attitudinal dimension of culture teaching. Furthermore, lecturers agree with intercultural language teaching and believe that they have enough familiar with foreign cultures. Doğan (2015) carried out another study to investigate the views of English language instructors about the objectives of foreign language teaching, the objectives of teaching culture in English language teaching context and explored the frequency of specific culture teaching activities practiced in English courses at Erciyes University in Kayseri. A total of 100 Turkish instructors and instructors from other nationalities participated in her study. She found that the instructors don’t consider teaching culture and intercultural competence among their primary objectives in learning English. Additionally, knowledge of general English and language skills are among the top

objectives. This result seems to be consistent with Tran's (2014) study, which aimed to investigate EFL teachers' perceptions and their incorporating cultural competence (CC) in ELT. It employed a questionnaire to collect data from twenty-seven EFL teachers who were teaching English at a university in Thailand. The results showed that EFL teachers had a good understanding of CC, and were somewhat familiar with the target language culture. Furthermore, most of them had positive attitudes of incorporating CC in ELT, but there was a lack of knowledge between teachers' perceptions and their teaching practices. Lastly, with a more comprehensive study, Hui (2010) investigated the perceptions of the teachers about teaching culture in secondary schools in Xinjiang, China. The result of his study indicated a set of significant factors about the teachers' perceptions of culture. His research revealed that the teachers pay great interest in teaching culture in language teaching and have a positive attitude to incorporate the culture in language teaching. Additionally, language knowledge and linguistic skills were in two of five objectives in teaching English contained in the new English curriculum in China. It can be argued that the trainers perceive the objectives of English language education most likely as general language learning objectives: to provide students' motivation and maintain their interest in English learning; to increase their confidence in learning a language, which takes place in the new curriculum as one of the five objectives (empathy and attitude) and should be considered the first goal to work for (English curriculum, 2001).

Next, we found out that the women participants' scores were significantly higher than the men's scores in the present study. Therefore, we might conclude that gender is a statistically significant variable in relation to teacher perceived objectives of English language teaching, culture learning and general skills learning. According to the one-way ANOVA results, there is a statistically significant difference among three age groups in relation to objectives of English language teaching at the $p < .05$ level. Participants, who are older than 50, has the lowest mean score. A possible explanation for this might be that recently young instructors have more overseas study experiences than the others. Because of the scholarships provided by the universities and government and very common internationalization period around the world, they are more involved in intercultural transactions and other cultures. This finding indicates that there is a strong relationship between age and objective of English language teaching in this study.

Lastly, one-way ANOVA was conducted to determine whether there is a relationship between years of teaching experience and the objectives of English language teaching. It can be inferred from the descriptive findings that there is no statistically significant difference among groups in relation to the objectives of English language teaching for three different years of teaching experience.

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

To investigate teachers' perceptions about the objectives of culture teaching in English teaching context, 9 questions were asked to the participants. The findings showed that the highest mean ($m=2.92$) is "to develop attitudes of openness and tolerance towards other people and cultures." There are 48 respondents who cited "often" for this item. The second highest mean score ($m=2.88$) from the respondents is "provide information about daily life and routines" with 47 participants who chose 'often' for this item. And, the third in rank ($m=2.86$) is "provide information about shared values and beliefs". Additionally, the objective, which has the lowest mean score ($m= 2.32$), is "provide experiences with a rich variety of cultural expressions (literature, music, theatre, film, etc.). "

This result highlighted the objectives of the participants about culture teaching in English teaching context. Firstly, it can be inferred that participants are quite positive about integrating culture in ELT and to some extent they have adequate knowledge of the target language culture. Whether they have experience of living or studying abroad or not, they do not have any problems with their knowledge of the visible parts of the target culture. These visible parts of the target culture can be reported as "British/American people's customs, traditions and beliefs that differ from those of ours and everyday life features. In contrast to these findings, another important finding of this study was the lowest mean scores are ($m= 2.32$) "to provide experiences with a rich variety of cultural expressions (literature, music, theatre, film, etc.) " and ($m= 2.72$) "to provide information about history, geography and political conditions of the foreign culture(s) ". There may be several possible explanations for this result. Firstly, it is possible that the majority of the teachers view culture as a sociological entity and teachers are not well aware of their teaching practices. This may be due to the problems

of time limitation, the students' low language proficiency levels and the teacher-centered teaching approach.

These results are consistent with the findings of the previous work by Gönen (2012). She investigated the Teaching Culture In The EFL Classroom: Teachers' Perspectives. In her study, she reported that all the participants have adequate knowledge about the items of the target culture to a certain point, however how they cope with the target culture is mostly affected by the curricular considerations and limitations. The majority of the instructors fail to incorporate the language and culture. One of the reason is the heavy curriculum. Hence, we need to accept the fact that studying culture requires time and many teachers do not spare time to integrate culture in the teaching process. Another possible problem is that the teachers may have hesitations about their inadequate knowledge of the target culture. In another study conducted by Önalın (2005), the focus was on the identification of EFL Teachers' Perceptions of The Place of Culture in ELT. The results showed that the teachers generally define culture in the sociological sense including values and beliefs. An important result of this study was that although teachers consider "culture" is necessary for the learners, it was not among the their primary objectives than other subjects in teaching language. Language knowledge and linguistic skills are regarded as more important than "culture." The majority of the teachers ranked culture in the ninth place among their top ten priorities. In line with the conclusions of the present study, Önalın (2005) reported that EFL teachers' positive attitudes towards culture do not affect their prioritization in their instruction. Kılıç (2013) arrived at similar findings. The researcher found out that the participants in her study believe that providing information about daily life and routines of the target culture and developing in the students positive attitudes towards differences are among the prominent objectives of teaching culture.

Independent samples t-test and one way ANOVA were carried out to determine whether there is a relationship between the objectives of culture teaching and the variables of gender, age, and years of teaching experience in ELT. The results revealed by T-Tests showed us that female instructors' scores are higher than male instructors' in terms of knowledge, attitudes and skills dimensions of culture teaching. This result is consistent with the study conducted by Doğan (2015). When the effect of gender difference is taken into consideration, it became clear that the mean score of female participants in total ($m=2.77$) is greater than the total mean score of male participants ($m=2.60$). Based on t-test result and p value ($t= 1.038$, $p= .020$), it can be concluded that

gender has a statistically significant effect on the objectives of culture teaching, and females are more aware of the objectives of culture teaching in this study.

Regarding the question of its relation with the variable of age the mean scores showed that the participants, aged between 20-30, has the highest mean score ($m=2.82$). However, the participants who are older than 50, has the lowest mean score ($m=1.88$). More than that, the results of one way ANOVA indicated that there is a statistically significant difference among three age groups in relation to objectives of culture teaching at the $p<.05$ level. Based on these results, we conclude that gender seems to be an important factor; however, it is necessary to conduct further research to understand this factor much better.

Finally, one-way ANOVA was conducted to determine whether there is a relationship between years of teaching experience and the objectives of culture teaching. The results showed that, the participants who have been working for 6-11 years, have the highest mean score ($m=2.86$), while the group of the participants with more than 11 years of teaching experience has the lowest mean score ($m=2.50$). When the p value is taken into consideration, there is a statistically significance, suggesting that year of teaching experience is a factor in determining the impact on the objectives of culture teaching in English language classrooms, although it is slightly more than accepted p value [$F= 3.138$, $p=.053$].

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

To investigate teachers' perceptions about the objectives of culture teaching in English teaching context, 9 questions were asked to the participants. The findings showed that the highest mean ($m=2.92$) is "to develop attitudes of openness and tolerance towards other people and cultures." There are 48 respondents who cited "often" for this item. The second highest mean score ($m=2.88$) from the respondents is "provide information about daily life and routines" with 47 participants who chose 'often' for this item. And, the third in rank ($m=2.86$) is "provide information about shared values and beliefs". Additionally, the objective, which has the lowest mean score ($m= 2.32$), is "provide experiences with a rich variety of cultural expressions (literature, music, theatre, film, etc.)."

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These results are consistent with the findings of the previous work by Gönen (2012). She investigated the Teaching Culture In The EFL Classroom: Teachers’ Perspectives. In her study, she reported that all the participants have adequate knowledge about the items of the target culture to a certain point, however how they cope with the target culture is mostly affected by the curricular considerations and limitations. The majority of the instructors fail to incorporate the language and culture. One of the problems is the heavy curriculum. Hence, we need to accept the fact that studying culture requires time and many teachers do not spare time to integrate culture in the teaching process. Another possible problem is that the teachers may have hesitations about their inadequate knowledge of the target culture. In another study conducted by Önalın (2005), the focus was on the identification of EFL Teachers’ Perceptions of The Place of Culture in ELT. The results showed that the teachers generally define culture in the sociological sense including values and beliefs. An important result of this study was that although teachers consider “culture” is necessary for the learners, it was not among the their primary objectives than other subjects in teaching language. Language knowledge and linguistic skills are regarded as more important than “culture.” The majority of the teachers ranked culture in the ninth place among their top ten priorities. In line with the conclusions of the present study, Önalın

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Finally, one-way ANOVA was conducted to determine whether there is a relationship between years of teaching experience and the objectives of culture teaching. The results showed that, the participants who have been working for 6-11 years, have the highest mean score ($m=2.86$), while the group of the participants with more than 11 years of teaching experience has the lowest mean score ($m=2.50$). When the p value is taken into consideration, there is a statistical significance, suggesting that year of teaching experience is a factor in determining the impact on the objectives of culture teaching in English language classrooms, although it is slightly more than accepted p value [$F= 3.138$, $p=.053$].

The results of the parametric tests didn't show a significant relation between demographic variables and the objectives of foreign language 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, the instructors see providing information about values and beliefs of target culture as an important goal of teaching culture in ELT context. Also, the 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 are 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 is the most frequent activities conducted in English Language classrooms. The results revealed that foreign language courses designed currently by higher educations should be revised for its inadequate focus on considering other cultures. Therefore, foreign language degree courses rapidly need to adopt an approach to intercultural learning which help learners to cope with the global exchanges and to communicate with people from other cultures properly. The brief literature on the focus of culture teaching in ELT indicates that regular in-training teacher services, sessions or seminars should be held for teachers to raise the teachers' awareness on the importance of the role of the culture and how to incorporate the culture during the teaching process. Furthermore, a framework and its guidelines should be constructed in order to balance the teaching time and language teaching appropriately. Lastly, additional reference materials on cultural topics should be provided for teachers and students in order to establish a cohesive relationship language and culture teaching/learning process.

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, only data collection tool for this research was a web based questionnaire. To have a better understanding of the instructors' views other data analysis tools like interviews or observations could be

used in addition to the questionnaire. Also the setting and the number of the participants in the study may not be enough to reflect on the perceptions of English instructors regarding these issues. A larger group of participants might be included to have a more general reflection. 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.

Secondly, this study investigated the views of the English instructor's objectives of foreign language teaching, aim of teaching culture of English language classes and it also aimed to investigate the frequency of culture teaching activities practiced in English courses. Another study can be conducted to investigate both foreign language teachers' and foreign language learners' perspectives in the same area to reach at a more clear finding by using both quantitative and qualitative methods in a comparative way.

Lastly, a longitudinal study can be conducted with more participants and with different universities for this present study was carried out in a limited period of time. Moreover, other factors such as the type of the university, background of the participants can be added to the demographic part of the questionnaire to see their effect of them altogether.

In the light of the findings and implications of the present study, some suggestions can be made for future research. Regular in-service teacher training sessions or seminars on the focus of culture teaching in ELT should be held to support teachers to be more aware of the importance of the role of culture in ELT and understand more about the culture and its components that should be included in English language classes. Additionally, additional reference materials on cultural topics should be supplied to teachers so that both teachers and students would be able to access to different cultures familiar with different cultures. Hence, implementing different tasks and techniques into the in-class and out of-the class activities can be supportive to raise the awareness of culture.

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7. APPENDICES

Appendix 1: Foreign Language Teachers and Intercultural Competence Questionnaire

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	c) 30-40	b) Other Nationalities	b) MA	b) 6-11
	d) 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.	Often	Once in a While	Never
2- Promote my pupil's familiarity with the culture, the civilisation of the countries where the language which they are learning is spoken.	Often	Once in a While	Never
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.	Often	Once in a While	Never
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.).	Often	Once in a While	Never
5- Promote the acquisition of an open mind and positive disposition towards unfamiliar cultures.	Often	Once in a While	Never

6- Promote the acquisition of learning skills that will be useful for learning other foreign languages.	Often	Once in a While	Never
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.	Often	Once in a While	Never
8- Assist my pupils in developing a better understanding of their own identity and culture.	Often	Once in a While	Never

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).	Often	Once in a While	Never
2- Provide information about daily life and routines.	Often	Once in a While	Never
3- Provide information about shared values and beliefs.	Often	Once in a While	Never
4- Provide experiences with a rich variety of cultural expressions (literature, music, theatre, film, etc.)	Often	Once in a While	Never
5- Develop attitudes of openness and tolerance towards other people and cultures.	Often	Once in a While	Never
6- Promote reflection on cultural differences.	Often	Once in a While	Never
7- Promote increased understanding of students' own culture.	Often	Once in a While	Never
8- Promote the ability to empathize with people living in other cultures.	Often	Once in a While	Never
9- Promote the ability to handle intercultural contact situations.	Often	Once in a While	Never

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.	Often	Once in a While	Never
2- I tell my pupils what I heard (or read) about the foreign country or culture.	Often	Once in a While	Never
3- I tell my pupils why I find something fascinating or strange about the foreign culture(s).	Often	Once in a While	Never
4- I ask my pupils to independently explore an aspect of the foreign culture.	Often	Once in a While	Never
5- I use videos, CD-ROMs or the Internet to illustrate an aspect of the foreign culture.	Often	Once in a While	Never
6- I ask my pupils to think about what it would be	Often	Once in a While	Never
7- I talk to my pupils about my own experiences in foreign culture.	Often	Once in a While	Never
8- I ask my pupils about their experiences in the foreign country.	Often	Once in a While	Never
9- I invite a person originating from the foreign country to my classroom.	Often	Once in a While	Never
10- I ask my pupils to describe an aspect of their own culture in the foreign language.	Often	Once in a While	Never
11- I bring objects originating from the foreign culture to my classroom.	Often	Once in a While	Never
12- I ask my pupils to participate in role-play situations in which people from different cultures meet.	Often	Once in a While	Never
13- I decorate my classroom with poster illustrating	Often	Once in	Never

particular aspects of the foreign culture.		a While	
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.	Often	Once in a While	Never
15-I ask my pupils to compare an aspect of their own culture with that aspect in the foreign culture.	Often	Once in a While	Never
16-I touch upon an aspect of the foreign culture regarding which I feel negatively disposed.	Often	Once in a While	Never
17-I talk with my pupils about stereotypes regarding particular cultures and countries.	Often	Once in a While	Never

Appendix 2: Ethics Committee Permit Document

[illegible][illegible]

EŞLER	(.....) Sayın	Oycul.
(.....) Sayın	Akust.	
(.....) Sayın	Fornier	

50BE-1827

8. BIOGRAPHY

1983 yılında Hatay/Dörtyol’da doğan Funda ÖZBAKIR, eğitim hayatına Dörtyol Gazi İlköğretim Okulu’nda başlamış, lise öğrenimini Dörtyol Süleyman Demirel Anadolu Lisesi’nde, lisans öğrenimini de Selçuk Üniversitesi İngilizce Öğretmenliği bölümünde tamamlamıştır. Son olarak, Çağ Üniversitesi İngiliz Dili Eğitimi (Yüksek Lisans) bölümünden mezun olmuştur.

Halihazırda kendisi, Osmaniye Kortkut Ata Üniversitesi öğretim görevlisi olarak yapmaktadır.

