

**REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL STUDIES
ENGLISH LANGUAGE TEACHING DEPARTMENT**

**EXPLORING NATIVE AND NONNATIVE EFL TEACHERS' PEDAGOGICAL
PRACTICES RELATED TO CULTURE IN CLASSROOM SETTINGS**

LOVE OMOLOLA DABBY

MASTER OF ARTS

ADANA / 2021

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ADANA / 2021

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LOVE OMOLOLA DABBY

ABSTRACT**EXPLORING NATIVE AND NON-NATIVE EFL TEACHERS' PEDAGOGICAL PRACTICES RELATED TO CULTURE IN EFL CLASSROOM SETTINGS****Love OMOLOLA DABBY****Master of Arts, English Language Teaching****Supervisor: Assist. Prof. Dr. Meryem Mirioğlu Akçayoğlu****July 2021, 107page**

Culture is a vital element of EFL teaching, yet many EFL teachers are often faced with the challenge of incorporating culture into their teaching. This study attempts to describe how native and non-native EFL teachers position culture in teaching as well as details regarding pedagogic strategies teachers use to integrate culture while teaching. The study aims to raise teachers' awareness of the relevance of cross-cultural teaching in practice for a better result of EFL cultural competence. The data was gathered from EFL teachers of different nationalities via a semi-structured interview with both native and non-native EFL teachers at both private and state schools in Adana Turkey. Data was also collected through questionnaires. This study indicates that many EFL teachers are aware of culture's importance while some are aware of it to some extent. Findings from this study support previous research by providing contributions to the fields of pedagogic strategies and teaching culture in foreign language classes.

Keywords: Culture, foreign language teaching, language teaching methodology, language proficiency, native teachers, non-native teachers, teaching style.

ÖZET

ANADİLİ İNGİLİZCE OLAN VE OLMAYAN İNGİLİZCE ÖĞRETMENLERİNİN SINIF İÇİNDE KÜLTÜRE AİT PEDAGOJİK UYGULAMALARININ ARAŞTIRILMASI

Love OMOLOLA DABBY

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Kültür, EFL öğretiminin hayati bir parçasıdır, ancak birçok EFL öğretmeni genellikle kültür ögesini öğretimlerine dahil etme zorluğuyla karşı karşıyadır. Bu çalışma, anadili İngilizce olan ve olmayan İngilizce öğretmenlerinin kültür unsurunun dil öğretiminde nasıl konumlandığını açıklarken ayrıca öğretmenlerin öğretim sırasında kültür için kullandıkları pedagojik stratejiyi ayrıntılarıyla anlatmaktadır. Bunun yanı sıra çalışma, İngilizceyi yabancı dil olarak öğreten İngilizce öğretmenlerinin derslerinde kültürler arası öğretim uygulamalarının önemiyle ilgili farkındalık artırmayı amaçlamıştır. Çalışma Adana’da özel bir okulda yürütülmüş olup veriler, İngilizce öğretmenleriyle yarı yapılandırılmış görüşme ve uygulanan anketler aracılığıyla toplandı. Bu çalışma, İngilizceyi yabancı dil olarak öğreten Türk ve yabancı öğretmenlerin derslerinde kültür öğretiminin öneminin farkında olduğunu, bazılarının ise bunun bir noktaya kadar farkında olduğunu göstermektedir. Bu çalışmadan elde edilen bulgular, yabancı dil derslerinde pedagojik stratejiler ve kültür eğitimi alanlarına katkı sağlayarak kültür eğitimi konusunda yapılmış önceki araştırmaları desteklemektedir.

Anahtar Kelimeler: Kültür, yabancı dil eğitimi, dil öğretme metodolojisi, dil seviyesi, anadili İngilizce olan öğretmenler, anadili İngilizce olmayan öğretmenler, öğretim biçimi

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TABLE OF CONTENTS

ABSTRACT.....	iv
ÖZET	v
ACKNOWLEDGEMENT.....	vi
LIST OF ABBREVIATIONS	x
LIST OF TABLES	xi
LIST OF FIGURES	xiii

CHAPTER I INTRODUCTION

1.1. Introduction.....	1
1.2. Background of the Study	3
1.2.1. English Language in Turkey.....	4
1.2.2. The Tanzimat Period (1839 -1876).....	5
1.2.3. The Republic of Turkey (1923-1997).....	6
1.3. Statement of the Problem.....	7
1.4. Purpose of the Study	7
1.5. Significance of the Study.....	8

CHAPTER II LITERATURE REVIEW

2.1. English as a Universal Language.....	10
2.1.1. The Dominance of English Language and the Three Concentric Circles Model	11
2.2. Concept of Culture.....	13
2.2.1 What are the Attributes and Component of Culture?	15
2.2.2. Cultural awareness.....	16
2.2.3. The Significance of Educating Students on Culture.....	16
2.3 Concept of Pedagogy	17
2.3.1. Pedagogic Approaches.....	18
2.3.2. Pedagogic Strategies.....	19

2.3.3. Teaching practices	19
2.3.4. Teaching practices component	20
2.4. What is Language?.....	20
2.5. Cultural and Language Teaching	21
2.6. Culture integration in EFL classroom.....	24
2.7. Similar Cultural Research to the Proposed Study.....	27

CHAPTER III

RESEARCH METHODOLOGY

3.1. Introduction.....	28
3.2. Research design	28
3.3. Data Collection Tools	28
3.3.1 Questionnaire.....	28
3.3.2. Interview	30
3.4. Piloting.....	30
3.5. Participants.....	31
3.6. Data Collection and Analysis Procedures.....	33
3.7. Setting	33
3.8. Validity, Reliability, and Generalizability Issues	34

CHAPTER IV

FINDINGS

4.1. Qualitative Analysis.....	36
4.1.1. Interviewed Participants Demographic Data	36
4.2. Perceptions about Culture	36
4.2.1. Defining culture	37
4.2.2. Perceptions on The Relationship between Culture and Language	38
4.3. Perceptions on Cultural Integrations Technique.....	39
4.3.1. Classroom Practices of Culture	39
4.4. Culture Incorporated into Curricula.....	40
4.5. Difficulties in Culture Integration.....	42
4.6. Quantitative Analysis.....	44
4.6.1. Response Rate of the Questionnaire Distributed	44

4.6.2. Section 1: Participant Demographic Characteristics	45
4.6.3. Section 2: L1 Usage in Classroom Activities	48
4.6.4. Section 3: Instructional Time Allocated to Dealing with Culture	51
4.6.5. Section 4: Culture Related Topics	55
4.7. Hypothesis Testing	63
4.7.1. ANOVA Results	65
4.7.2. Pearson Moment Product Correlation Test.....	65
4.7.3. T-Test.....	66

CHAPTER V

DISCUSSION

5.1. Research Question 1: What are foreign EFL teachers' and Turkish EFL teachers' perceptions of culture?.....	67
5.2. Research Question 2: Through which methods is culture taught in EFL classroom by foreign EFL teachers and Turkish EFL teachers?	69
5.3. Research Question 3: To what length is culture incorporated into EFL curricula in Turkey, including student assessment, planning and instructional time?.....	71
5.4. Research Question 4: What are the factors affecting EFL teachers' decision-making regarding culture teaching?.....	72
5.5. The Cohesion between Perceptions and Integrations in Classroom	72

CHAPTER VI

CONCLUSION

6.1. Summary of the Study	74
6.2. Conclusion	75
6.3. Limitation.....	76
6.4. Implications of the Study.....	76

REFERENCES.....	78
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APPENDICES.....	87
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CURRICULUM VITAE.....	105
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LIST OF ABBREVIATIONS

ACTFL	: American Council on the Teaching of Foreign Languages
ANOVA	: One-Way Analysis of Variance
CU	: Çukurova University
EFL	: English as a Foreign Language
ELL	: English Language and Literature
ELT	: English Language Teaching
FL	: Foreign Language
F. P	: Foreign Participants
MEB	: Millî Eğitim Bakanlığı. (Ministry of National Education)
SSEC	: Social Science Education Consortium
T. P	: Turkish Participant

LIST OF TABLES

Table 1. Instruments used to answer each of the research question.....	30
Table 2. Reliability Statistics	31
Table 3. Demographic characteristics of the Respondents (<i>n=199</i>)	32
Table 4. Summary of Response Rate	44
Table 5. Demographic characteristics of the Respondents (<i>n=199</i>)	45
Table 6. Response on ways in which respondents learned English language.....	47
Table 7. How long have you spent (visiting, studying, or living) in English culture/speaking country?	47
Table 8. Classroom Management.....	48
Table 9. Cultural Explanations/Discussion	48
Table 10. Table Explaining Assignments	49
Table 11. Grammar Instructions/Clarifications.....	49
Table 12. General Content Instruction	50
Table 13. Test Preparation/Review	50
Table 14. Addressing Cultural Stereotypes.....	51
Table 15. Comparisons of the English and Turkish cultures	52
Table 16. Having student's role play to demonstrate how they would speak and act in the English culture.....	52
Table 17. Teaching about cultural practices (knowledge of what to do, when, and where).....	53
Table 18. Teaching about the relationship between cultural products, practices, and perspectives	54
Table 19. Teaching about your own experiences of when you were in the English culture.....	54
Table 20. Arts and music	55
Table 21. Comparisons between the English and Turkish cultures	56
Table 22. Critical thinking skills.....	56
Table 23. Daily practices of English culture	57
Table 24. Geography of English culture	57
Table 25. Grammar of English culture.....	58
Table 26. History of the English culture	58
Table 27. Literature of the English culture	59

Table 28. Oral (speaking) skills in the English language.....	60
Table 29. Reading skills in the English language	60
Table 30. Strategies for language learning.....	61
Table 31. Vocabulary of English language	61
Table 32. Writing in English Language	62
Table 33. Perspectives of the English culture	62
Table 34. Products made or valued by the English Culture	63
Table 35. Perspectives of the English culture	65



LIST OF FIGURES

Figure 1: The Three Concentric Circles Model	13
Figure 2: Culture Onion Model	14
Figure 3: What comprises culture? (The National Standards for Foreign Language Learning, 1996, p. 43)	15
Figure 4: Histogram	64
Figure 5: Q-Q-Plot	64



CHAPTER I

INTRODUCTION

1.1. Introduction

Today, people all around the world emphasize and acknowledge the functionality and importance of English as a global language, so many people learn it for various purposes. Some of these purposes include preparing for a career, in most cases to study abroad or to make friends from other English speaking countries and to do business worldwide. Obviously, these reasons contributed to the dramatic increase in the number of people interested in learning English worldwide. Therefore, this has brought a rise also in demand for teachers of English. Since most of the people willing to learn English for various purposes live in the places where English is being taught a second or as a foreign language, the teachers of English generally come from these regions. There have been eternal questions raised about these teachers' language competence, pedagogical methods, and cultural orientation. Globally the English language keeps gaining ground rapidly. Ahmad (2005) explains and identifies four typical teaching concepts; he expresses teaching as labor, as a profession, as craft, and as art. He classified teachers as reformers and human engineers (p.74). In Turkey where English is learned-taught as a foreign language, many English teachers come from various countries where many of them have received professional training to become EFL teachers. While also, many have gone to pursue a higher degree abroad, especially in an English-speaking country. Regardless of the numerous and inconclusive definition of native and non-native teachers in teaching the English language, non-native teachers with English speaking background are preferred as authentic linguistic and cultural representatives of EFL (Nayar, 1997).

Educating students in a foreign language stands as a challenge due to the language teaching technicalities and complexities. Like other school subjects at school, the foreign language instruction is not confined to a particular domain or structure; instead, it is tasked with students' developmental skills in speaking, reading, listening, and writing. One common trend amongst many EFL teachers is the preference of linguistic forms while teaching, thereby subduing the English language structures in their interactive and communicative contexts. By doing so, this creates issues of inequality within linguistic and cultural elements because culture has usually been relegated to the side-lines.

EFL teachers have increasingly understood teaching foreign language is not all

about language skills, as cultural elements are also key factors to fully acquire competence in a foreign language. Therefore, the significance of cultural integration into language teaching is universally acknowledged and has generated prominent changes in the foreign language teaching (Arcagök & Yılmaz, 2020; Chau & Truong, 2019; Kunanbayeva, 2013).

Integrating culture into EFL classroom is not merely a superb supplement; instead, culture and language are inseparable. This is because the framework through which language is interpreted comes from a cultural context. Despite the cordial relationship between culture and language, many EFL teachers still find it challenging to incorporate culture into their teaching methods. Teachers of English may in fact have the desire to teach culture in their classes. However, these desires face many challenges, one of which is the proper understanding of culture. Another challenge could be instructional time allocated to teaching culture because they explicitly focus on improving the students' linguistic competency disregarding the focus on cultural components of teaching a foreign language.

Improvising culture in the EFL classroom must be the significant struggle of many teachers, both native and non-native teachers. Even though most foreign language teachers want to teach culture (Klein, 2004; Ryan, 1994), they cannot due to several reasons. Lack of a clear definition of "culture" is one of the significant struggles many EFL teachers go through to fulfill those desires (Brooks, 1968). The issue of instructional time allocated to culture is also what many teachers claim of not having, as most of the time is allocated to the development of students' linguistic competency instead (Byrd, 2011; Seelye, 1997). The method of teaching culture may also be one issue the teachers are unsure of, or some also may find assessing culture that they have taught a big challenge (Byrd, 2011; Omaggio Hadley, 2001).

The past 20 years have brought about the increasing interest in analyzing and documenting teachers' perceptions, culture, understanding, and knowledge (Clark and Perterson 1986; Cater 1990; Pajares 1992; Elbaz 1991). Every individual has a specific style of thinking and interpretation attributed to personal background and culture, which is seen as an influencer to the individual day to day activities. In the concept of education, the teachers stand in the middle of the park (learning and the students).

Murphy (2005, p. 14) emphasized teachers' importance as those that influence both students and adults in the school setting. There is a need for various teaching methods and styles in others to solve classroom problems and enthusiasm for acquiring

new knowledge.

Regarding EFL teaching, the importance of culture cannot be overemphasized; the role culture plays in the classroom determines, in most cases, the way and manner EFL teachers transfer knowledge to the students; it is almost a standard saying in EFL literature that teaching a language is also the teaching of culture of the target language in question. How an individual grows and develops has an essential effect on both learning and teaching process. Various countries have their own various culture — moreover, these cultures feature how they are perceived and translated into knowledge.

According to Jarvis (2004), teaching style "includes the implementation of philosophy; it contains evidence of belief about values related to and attitudes towards all the elements of the teaching-learning exchange" (p. 40). This indicates all the teachers' knowledge transfer techniques, approaches and activities employed in a specific subject in the classroom (Cooper, 2001). That is to say, the teachers' teaching methods represent the teachers' behavior as they teach in the classroom. Teaching a culture mirrors teachers' thoughts, culture, and the proceeding in which those thoughts are implanted. In other words, the teachers' teaching styles could be influenced by their cultural perceptions.

There are unique characteristics found in English language teaching structure, and these characteristics are what differentiate English from other subjects in schools. The English language involves transmitting acquired knowledge and belief that is socially and culturally related. Teaching a foreign language is not the same as teaching of other subjects in that teaching other subjects would involve only with knowledge transaction between students and the teacher but meanwhile, teaching a foreign does not only cover pass knowledge about the target language but it also presents the target culture to the language learners.

1.2. Background of the Study

Culture occupies a significant space when it comes to foreign language teaching and learning. According to Marcal (2010), learners need to acquire knowledge in foreign language culture to understand viewpoints, get ready for personal engagement with a foreign culture, and set the language into context. Thanasoulas (2001) stated that culture could improve the learners' communicative competence leading them to have empathy and respect for different languages as well as encourage objectivity and cultural perceptions. Additionally, culture is regarded as communicative competence (Hymes, 1972), or considered the 5th language skill besides listening, speaking, reading, and writing.

Therefore, it is crucial to integrate culture into language teaching. This develops not only learners' abilities to communicate, but they also use the language productively and appropriately in several contexts. Svarstad (2020) suggests that "... English teachers must be offered professional development in Cultural studies providing them with pedagogical tools to carry out cultural analysis and to develop a metalanguage about cultural analysis they can use in classroom dialogues." This is indeed a much-needed component in teaching EFL domain for it possess the potential of empowering students' cultural competence which will in return contribute to deepen their linguistic competences.

Due to the complexity of the connection between language and culture and the applications of culture in language teaching, various scholars have proposed embedment of culture into foreign language teaching. Nevertheless, in practice, whether cultural elements can be incorporated into foreign language classroom and how is still a question. Research regarding culture embedment in foreign language classroom, most importantly on the EFL teachers' perceptions of culture integration into EFL classroom remains to be explored. Therefore, investigation on culture integration into EFL classes is practical and essential. Findings from this current study may confer to the theoretical research gap in foreign language teaching and culture.

1.2.1. English Language in Turkey

Turkey is located in-between Asia and Europe, and it is in closeness to Africa and the Mideast. The strategic status requires Turkey of many responsibilities. For example, Turkey acts as a link culturally in terms of geopolitical location between Europe and Asia. Taking this point into consideration, learning English is particularly essential for Turkey as well as other countries in the expanding circle because English as an international language will allow them to reach international communities and communicate efficiently with other people in the world. Turkey became a member of NATO in 1952 and still in dialogue with the European Union (EU) for full membership requirement. Turkish government initiated certain policies due to political reasons, and these are policies to enhance and spread teaching and learning of the English language. Therefore, English is categorized as the most studied foreign language in country.

Although some other foreign languages are made optional in some schools, languages like German, French and Spanish, the English language serves the only foreign language offered as a major subject or course. In Turkey, English maintains its standard and popularity at all educational stages and levels. English language inclusion into the Turkish

educational system can be traced back to the late nineteenth century (Tanzimat period). The period that brought about starting westernization movement in the Turkey's educational system (Kirkgöz, 2005). After the Tanzimat period came the republican Turkey, from 1923 and 1997, the phase that began with the educational reform of 1997 was the third breakthrough in Turkey's English language history, and that brought numerous changes and reformation in the education system in Turkey and most notably in EFL teaching.

1.2.2. The Tanzimat Period (1839 -1876)

This period is of great significance in the history of education in Turkey, and it shows the start of the westernization movement. At first, French language gained importance because teaching science was done using French textbooks and materials and there more of French teachers. Western language first emerges because of a need for a move of military technological equipment from the western world during Suleiman's magnificent era (eighteenth century), and Turkey had established a close relationship with France.

French language teaching in Turkey first came in place in 1773 at the military training institutions before it was later included in medical school curricula (Mektebi-I Adiye-I sahrane) and the political sciences school (Mekteb-I Mulkiye). Mekteb-I Sultani, which was opened in 1867 at Istanbul, was the first successful observation attempt in teaching French.

Since the end of the eighteenth century, there has been an increase in economic and cultural modernization of Turkey because of the westernization, and this westernization made the education system in the Ottoman empire flourish with the emerging of missionary schools. The first missionary school to be established was Robert College, founded by Cyrus Hamlin and it was the first educational institute with English language as the means of instruction and tutoring. Although at first, the school was initially accepting Armenian, Jewish, Greek, and Bulgaria learners, but as time goes on, there were Turkish students.

The American schools increasingly became more popular because of standard and consistency that they offered, in turn gaining more excellent reputation among other missionary schools in Turkey during those periods. Eventually, the English language overtook French and gained superiority over other languages, and this led to the inclusion of the English language into the foreign language state navy college (Bahriye Mektebi) curriculum in 1806, and later school of navy engineering (Carkci Mektebi) integrated English into its programs, so also were the school of foreign languages (Elsine Mektebi).

1.2.3. The Republic of Turkey (1923-1997)

There were series of reforms initialized by Atatürk (the founder of the republic) after the creation of the republic of Turkey. Society construction for the sake of accomplishing the educational, cultural, and social goals became the sole focus of the first decades of the new republic inside the comprehensive scheme of Atatürk's sequential reforms (social, cultural and education) in order to attain a contemporary nation. Also, the Turkish language reforms became eminent in accomplishing the set objectives for modernization, purification, and standardization of Turkish language. (Buyukkantarcioglu, 2004, p.38).

The republic in the early decades saw an increase in the number national public schools also, in 1928 the alphabet change to Latin instead of the initial Arabic that was in place, and the schools were secularized. The Turkish Language Association (Türk Dil Kurumu), which was created by Atatürk in 1932, expedited the objectives of language through a set of language planning policies. Doing that, the Turkish language would catch up with the educational and communicative requirements of illiteracy and societal level and so making cause reductions. Before 1953 dominant means of instructions was Turkish, after which schools were made "colleges" jointly with additional Maarif schools. While the National Foundation named "The Turkish Education Foundation (TED)" is tasked with the management of the colleges.

"A new mentality, outlook, and value system introduced in Turkish society and education undoubtedly play one of the most important roles in the transformation of the new country" (Eskicumali, 1994, p.101). Atatürk emphasized the improvement in education solely because there were no definite goals and principles. The transformation brought about the importance of Turkish pedagogical reformers and experts in the foreign language field. The reformers were skilled in the western ways of schools and can also do multiple foreign languages during the Ottoman periods, and also, they were knowledgeable about foreign language education systems.

Embracing western culture and scientific concepts were emphasized to be of great importance in Turkey because there were westernized A-list secular intellectuals and bureaucrats. This led to the English language take-over of the educational system replacing French, and there was an allocation of one-fourth of their educational budget to consultation with an expert from the western world. One of those experts was John Dewey.

Since mid-1980s, through the English language, Turkey has been impacted by the forces of 'Globalization' increasingly (Robbin, 1996). In terms of demands economically, socially, and culturally, English has gained the most predominant form of connections. With

the aid of globalization, English has gained ground and recognitions in Turkey, by becoming a lingua Franca of the globe. Ahmad (1993) emphasized that “English had become the sine qua non for a successful career in virtually any field and thus parents struggled to have their children acquire a working knowledge of the language” (p.210).

1.3. Statement of the Problem

Foreign language teaching is a distinctive dilemma due to the intricacy of language itself. An EFL teacher is not restricted to just one subject domain; rather, the instructor needs to improve students' competencies in reading, writing, speaking, and listening, all the while presenting learners with concepts specific to the circumstances and culture in which FL is used. There's a lot to be done that often challenges foreign language teachers to prioritize and decide on things to teach and how to teach them.

Incorporating culture into foreign language education is more than just a nice addition to the classroom. Language and culture are inextricably linked because it is the cultural context that provides us with a framework for translating language and our surroundings. (DeCapua&Wintergerst, 2004). Prior study and individual knowledge indicate that numerous classroom language routines are performed within a "cultural vacuum (Klein, 2004, p. 282); however, the four abilities of language studying (speaking, listening, reading, and writing) are inseparably linked to cultural context" (Warnick and Christensen, 2006, p.11).

Despite this vital rapport among culture and language, FL instructors find it difficult to incorporate culture into their curricula. Most instructors wish to instruct culture (Klein, 2004; Ryan, 1994), but there was a selection of factors why instructors have difficulty meeting the wish. A particular substantial issue is the absence of a definite description of what "culture" is, which means instructors are uncertain precisely what they ought to be teaching in the initial place (Brooks, 1968).

1.4. Purpose of the Study

The primary purpose of this study is to explore the EFL teachers teaching methods and styles and relating them to the cultural perceptive of both Turkish (native) and foreign (non-native) teachers in Turkish schools. Knowing that culture is an essential tool in EFL teaching, and yet a lot of EFL teachers' finding it challenging to incorporate in their practice, calls for more investigation. That brings us to the question of what is happening in EFL

classes today in terms of culture integration. The following research questions were raised to investigate:

1. What are non-native EFL teachers' and native EFL teachers' perceptions of culture?
2. Through which methods is culture taught in EFL classroom by non-native EFL teachers and native EFL teachers?
3. To what extent is culture incorporated into EFL curricula in Turkey, including student assessment, planning and instructional time?
4. What are the factors affecting EFL teachers' decision-making regarding culture teaching?

1.5. Significance of the Study

This study explains native and non-native EFL teacher's application of various pedagogic approaches and cross-cultural procedures in the EFL classroom settings. This research seeks to examine the effects of culture in EFL teacher's teaching strategies in the classroom. Additionally, the study reveals the teacher's perceptions of the Turkish and non-native EFL teachers. Furthermore, the teacher's perceptions of the application of cross-cultural teaching methods, particularly, whether teacher's pedagogic strategies could guide and aid the teacher in attaining successful cross-cultural teaching in the EFL classroom. This research presents theoretical contributions to the research areas of pedagogic techniques and teaching culture.

Outcomes and implications of this study may provide support to English language studies in Turkey. Also, the study will be beneficial for other non-native EFL teachers, and various parts in English language studies. The examples and samples supplied in this study can be adapted and applied by EFL teachers to enhance the learning of their students in the classroom.

Finally, the results from this research will aid teachers' awareness of the relevance of cross-cultural teaching in practice for a better result of competence. From a theoretical perspective, the pedagogic strategies used by teachers are imperative to this study. The validity and usefulness of cultural teaching strategies for effective classroom practice in Turkish schools and their English language proficiency have been discussed in various fields of learning the English language.

As the study was based on investigating EFL teachers' pedagogical strategies and how it relates to their culture through cross-culture strategies and how they apply it in EFL classroom in Turkey, the mixed-methods design was deemed appropriate for the findings of the research using analysis and evaluation data gotten from EFL teachers interviewed and questionnaire. The mixed method provides insight into how EFL teachers apply various pedagogic strategies in different classroom practice.



CHAPTER II

LITERATURE REVIEW

2.1. English as a Universal Language

In the world today, the language regarded as the lingua-franca is English, standing out to be a global means of communication worldwide for a variety of purposes such as education, business, travel, job requirement and so on. There are three ways to define the globalization of English according to Gnutzman and Intemann (2005), who referred the globalization of English to (i) the growing role of the English language in the affairs of town and city on habitants all over the globe (ii) it may refer to the widespread use of English as either a second or foreign language, and lastly (iii) it can refer to changes occurring in all forms of English as a result of interaction with other languages." (Gnutzman and Intemann, 2005). According to Crystal (2003), language is recognized globally when it achieves a special role that is acknowledged in every society. (Crystal, 2003, p.3). Both Hasman (2004) and Harumi (2002) explained English language as a language that encompasses the globe. With it being the major language of trading internationally, commerce, safety, sporting activities, tourism and hospitality, academic conferences, seminars, and so on. Similar to this, Kachru and Nelson (cited in McKay & Hornberger, 1996) also mentioned that English language is the most used, spoken and read language, according to them no other language nears English in terms of extension to their usage. The universal propagation of English seems to be a fact and Hui (2001, p. 150) stressed that the ownership of English language does not belong to countries that speak English as their native language only, but rather it belongs to the entire globe. As it stands, "No other language is more geographically common than English" According to Power (2005), within a decade, about 2 billion individuals will be studying the English language, and about half of the entire world population will speak it.

Precisely why has English turned out to be very widely used? This is the most crucial question to be addressed. Hui (2001) states that the fact that English is the universal dialect of the century is determined by historical, geographical, financial, and political factors. Correspondingly, Crystal (2003) likewise asks a similar question: "Why is English a universal language"? This has two key answers: (i) a geographical- historical part and then (ii) a socio-cultural part. As reported by him, Britain was the top nation in

industry and trading at the start of the 19th century. By the end of this century, the USA economy had grown to be the most powerful globally. Going on to the 20th century, economics succeeded in politics as the significant leading power, and the language behind the United States currency was English (Crystal, 2003).

Throughout the world, one common language by which people could easily communicate is needed. Within this setup, English is not just owned by individuals who speak to it as their native language, but to every person who applies it to connect with the globe. Consequently, the value allocated to this universal dialect is growing daily. All over the globe, English is being taught at young ages, aiming to boost pupils that are proficient in English and can speak with individuals from different cultures. To be able to comprehend this and instil intercultural interaction, numerous efforts are being created.

Nunan (2003) explored the influence of English as a universal language on educational policies and curricula within the Asia-Pacific region by investigating English learning of regions like China, Hong Kong, Japan, Korea, Malaysia, Vietnam, and Taiwan. Via the evaluation of government documents, policy statements, curriculums, and various books, along with the interviews carried out with experts which range from English language instructors to curriculum advancement managers, Nunan concludes that the effect of English as a universal language is enormous not just on academic policies but also on other parts of the day-to-day activities. The governments globally are conscious of English's worldwide status and subsequently adapting their educational policies along with English curricula, if for the learners, perfecting the English language is vital for being prosperous around the globe.

2.1.1. The Dominance of English Language and the Three Concentric Circles Model

English language current international status is undoubtedly globally accepted because of successful dissemination procedure. Kachru (1986) explained the global spread using the "three concentric Circles" model, which indicates various functions English carries throughout the globe. According to this model, the *inner circle* consists of countries like UK, USA, Canada, or Australia where English is their mother language. Simultaneously, the *outer circle* consists of countries where English is spoken as a second language because they had a British Colonial background. Example of such countries is Nigeria, Malaysia, Singapore, and India. The last circle in this model is the *Expanding circle*, and this consist of countries with no history of the British colonialism in countries

such as Turkey where English is taught as a foreign language. According to Brumfit (1985) the English language gain popularity because of two spans of dominance: first is the aftermath of the WWII era of US political, technological, economic and cultural hegemony, and the second is the British Colonialism that begun in the 17th century down to the end of WWII. It can be said that British colonialism leads to Kachru's formation of the inner and out circles, while the expanding circle could be attributed to the learners of English as foreign language or Universal language.

The first reason attributed to the spread of the English language globally is the British colonial past. The start of this large-scale spread dates to the fifth century when the English arrive in Britain from Northern Europe. Gradually the language began to multiply its grounds around today's United Kingdom (Crystal 2003). Initially, in these regions, English was a contact language, but as the twelfth century came to an end, it has gained superiority in the formerly Gaelic and Celtic-speaking regions (Graddol, Leith & Swann, 1996). From that point onward, there was a considerable change in the political climate of the British Isles. The English language had unchangeably stayed on the path to becoming dominant in the region.

The specific change of English from local dominance to an international dialect began roughly towards the conclusion of the 16th century, aided by the pioneering voyages to the Americas as well as the South Pacific (Crystal, 2003). It is believed in between the tail end of Elizabeth I's reign (1605) and the beginning of Elizabeth II's (1952), the amount of mother-tongue English speakers increased from 5-7 million to about 250 million (Graddol, 1996). Nearly 80 % of these speakers resided outside the British Isles, which is unquestionably due to the British colonial expansion.

The residing colonies, which were slowly established throughout these locations, attracted significant amounts of immigrants who are native English speakers, who with time succeeded the initial precolonial people (Graddol et al., 1996). The colonial setups inevitably resulted in various sovereign states that embraced English as an official dialect. These states are Canada, Australia, New Zealand and the United States and Britain, which in turn make up the inner circle in Kachru's model (1986).

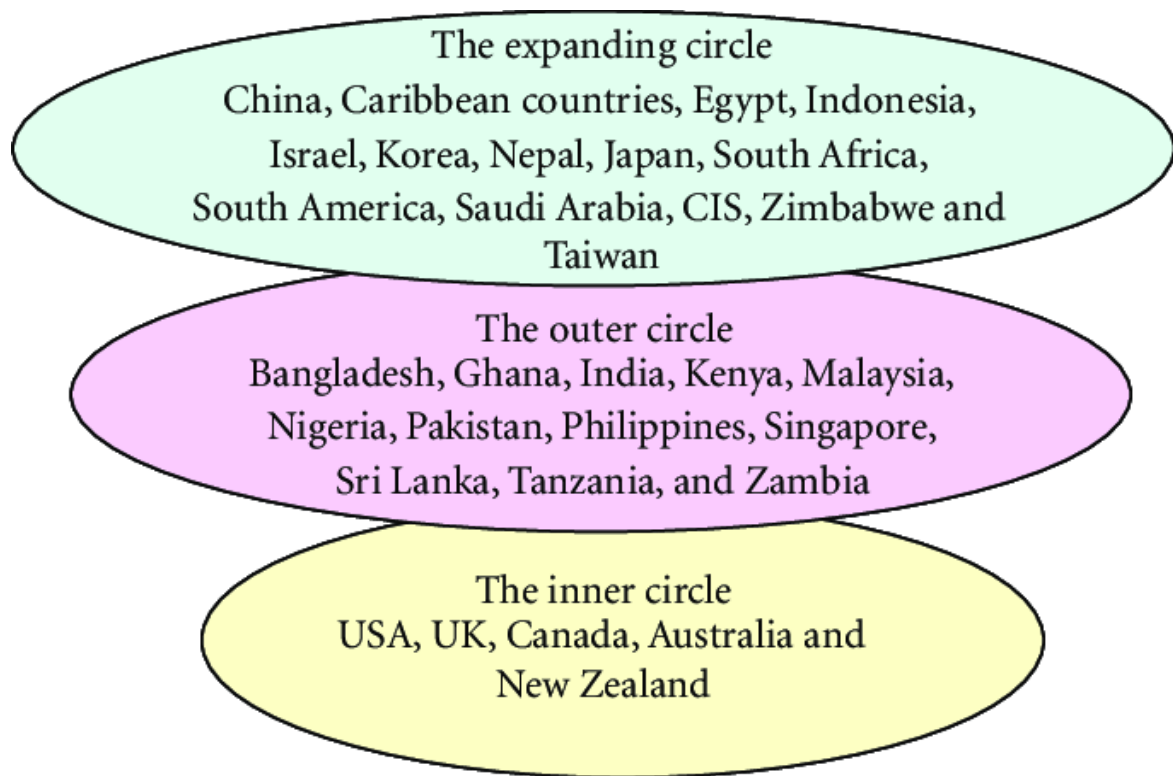


Figure 1: The three concentric circles model

2.2. Concept of Culture

Culture is a common idea addressed in diverse fields consisting of cultural studies, sociology, anthropology, verbal exchange studies, education, and political research. This multidisciplinary nature of time has brought about a debate around its conceptualization and, therefore, several definitions. However, according to Kroeber and Kluckhohn (1952) "By culture we mean all those historically created designs for living, explicit and implicit, rational, irrational, and non-rational, which exist at any given time as potential guides for the behaviour of men." (p.181). The middle of subculture is composed conventional (this is usually derived and determined on) views and especially their attached values; subculture methods could additionally, on the one hand, be viewed as the products of activity, on additional, as conditioned aspects of extra activities. In this meaning, structural (i.e., Components) and dynamic (i.e., Learnable, and transmittable) are the 2 prevalent features on the culture which are regarded as essential. Additionally, Hall (1959) considers the subculture to be equal with the verbal exchange. This is "way of life is the conversation, and verbal exchange is the way of life." "Communication and culture reciprocally influence differently stated Gudykunst et al. (1996), p.512. From this specific quote, it may be apparent that the way of living with what individuals are associated can

affect exactly how they talk with each other. On the other hand, how individuals communicate likewise could exchange the culture they share.

Gudykunst (1996) in addition implies that there are several definitions of culture. Hall (1997) reports that the idea of the culture stressed common meanings that two individuals belonging to similar culture are usually to state they understand the community in about identical methods and could express themselves, their feelings, and thoughts about the world, with techniques that will be known by each other. Thus, culture will depend on its individuals interpreting meaningfully what is going on around them and "making sense" of the planet, in broadly identical ways.

Barker and Galasinski (2001) propose that the notion of culture represents "an entire way of life." They additionally are convinced that culture includes various methods of exploring individual demeanour. Also, Barker and Galasinski (2001) report that to fully grasp culture is to uncover precisely how meaning is symbolically developed with the substantial rehearsal or methods of language within material and institutional contexts. Additionally, a lot of writers used the metaphor of an onion to equate culture and its symptoms.

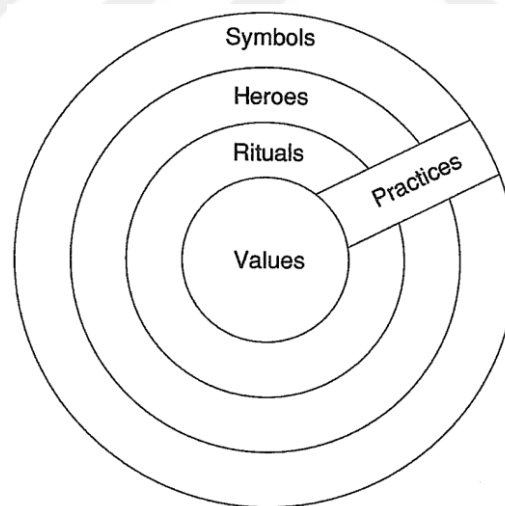


Figure 2: Culture onion model

To prove, Hofstede (1980, 2001) offers the framework of the culture as an onion in which "values" tend to be situated at the centre, then "rituals," "heroes," plus "symbols" are situated in the additional 3 layers, respectively. He in addition implied that "values"

are deemed indiscernible to cultural outsiders as opposed to the other 3 layers. The alternative 3 layers are visible in external-world interactions and artefacts.

In accordance with Trompenaars (1993), the expression of the lifestyle features 3 levels where assumptions of living are on the middle observed employing "norms" and "values" staying within the centre while "specific products" and artefacts are placed within the external layer. Ting-Toomey (1999) employs an iceberg metaphor as a display of everyday living that composes of three layers; "cultural artefacts (fashion, famous culture)" staying on the peak, "verbal symbols, nonverbal symbols and language" situated in "cultural norms and the centre, beliefs, values, traditions as well as symbolic meanings" staying at the bottom part of the iceberg. (p. 112)

As outlined by the National Standards for Foreign Language Learning (1996), culture is generally perceived to incorporate the philosophical perspectives the behavioural methods, plus both intangible and tangible items of society. The connection among perspectives, methods, and items in culture is shown below.

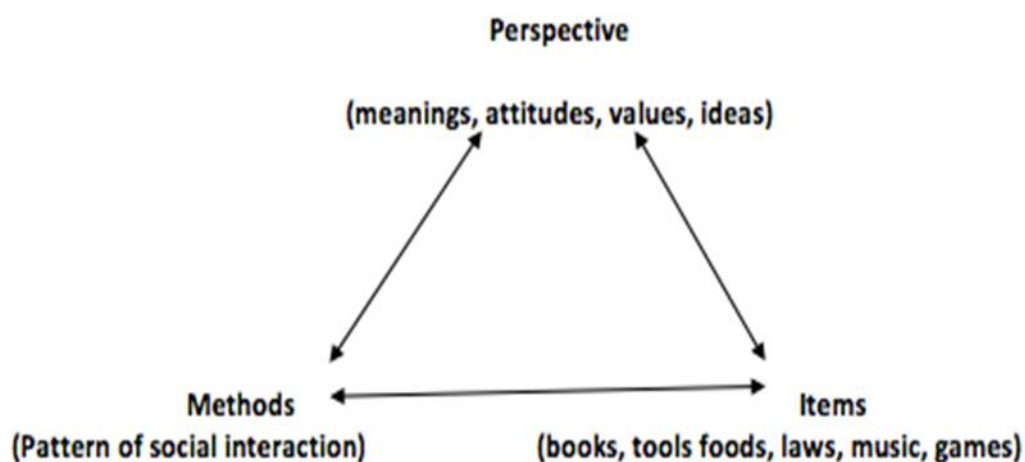


Figure 3:What comprises culture? (The National Standards for Foreign Language Learning,1996, p. 43)

2.2.1 What are the Attributes and Component of Culture?

Without doubts defining culture may be challenging, but there are attributes and component that are visibly identifiable. According to Damen (1987) there are six notable characteristics of culture.

- Culture is learned.

- . Cultures and cultural patterns change.
- . Culture is a universal fact of human life.
- . Cultures provide sets of unique and interrelated, selected blueprints for living and accompanying sets of values and beliefs to support these blueprints.
- . Language and culture are closely related and interactive.
- . Culture functions as a filtering device between its bearers and the great range of stimuli presented by the environment.

2.2.2. Cultural awareness

As indicated by Tomlinson (2001, cited in Saniei, 2012, p. 12), acquiring cultural awareness could be described as "gradually acquiring an inner perception of the equality of cultures, and improved comprehension of one's own and other individual's cultures, and a confident desire for how cultures both link and differ. This sort of consciousness can expand the mind, enhance tolerance and facilitate international communication".

Likewise, Tomalin and Stempleski (1993, p. 5) describe cultural awareness as "sensitivity to the effect of culturally-induced behaviour on language utilization along with communication".

Put simply, possessing cultural awareness can be described as acknowledging that individuals from diverse cultural backgrounds have attitudes and values different, and therefore building sensitiveness to not to behave negatively in situations when confronted with such disparities happen, as well as regarding the disparities as merits instead of contemplating them to be undesirable (Kaye 1999).

Improved cultural consciousness is often regarded as a critical element for intercultural interaction. Learners who build such awareness and interact with individuals from another culture with sensitivity and empathy can conquer cultural disputes and interact successfully in various cultural contexts.

2.2.3. The Significance of Educating Students on Culture

The ways languages are organized and utilized are formed by cultures. As a result, for the pupils, studying cultures is as essential as studying the vocabulary along with grammar belonging to the target language (Liddicoat, 2008). Dłaska (2000) highlights the

significance of culture in language understanding and stresses that the language tutor's purpose in boosting pupils' cultural consciousness is essential. An additional scholar emphasizing the significance of culture in English language education is Atkinson (1999), proposing that the idea of culture and its relationship with language and language education needs to be further investigated.

Following earlier researchers, Seidl (1998) likewise describe the significance of culture in EFL by saying that to interact in a different language, linguistic competence solely is not sufficient. She argues that "language proficiency whether it is in L2 or L1 is actually a question of familiarity with generally kept norms as well as values which comprise concealed meaning placed within discourse structures"(p. 102). As Seidl mentioned, in the earlier years, the primary target of foreign language teaching was assisting students to attain linguistic competence; however, today; also, communicative competence is not attained once the cultural dimension is missing. In line with Seidl and other scholars, Tseng (2002) also highlights the significance of culture in language teaching and argues that while the cultural component of language teaching is being ignored, the pupils need to be conscious of the culture pertaining to the language.

2.3 Concept of Pedagogy

Pedagogy is a contested term. Nevertheless, it involves events which evoke modifications inside the learner: Watkins and Mortimore (1999) identify pedagogy as some conscious pastime through one person intended to enhance gaining knowledge of in any other. In accordance with Bernstein (2000), pedagogy is a continuous process by which any individual(s) acquires newer forms or even develops existing forms of behaviour, practice, expertise, as well as requirements from somebody(s) or perhaps anything deemed to function as the most suitable provider and evaluator. Bernstein contrasts models of pedagogy which emphasis on the instructor 's business enterprise, discourse, control, and response to the pupils as well as produce a useful theoretical framework to comprehend different pedagogic techniques:

Performance model: noticeable pedagogies where instructor explicitly spells out to the scholars what and ways they are to evaluate, along with a recognizable excellent framing or lesson framework, collective tactics of behaving as well as standardized effects.

Competence model: invisible pedagogies with less strong framing which result in an ostensibly better casual technique in which the teacher responds to character youngsters' desires, with unfocused or hidden gaining knowledge of results (Bernstein, 1990).

This specific overview found Alexander's characterization of pedagogy most beneficial, whereby teaching is an act while pedagogy is every act and discourse (Alexander 2001). Pedagogy makes use of teachers' know-how, attitudes, beliefs, and ideas concerning the curriculum, the instructing, learning process, together with their students, which influence their teaching practices; this is what teachers consider and then point out inside the classroom. Teacher ideals are contextually grounded, and Alexander's characterization also entails political, cultural, and social components.

2.3.1. Pedagogic Approaches

Pedagogy is the method and practice of teaching, and it includes teaching styles, teaching theory, feedback and assessment. Pedagogy could be referred to as the way teachers deliver the content of the curriculum to the students. When creating a lesson plan, teachers consider various ways to deliver the content to the students. That decision is made based on the teacher's teaching preferences, years of experiences and context. Pedagogic approaches could be broken down into four categories (constructivism, behaviorism, social constructivism, and liberationist).

- Constructivism is a theory that an individual learns through reflection and experiences, in this theory, the student is at the centre of learning. Most time, this theory would incorporate project work and enquiry-based learning.
- Behaviourism utilizes direct instructions and lecture-based lessons, in this theory, the teacher is at the centre of learning.
- A social constructivism approach is considered a mix of two critical aspects of teaching: teacher-guided and student-centred. This approach believed in the collaboration between students and teachers.
- Liberationism is seen as one of the critical approaches of pedagogy, this approach is one where the learner's voices are placed at the centre, and there is also a place of democracy in the classroom. In this method, importance is placed on teachers being the learner, and the entire class discovers subject matters together.

Recently available curriculum reforms have moved far off from teacher targeted pedagogic techniques to far more significant scholar, learner-focused, or energetic mastering tactics. Less explicitly and on event, more distantly, pedagogic methods can also be educated using mastering theories, which includes social constructivism and behaviorism.

2.3.2. Pedagogic Strategies

Pedagogy is seen as the method and practice of teaching that has to do with teaching styles, teaching theory and assessment feedback. When a teacher plans a lesson, they always consider various ways in which the lesson's content can be delivered to the students. The decision on teaching a subject is solely based on the teachers' teaching preferences, year of experience, and the context they teach. Certain factors can influence the pedagogic approach of a teacher, such as students age, students cultural background and the content being delivered. Pedagogy allows teachers to influence student learning to capture the student's attention deliberately, and this strategy is also part of innovative learning. In addition, these teaching methods assist the students in improving their remembering abilities by recollecting many ideas taught to them. Most times, teachers used research from various academic disciplines to inform their decision. The ideas behind the decisions will become pedagogical principles; over time, every teacher develops their pedagogical principles.

2.3.3. Teaching practices

Teaching practices are the exact methods and a discourse that use particular a session and enact the method and approach. It could also be defined as the act of attending to student's wants, experiences, and thoughts, and intervening so that they acquire a particular knowledge more effectively. Much time is allocated to the "what" of teaching (what materials do we need, what areas should focus on, and so on). The "how" of teaching also get a great deal of focus. According to Hirst (1975), teaching should involve two crucial points; marking out with the intention of someone learning something and considering the individual's feelings, background and needs. Teaching is only achievable if people understand what is taught.

2.3.4. Teaching practices component

According to Heather (2018), the classroom is a unique environment, bringing together students from various backgrounds with different personalities and abilities. To become an effective teacher, there is a need for the implementation of creative and innovative teaching practices:

- Teacher spoken discourse (which contains train, clarification, metaphor, thinking, responding, elaboration, and managing talk).
- Graphic representation (using a chalkboard, posting, diagrams, pictures, textbook, getting to fully understand aids like stones, tests, drama) to recognize or perhaps assemble the brand-new knowledge being provided or perhaps indicated to the rookies.
- The act of setting or perhaps giving responsibilities for novice individuals to communicate with brand new content cognitively or perhaps broaden actual physical skills, consisting of testing, hassle solving, rehearsing, mapping, drawing, writing, analysing, practicing.
- A range of social interactions, where language is considerable among newbies or perhaps instructors and newcomers along with pairs, organizations, separately or perhaps entire elegance.
- Teachers' keeping track of, use of responses, remediation, intervention, and summative and formative assessment of all the scholars or review with all the students' help themselves.

2.4. What is Language?

Prior to any debate on the connection among culture and language could be performed, it is first essential to explore a few common terminologies like language, culture, culture consciousness, cross-cultural consciousness, and cultural identity. Knowledge of these fundamental terminologies will help one to comprehend the significance of culture present in language studying and teaching. Language has long been in existence since humans began to speak with each other for their daily life needs. The term language is recognizable, but only a few could attempt to define it accurately clearly. It is superficially not complicated to describe it, but to gain an extensive meaning of language is an exceptionally challenging task. Definitions for language run the gamut

from quite uncomplicated to exceptionally complicated. Patrikis (1988) basically outlined language as signals which transmit meanings. Language also is "a structure of signs that is regarded as having itself a cultural value" (Kramsch, 1998, p. 3). Sapir (1968), a linguistic viewpoint, a famous linguist, identified language as an entirely human and non-intrinsic manner of interacting desires, emotions, and ideas by methods of a technique of voluntarily created symbols. Language may be viewed as a method of verbal and nonverbal signs employed to convey meanings. Aside from language, an additional associated idea occasionally stated in the literature of language teaching is culture.

2.5. Cultural and Language Teaching

Two noteworthy limitations to teaching culture in the EFL classroom are that instructors tend to be doubtful of what that culture is and how precisely it must be instructed to pupils. As a result of understanding this specific, a transparent meaning of culture, relating it to a FL teaching came up forty years ago (Brown, 1968). Eventually a variety of approaches and definitions to culture teaching were provided with different language levels of advancement.

The majority of the acquainted and used approaches appear to go forward with teaching culture devoid of an apparent meaning of the basics, and the construct (Galloway 1985) stated 4 approaches standard to culture teaching. The Frankenstein approach is the first; thus, this strategy takes pieces and bits of culture out of here and there. The next will be the 4 - F approach that focuses primarily on folk dances, festivals, fairs, and foods. the last approach is the the tour guide approach, and it deals mainly with monuments, rivers, and community identification. The fourth approach is the "By the way" strategy that emphasizes clear disparities and sprinkles bits of day-to-day behaviours in the full guidelines. Galloway approaches are not substandard, but they frequently mean they restrict treatment and concept of culture to food, maps, games, and songs in most FL classes. Galloway strategies and approaches miss the conscious notion, and it does not provide an apparent description as well as stability which will represent culture teaching substantial as well as helpful for pupils (Galloway 1985).

Describing the concept of culture, different distinction is brought up. A particular extremely common characterization differentiates the "little - c" culture facts which need to do with popular culture and everyday life, and the conventional, "Big - c" culture that stresses the greed folks as well as the popular art, the music on the culture along with literature (OmaggioHadley 2001; Paige et all, 2003). DeCapua and Wintergerst (2004,

P.9) argue that culture could be a lot more than both Big - c or small - c; they summarize culture has been all-encompassing, inescapable, and pervasive. Culture significantly formed by the messages and pictures we receive and transmit. We realize as well as understand the entire world around us using this framework, in that context,

When teaching, the three aspects of culture (3 'Ps) must be considered as proposed by the standards for FL teaching (1996, 1999, 2006), which include the products a culture has, the pattern of interpersonal interaction of the community and thirdly the beliefs and mindsets the society has. Based on the measures, appropriate cultural teaching takes place once the connection involving these 3 'Ps' is efficiently explored. Latest research studies evaluating way of life within the foreign language classroom have viewed culture through focus on products (food, artefact books items dresses), perspectives (beliefs, ideas, attitudes), and practices (religion, traditional rites, forms of artistic expression) (Byrd et al., 2011, Klein, 2004; Moore, 1996).

Hammerly gave another possibility for which culture is defined; within his definition, culture divides directly into 3 categories: behavioural, information, and achievement (Hammerly 1982). Breaking it down, “achievement culture offers the Hallmarks of any civilization” (Walker, 2010, p.13), that comes with artistic and literary accomplishments (Hammerly, 1982), educated native speakers' consciousness regarding their culture remain as the information culture. This knowledge and awareness can include the information that society cherishes as well as beliefs (Walker and Noda, 2000). The general information about the target culture geography, heroes, villains and history etc, cultural information is essential for pupils to fully understand, with that they are not viewed as too ignorant whenever they take part in the goal way of life (Hammerly, 1982). Knowledge essential to navigate day-to-day life emerges within behavioural culture; it is argued that this part of culture is what FL exercise must concentrate on as a result the close connection between communication and behaviours (Warnick and Christensen, 2006; Hammerly, 1982).

All three categories brought up by Hammerly gained support from some scholars. Walkers, 2010 arguments about all 3 categorizations stated by Hammerly in the definition of culture are imperative to FL students. Nonetheless, students' achievement cultures and informational cultures tend to be more important following proficiency has become attained within the goal language. However, a cognitive knowledge about how the target culture socializes should transcend a behavioural culture. (Hammerly, 1982). Instead, students need to be aware of how to act, that is, "performative knowledge” is needed for

behavioural patterns of the culture (Hammerly 1982). The concept of a 'performed culture' was reintroduced and expanded by Walker and Noda (2000), and the method provided ways to accomplish the performance in the FL classroom. They encourage exchanging knowledge about the target culture into a particular part of the knowledge of the society. Students can interact and relate with members of the targeted culture (Walker and Noda, 2000, p. 188). Language education should not be based on curriculum rules alone; rather, learning language should shift focus from rules to context applications.

The importance of acting rather than just talking about moving from "knowledge about" to "knowledge of" is display in how we examine and interpret students' skills. Majority of the teachers prefer their learners to achieve being communicatively skills in the target language. Guidelines set by the council on foreign language teaching emphasize on what students can do with language in real-world

In the comprehensive cultural literature review in language education, Paige et al. (2003) proposed that although a number of calls had been made for a classroom study investigations, we still lack a great deal about what is actually happening in the minds of FL teachers concerning their educational choices, their beliefs and their teaching practices. This is especially true when it comes to culture training in the FL classroom - which, based on Paige et al. (2003), may be possible due to the more current focus on the language proficiency movement, and maybe because of trouble in understanding and thus investigating the aim of culture learning.

Regardless of the reason for this not enough classroom-based knowledge, several scientific studies on culture in the FL classroom have been conducted, which is relevant to the current study. As part of her doctoral dissertation, Ryan (1994) investigated the relationship between university-level teachers' traditional beliefs and classroom methods. In the case study conducted by Ryan in Mexico on six English teachers, it was found that the opinions of teachers appeared in their school methods, but just "minimally, episodically and spontaneously" (p. 231). Rayan in her report stated that Culture is incorporated into the curriculum, but mainly in "brief," focusing on the comparisons between native cultures and the target language that were "frequently viewed as talking' off the subject'" (p. 231). In the case study she conducted for her 2004 doctoral dissertation Klein reported very similar results, highlighting the significant difference between belief and practice, and verifying that instructors assert the inextricable link between culture and language, "yet clarification of exactly how this particular relationship may work caused terrific annoyance at times" (p. 271).

Moore (1996) examined how 210 upstate New York instructors teach culture, especially given the "new" standards for foreign language teaching and its product framework, methods, and perspectives. Moore discovered that time constraints seemed to justify teachers' culture instructing approaches, which meant that teachers concentrated far more on facts, or even procedures and products, than on views. This conclusion was supported by case studies conducted by Jernigan and Moore (1997) and Klein (1998). (2004). Moore (1996) found out that instructors' culture training came from studying notes in textbooks or authentic materials.

2.6. Culture integration in EFL classroom

Over the past years, the idea that language teaching was a subdue to teaching the linguistic "knowledge prevailed in various EFL setup and while teaching students knowledge about grammar and how to use the four skills – speaking, reading, writing and listening, gained more primacy (Pound, 1934). Knowledge of grammar stood as "fundamental" skills of FL education because it serves as quality assurance and accuracy of the students speaking and writing (Snow, 1947)

It was believed that once language students acquire enough knowledge and skills of grammar, they had attained a certain level of competence, and they were seen fit to interact with other people that speak the English language. (Koch, 1947). Grammatical competency was seen as a means of assessing student level of the target language understanding. It was believed that once a student is knowledgeable in grammar, it is believed that they are competent and skilful enough to communicate with the native speaker or non-native speakers. "The idea of an irreducible minimum of grammar, however tempting, should be rejected as an illusion" (Snow, 1947, p. 200). However, the place of grammar cannot be neglected in language learning but grammar alone cannot guarantee the student's competency. Culture was not often given the attention it really deserved within language settings (Byrd, et. al., 2011). Language educators around the mid-twentieth century considered the role of culture in language classrooms (Lessard – Clouston, 1996). This brought about new findings and knowledge about the relationship between language and culture. Since then, it has been argued and widely accepted that culture and language are closely related, and they should be intertwined (Crowford large and Lange, 1987; Byram, 1989, 1994; Jang, 2000; Moran, 2001 Byrd, Hais, Watzke and Valencia, 2011). Roset and Liddicoat (2000) equate culture with written and spoken language generated for purposes. A language syllabus that lacks cultural components is

incomplete and meaningless (Stem, 1983). Scholars have argued in various language literatures the need to achieve a balance between culture and language. However, there is no pedagogy to accomplish this, and it faces various contexts with many various curricular pressures.

Culture is a familiar term used in various fields such as cultural studies, communication studies, sociological studies, education studies, political studies and anthropology. This multidisciplinary characteristic of the concept has created an argument around its conceptualization, which has brought numerous definitions. However, Faulkner, Baldwin, Lindsley and Hecht (2006) came up with seven themes that continually appear in contemporary culture definitions. Most of these themes are often connected in a single definition. These themes are described as follows:

Function: - Definitions that emphasize the functions of culture explained culture as a tool to achieve an end, i.e., the focus is placed on what it does.

Structure or pattern: - Interpreted culture as a system or a framework of elements; examples are behaviours, beliefs, traditions, norms, and values. This puts focus on what culture entails.

Process: - This theme appears in the definition that explains and illustrates how culture is socially built and passed down from generations to generations. This theme views culture as a process of developing systematic pattern among a particular group.

Although the significance of culture for FL/L2 education is acknowledged, making choices on what culture type to add could remain debated and contested by classroom teachers.

Around the beginning periods of the twentieth century, the phrase culture was employed to mention the number of individuals that had been more 'developed' than others. This contemplating promoted drawing a distinct line between culture and language. A result of the method of considering society's job in students' applications was that culture typically evolved into a vital component of literature courses (Pound, 1934). However, not necessary for the classes created to build basic language skills.

Around the 1960s, the series between culture and language finally became blurred. Educators, as Brooks (1968), started to emphasize the benefits of culture not for literature but language coaching and learning. New cultural models have been created for use in FL instructing (Steele, 1989).

When communication started taking centre stage of FL training, the notable achievements of individuals in history were categorized into little c and large C cultures.

Based on Kramsch (1991), the big C lifestyle was the lifestyle of "literacy classics and functions of small c culture and arts," mostly incorporated the culture of an individual's life, including the "foods, folklore, fairs, and statistical facts" (p.218). Afterward, the little c plus large C has been specified and enhanced to areas of life design (small c) as well as civilization (big C) (Carter and McCarthy, 1994; Singerman, 1996). Both small c and large C cultures have been criticized for becoming culture-specific (Moran, 2001). In this conception, societies are bound to nations and categorized into "American culture," "Chinese culture," and various other organizations' cultures.

Regardless of big C or maybe small c, several scholars emphasized the changeable and dynamic attributes. They described lifestyle since the method of values plus norms that had continuously been produced resulted from the interactions between local community participants (Geertz, 1973; Hofstede, 1983; Doye and Byram, 1999). With this feeling, a prosperous language training, based on Morgan and Byram (1997), "develops past linguistic expertise and also exhibits itself inside communicative performance" (p.8). Indeed, such performance clearly indicates a language learner's competency.

Strasheim (1981), using facts gathered by of Moskowitz (1976) and Nerenz (1979), The best 10% of teaching time was anticipated to be spent on teaching culture. The amount of culture taught in Florida classrooms has increased dramatically since the 1970s. According to Moore (1996), of the 210 FL teachers polled, 26% of non-native teachers reported that their sessions included culture. In over half of its classroom activities, 60 per cent of the respondents said they integrated culture. In comparison, just 8% of teachers incorporate culture into less than half of their classroom activities, and 6% do not incorporate culture into their teaching. Moore discovered a tangible link between the number of years a teacher has been in the classroom and the regularity with which teaching culture occurs.

Moore's research coincided with the development of the Standards for Foreign Language Learning. However, if instructors' re-access their existing curricula to align them to the Standards, the adoption of Cultures of the critical areas of the Standards will increase the amount of time spent on culture in the classroom. The Social Science Education Consortium polled 1566 modern language teachers in 1999, and the results confirmed this theory. Compared to Moore's 1996 survey, which found that 26% of teachers integrated culture into every class, the SSEC study revealed that this number had risen to 46% in 1999. An additional 32% of teachers taught culture at least once a week.

Despite the positive outcomes, neither Moore nor the SSEC can tell us what kind of culture is being taught or how much of it is assimilated in each classroom.

2.7. Similar Cultural Research to the Proposed Study

In a subsequent review of the literature on culture in language learning, Paige et al. (2003) indicated while several agitate for classroom-based study have been formed, we still do not recognize a lot concerning what runs through the language teachers' head regarding their teaching perceptions and judgments, or referring to their pedagogical methods and strategies in the classrooms practice. This is particularly true in terms of educating culture inside the language classes- which following Paige et al. (2003) is probably due to extra recently available concentration on the language competence campaign, or possibly because of issues in comprehension and subsequently exploring the target of culture studying.

Regardless of the reason for this deficiency in classroom-based know-how, some research studies have carried out regarding culture inside the FL classroom, which relates to the existing research. Ryan (1994) investigated the relationship between university-level teachers' opinions on culture and in-class methods for her doctoral dissertation. Research by Ryan, which includes six English instructors, found out that the beliefs and values of instructors were reflected in their class practices, however, only "minimally, episodically and spontaneously" (p. 231). In his research, Ryan noted that culture is visible in the curriculum, but mostly in "brief," with focus on comparisons involving the target and native cultures, which were frequently considered speaking out of context (p. 231). Result from Klien's study conducted in 2004 for her doctoral dissertation, also indicated similar findings, remarking intensely on the discrepancy between practice and belief, and also stating that instructors confirm the inextricable connection among culture and language, "yet clarification of how this connection could work triggered huge inconvenience usually" (p. 271).

The quantity of time high school FL instructors allocated to culture in their classes was investigated in a national survey of modern language teachers conducted by the SSEC in 1999, and the cultural characteristics discussed within those courses and the strategies together with resources employed. In conclusion of the SSEC investigation, culture teaching was reported to be increasing between language teachers, but the gap between practice and theory is still wide. Despite this gap, over 80% of instructors said they were equipped to teach culture effectively and in accordance with national standards.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Introduction

Chapter three presents the research methods and has details on the data collections and evaluation processes. Thus, this chapter consists of the section that explains the research design, the study context, participants, and existing information on data collection tools and the procedure for the data analysis.

3.2 Research design

This mixed-method research aims to offer qualitative and quantitative interpretive data extracted from the questionnaire and interview administered to public and private schools' teachers teaching in Turkey.

Mixed methods research is described by Dornyei (2007) as the conjunction of both quantitative and qualitative techniques in a single research study. As indicated by Dornyei (2007), the benefits of combining both quantitative and qualitative techniques are as follows: maximizing the strengths of a single technique while eliminating the flaws, multi-level analysis of complex issues, enhanced validity, along with the ability to attain several audiences. Taking this into account, mixed methods research was performed. Mixed methods analysis stands out as the method that requires both quantitative and qualitative data to provide a far more comprehensive comprehension of any research issue (Creswell, 2014).

3.3. Data Collection Tools

For better investigation and further discussion, a close-ended questionnaire was utilized. This allows for proper measurement of specific factors and utilizes qualitative semi-structured interviews, which granted passage to participants' views and beliefs.

3.3.1 Questionnaire

The questionnaire (Appendix B) utilized was developed by Asay (2016) for her master's degree at Brigham Young University. The questionnaire is one of the tools used for data collections, it is considered beneficial and suitable for this research study. The

questionnaire has a starting section that describes the researcher, university, and the purpose of the study shortly and clearly. It also indicates that participants could freely quit the study without completing the survey for any reason if need be. Moreover, it is emphasized that participation is on voluntary basis. Participants are guaranteed that the questionnaire's data will be confidential and only be used for scientific purposes.

This questionnaire contains a total of 37 questions. There are (i) 8 closed-response items, (ii) 2 checklist items, (iii) 12 four-point Likert scale items, and (iv) 15 five-point Likert scale items. The design of the questionnaire is as follows:

Section 1 is about the participant's background information. There are ten questions in this part about participant's location, gender, teaching level, qualification, and origin.

Section 2 consists of questions as regards the usage of student native language in classroom. In this part, through a four-point Likert item, they choose how often they make use of the students' native language (Turkish) in the classroom. When it comes to managing a classroom, cultural explanations /discussion, explanation of tasks, grammar instructions/clarifications, general content instruction, and test preparation/review, teachers whose native language is Turkish tend to make use of students' L1 for these practical purposes.

In section 3, the participant is asked to indicate how much of their instructional time while teaching culture is allocated to addressing cultural stereotypes, Turkish and English culture comparisons, student role play in English culture, cultural practices (what to do and when), the relationship between cultural products, and teachers' experiences when in English speaking countries.

Finally, section 4 focuses on how teachers are comfortable teaching certain aspects of culture in the classroom. The teachers are expected to provide answers on how comfortable they are teaching arts and music by comparing English and Turkish cultures and other cultural-related elements.

To analyse the multivariate normality of the dependent variable, using either with a histogram (Fig 4) or the Q-Q-Plot (Fig 5). The quantile-quantile (q-q) plot is a graphical technique for determining if two data sets come from populations with a common distribution.

The one-way analysis of variance (ANOVA) technique was adopted. The purpose of the one-way ANOVA is to test if the two groups differ from each other significantly in their perception of culture. The Pearson moment test was utilized to test the relationship

between the participants and the kind of pedagogy methods used in the EFL classroom. Furthermore, to examine if there is a significant difference between the means of the two groups, a T-test was utilized.

3.3.2. Interview

participants that indicated taking part in a follow-up interview were required to provide their contact details. All those that left their contact details were thus contacted via email. 50 EFL teachers were interviewed individually, and of the 50 consisted of 25 Turkish teachers and 25 non-native teachers. The interview was conducted in English via video calls due to the covid-19 lockdown policy, and they were all recorded. The participating EFL teachers were of both genders. A total of 50 EFL teachers, 28 females and 22 males, took part in a semi-structured interview. Table 1 below shows the instruments used in answering each of the research questions.

Table 1. *Instruments used to answer each of the research question.*

Research Questions		
What are non-native EFL teachers' and native EFL teachers' perceptions of culture?	Quantitative data collected through the EFL teacher's questionnaire	Qualitative data collected through interview with EFL teachers
Through which methods is culture taught in EFL classroom by non-native EFL teachers and native EFL teachers?	Quantitative data collected through the EFL teacher's questionnaire	Qualitative data collected through interview with native and non-native EFL teachers
To what length is culture incorporated into EFL curricula in Turkey, including student assessment, planning and instructional time?	Quantitative data collected through the EFL teacher's questionnaire	Qualitative data collected through interview with native and non-native EFL teachers
What are the factors affecting EFL teachers' decision-making regarding culture teaching?		Qualitative data collected through interview with native and non-native EFL teachers

3.4. Piloting

A pilot study is generally described as a small-scale variant of a process intended to carry out (Mackey and Gass, 2005). Regarding their perspective, pilot evaluation can

help potential issues occur during data compilation. Additionally, they point out that a pilot analysis ~~that~~ helps a researcher test and revise the questionnaire items if necessary.

The pilot study was carried out in a private school in Adana (bahcesehir college). The purpose of the pilot was to verify whether the questionnaire was adequate to receive detailed ideas. Twenty-six EFL native and non-native teachers participated in the pilot study of the questionnaire in July 2020. The Cronbach's alpha score of the questionnaire was 0.91. Table 2 below depicts the reliability of the questionnaire administered to the participants in the pilot study.

Table 2. *Reliability Statistics*

Cronbach's Alpha	Cronbach's Alpha Based on	
	Standardized Items	N of Items
,907	,908	27

After the piloting and gathering responses from the participants, the questionnaire was revised with some parts omitted, and some additional statements were added. Then the final version of the questionnaire was created. Using the participant's comments, some slight modifications were also done with the semi-structured interview questions. For this purpose, the pilot study participants were asked to point out if the interview questions were appropriate and clear. Every one of the participants reported positively on the interview questions. Following the pilot study, a few minor modifications were made to acquire accurate data. In addition, part of the data and result from this research was presented and published at an international conference held in Porto, Portugal.

3.5. Participants

A total of 50 EFL teachers, 28 females and 22 males, took part in a semi-structured interview conducted through videotaped online video calls due to Covid-19 pandemic restrictions. Twenty-five participants, eight females and 17 males, are non-native EFL teachers, while 25 native EFL teachers comprise 20 females and five males. Data was collected in the summer of 2020, and 199 EFL teachers in Turkey voluntarily joined the research by giving their responses to online questionnaires. Out of 199 participants, 124 are native EFL teachers, and 74 are non-native EFL teachers; two teachers did not indicate

gender. The questionnaire does not contain questions about the participant's age as the study does not aim to make age and gender analysis.

Before the study was carried out, the Ethical Review Board's approval was secured from the administration of the Social Sciences Institute, Cukurova University (see Appendix C). The aim of this approval to supervise, check, and confirm behavioral research and to ensure participants' rights and well-being.

Table 3 below depicts the participant's demographic characteristics gathered from the questionnaire.

Table 3. *Demographic characteristics of the Respondents (n=199)*

Do you live in Turkey	Frequency	Percentage%
Yes	193	97.0
No	6	3.0
Total	199	100
Gender distribution	Frequency	Percentage%
Male	83	41.7
Female	116	58.3
Total	199	100
Are you a Turkish EFL teacher or a foreign EFL teacher	Frequency	Percentage%
Foreign EFL teacher	75	37.7
Turkish EFL teacher	124	62.3
Total	199	100
Where do you teach currently	Frequency	Percentage%
Private school	97	48.7
University	9	4.5
Not teaching currently	2	1.0
State schools	89	44.7
Language Centre	2	1.0
Total	199	100.0
Duration of the majority of the English language courses you teach	Frequency	Percentage%
Yearlong	145	72.9
Term	54	27.1
Total	199	100
Highest degree of education you have achieved	Frequency	Percentage%
Bachelor's degree	140	70.4
Master's degree	49	24.6
Doctoral Degree	8	4.0
Diploma	2	1.0
Total	199	100

3.6. Data Collection and Analysis Procedures

The data set assembled consist of:

- One-hundred and ninety teachers' questionnaire
- Twenty-five transcribed native EFL teachers interview
- Twenty-five transcribed non-native EFL teachers interview

After getting the permission necessary to conduct this research, each of the participant was contacted, and a consent letter was sent to each of them. The data collection process was determined to take place in the first week of March, but due to the rapid increase in the covid-19 pandemic, it was shifted to June 2020. Access to the online questionnaire was opened in June 2020. Furthermore, a consent form was signed by each participant (see Appendix A) and the overall number of participants that answered the online questionnaire was 199.

The semi-structured interviews with 50 participants were the other means of data collection tool, and they were conducted via video calls, due to Covid-19 pandemic. The interviews were carried out with 25 native EFL teachers and 25 non-native EFL teachers. The approximate time allocated for each interview was approximately between 7 minutes to 15 minutes and each participant was interviewed individually.

The data analysis questionnaire aimed to reveal EFL teachers' cultural pedagogic strategies and how much instructional time is allocated to teaching culture in the classroom.

Before any analysis could be performed, the quantitative data received from the 190 EFL teachers were converted into an excel format and inserted into the Statistical Package of Social Sciences (SPSS) to allow for a statistical analysis of the data. The discrepancies were confirmed, and the accurate results were saved for analysis. The data collected from the semi structured interview were transcribed, unitized, and categorized.

3.7. Setting

The participants of this study were teachers of English working at various public and private schools in Turkey where the study was carried out.

The questionnaire was administered to the English language teachers operating at primary and middle schools in Turkey. Teachers employed in these schools share identical backgrounds, and in every one of the teacher's classes, the same language education is provided to the pupils. In other words, both private and public schools

implement more or less similar curriculum regarding foreign language education in Turkey.

Based on the English language curriculum for schools designed by the Turkish Ministry of Education (MoNE), English language teaching at both primary and middle schools aspires to foster aims which do not concentrate on language training only. It assigns itself the greater driven purpose of encompassing goals that are transverse and global within nature. This comprehension is suitable since language is found in culture and vice versa.

The curriculum utilised is believed to enhance a point of view that has shifted from being teacher-centered to learner-centered. Additionally, the objective is to raise independent learners that assume responsibility for their very own learning. In addition to that, the curriculum's long-term objectives are promoting intercultural awareness, cooperation, tolerance, and respectfulness.

3.8. Validity, Reliability, and Generalizability Issues

Regarding statistics, validity represents the degree to which a measurement is well-founded and corresponds to real life. While reliability is an attribute of the instrument itself, validity originates from how the instrument is being used, therefore if the questionnaire cannot be proved to be reliable, there is certainly no debate of validity.

When it comes to a quantitative study, reliability represents the ability to replicate the outcomes of the research. For qualitative studies, there is zero expectation of replication. There is more emphasis and importance on the terminology quality, rigor, or perhaps trustworthiness rather than validity, dependability, and reliability in qualitative research studies (Davies & Dodd, 2002, Stenbacka, 2001). As this study produces qualitative and subjective information, the traditional criteria of reliability and validity cannot be utilized. Hence, the degree to which this thesis's results may be replicated or even generalized to broader EFL contexts is constrained.

To ascertain trustworthiness, I approached the subject as rationally as possible, and I made every attempt to contemplate concerns of bias within the studies of data. For instance, to avoid measurement bias in which participants could tell the researcher whatever they assume the researcher would like to hear, I managed how data was collected by utilizing a significant number of interviews with teachers and making sure anonymity of the questionnaires. To avoid procedural bias, which can happen if the researcher sets an excessive amount of pressure on the participants, I presented my participants plenty of

time to reply to my interview questions. Furthermore, to refrain from reporting bias, I made certain that the outcomes are correctly documented within the literature. I also made certain the study participants were treated, free, and independent regarding ensuring that they were shielded from exploitation. What is more, they were presented with the liberty to withdraw from the interview whenever. This guarantees they are not selected based on a preference to demonstrate a particular study goal.

Also, there is a continuing categorizing and coding procedure throughout the data evaluation procedure when it comes to qualitative research studies. A grouping structure was developed. Every grouping was presented with a number, and interview answers were coded, shown, and prepared. To ascertain trustworthiness, it was conducted by two various individuals, the researcher herself, together with an experienced statistician. The discrepancies had been handled, and data had been all set for evaluation. The interview questions were piloted and examined by a panel of professionals to guarantee their dependability (reliability).

The validity of a measurement tool is a level to which the tool measures precisely what it says to calculate. To guarantee the article's validity, I cautiously selected what items to add (see Anastasi & Urbina, 1997). My intention was measuring perceptions; thus, I did not incorporate any other items which were not appropriate for this specific intent. The questionnaire was piloted to enhance the instrument's validity, and participants provided their feedback on it. After that, the study supervisors, who are professionals in the area, likewise provided their feedback on the questionnaires. This assisted me in shedding light on, say that again, rearrange, and omit several items that were detected as irrelevant for measuring.

CHAPTER IV

FINDINGS

This study seeks an understanding of how culture is being incorporated into the EFL classroom in Turkish schools. It is, therefore, imperative to report what both native and non-native teachers believe culture is and how it is approached in their classroom practices. Questionnaires, along with semi-structured interviews (with both native and non-native EFL teachers), were performed to attain the study's aims. SPSS application was used to evaluate the questionnaires (Dytham, 2011), while thematic analysis was utilized to evaluate the interviewees' responses within this chapter. Questionnaires likewise utilized a metaphor strategy to query participants in obtaining their experiences and perceptions regarding cultural integration in EFL classroom.

4.1. Qualitative Analysis

The analysis consists of the responses obtained from participants' interview. Thematic analysis was utilized to evaluate the EFL teachers' responses. The data were categorised into four titles. The first title is the perceptions about culture, and the second title is the perceptions on cultural integrations technique, followed by the third, which is culture incorporated into curricula, and the fourth is the difficulties in cultural integration.

4.1.1. Interviewed Participants Demographic Data

A total of 50 EFL teachers, 28 females and 22 males, took part in a semi-structured interview conducted through videotaped online video calls due to Covid-19 pandemic restrictions. Twenty-five participants, eight females and 17 males were non-native EFL teachers, while 25 native EFL teachers comprised 20 females and five males. The age range of the participants varied with the minimum age of 25 to 45 years while the teaching experience was in a range of 5 to 18 years, and The majority of the participants graduated from the English language teaching departments.

4.2. Perceptions about Culture

Data about exploring the perceptions of EFL teachers was determined by whether the participants had been familiar with culture concept, how they would define culture in their own words, and what they understand about the term *English culture* and their

perceptions as regards integrating culture into the language classroom. These aspects were categorized under two groups: a) *Defining culture* b) *Perceptions on The Relationship Between Culture and Language*.

4.2.1. Defining culture

This study aims to determine how culture is absorbed into Turkish EFL classrooms. So what teachers believe to be "culture" should be stated first. The major findings propose that both native and non-native EFL teachers believed that culture does not have one specific description, and that it is a hard term to explain (see Aghvami and Gorjian, 2017; Khemies, 2015). When the open-ended question was posed, "From your point of view, kindly describe culture," a mix of answers were gotten. For example, a few were simpler and shorter: "Way of life for people who live in the country." Other explanations were more detailed and in-depth.

- ***Some excerpts from non-native EFL participants regarding the definition of culture.***

F.P9: Well, I would say that culture is like the way of life of a group of people, like what they believe, what they value, I think their everyday life, their philosophy and outlook towards life in general that is what I would say is the culture.

F.P6: It can be defined as, you know, ideas, knowledge, behaviour, beliefs, values, morals, laws of the city, customs, and other other stuff.

F.P19: Well, there are so many definitions about culture, but if you really want my perspective about culture, culture is simply something that has to do with the lifestyle of, a particular set of people, what they go about, you know certain practices they do to be able to evolve within their community, so basically it is something that has to do with

- ***Some excerpts from native EFL participants regarding the definition of culture***

T.P8: For me, culture is not the same as we can define it like ten years ago; culture is the element that belongs to a group of people, living in the same environment. We can say that we are Turkish, and we share similar beliefs and ideas. That is what culture means to me.

T.P2: Actually, I think culture is a way of life of a group of people, their behaviours, and their beliefs. That is a symbol of that exact culture. It is transmission from one generation to the next generation.

T.P7: Culture is the social behaviour of a person and how they live their lives and according to the place that they grow up. This is culture to me.

As can be seen from the responses above, the majority of the EFL teachers describe culture from various angles by listing its various components. They believe that culture entails all cultural characteristics and aspects. Majority of the participants explained culture as having to do with all cultural aspects of a community, such as, behaviour, language, food, heritage, ideas, values, religion, and traditions. This implies that their interpretations are exclusively linked to their lifestyles together with their own sociocultural components, like religion, community values and traditions many of which impact their views. Also, they pointed out that each culture had its own way of life, actions, and reasoning. Several teachers associated culture with means of communication and speaking. One teacher commented that culture would be the sum of values, like thoughts, language, and speaking.

Subsequently the participants were asked what they understood about “English culture”. Majority of the EFL participants both native and non-native, define it as the culture of the English speakers, i.e., the UK (e.g P 9) as they are seen as the developed and modern cultures characterized by democracy, innovation, and humanity.

4.2.2. Perceptions on The Relationship between Culture and Language

Concerning the connections between language and culture, the significance of integrating culture during FL teaching has received broad approval among the majority of EFL participants’ interviewees. Appropriately, they outlined it as possessing a close relationship with language and as not being able to be divided. They considered that teaching culture is vital for learners to encourage them to master English.

The definitions and views of culture can be stated in a variety of ways, as the excerpts show, however the majority of the respondents, both native and non-native participants agreed that culture is closely interconnected with language teaching and is a very important component. All 50 interviewed participants considered themselves to be knowledgeable about the English culture. Participants in the interviews regarded beliefs,

customs and traditions, products, attitudes and beliefs, history, and behaviours as integral components of culture.

4.3. Perceptions on Cultural Integrations Technique

The interview data is based on EFL teachers teaching methods while teaching culture. These aspects were grouped under one different category: *a) classroom practices of culture.*

4.3.1. Classroom Practices of Culture

During teaching in the classroom, participants utilize various resources and methods to pass down knowledge to the students. As reported by the participants, one standard method frequently used in the classroom is the use of media, role play, and interactive sections.

- ***Some excerpts from non-native EFL participants regarding classroom practices of culture***

F. P2: *I think the best way to teach culture is to try to help students to be open to that culture, like open their eyes, try to be like eh comprehensive about other traditions, other cultures, other habits, other things that are different from their own culture*

F. P8: *Okay, sometimes I do speaking activities with my students and I can choose a topic like culture, so before I do that, I show them some videos from my own country, I am from Ghana, so I show them some facts about Ghana, some touristic places, some food, our traditional clothing/costumes, everything about them So, I use videos and sometimes I bring my own, I have some African cloths at home, so I bring them to the classroom, and I show them to my students. And sometimes also use pictures if I do not have the real material, so this is how I teach culture. I do that through speaking activities.*

F. P5: *Like I said before, you must model it and they must practice. You teach them what they are supposed to do, and they have to practice, and you have to be consistent. You must keep doing it; you must keep speaking the language, acting the way you want them, yes that is the way they learn.*

- ***Some excerpts from native EFL participants regarding classroom practices of culture***

T. P4: *Like I said, the posters, the videos, and TV series from the UK. Because I am teaching English and I wish my students to see how they live, what they do in their various lives, And I try to get some poster, some videos, maybe some parts of the TV series to the classroom. To show them, okay you are trying to learn this language, these are the people who live in the UK. See their accent is each different from one another?*

T.P10: *By comparing two cultures. The students already live in a culture, so I try to have them know that they are living in a culture and that there are cultures different from theirs all around the world. So, I firstly compare the two cultures in some aspects that are similar.*

T.P5: *Okay, it is generally related to situations based uhm, for example, when I teach expressions of permissions like 'can' or 'may'. If you are talking to your boss in America, you must use 'may' and you have to use 'can' if you are talking to your friends. I integrate it with the things that they learn, like grammar or vocabulary and the like. I exemplify it in some real-like situations.*

When asked the preferred method used by participants in passing cultural information to students, it is observed that the use of media stand out as the most effective methods mentioned by the participants in both groups, it is noted that there is no specific pattern or method used by the participants which in returns indicated that there is no prior preparation. In most cases this boils down to the participant's experiences, exposure to English culture and awareness. In recent time there has been numerous arguments about the inclusion of cultural activities in the EFL classroom, has created an awareness among EFL teachers both native and non-native that for students to understand a language there must be adequate integration of culture in their teaching. Therefore, the teachers introduce a method to attain those goals of cultural inclusion. 80% of the participants($n=40$) agreed that use of media is the most preferred method of cultural integration. While one of the participants preferred comparing two languages while teaching about culture.

4.4. Culture Incorporated into Curricula

From the data gathered, it is evident that teaching culture is specifically not pre-planned, which leads to a lack of more instructional time, thereby causing a problem on how to assess and verify if the students are learning culture. Although each school has its

curriculum, teachers will generally remember to mention the importance of culture when discussing language learning; however, incorporating it into their classroom can be difficult.

When asked how much instructional time is allocated to teaching culture in their classroom, it was observed that the majority of the teachers did not allocate much time to teaching culture. Instead, they follow the curriculum guide in teaching. The following excerpts on how culture is incorporated into curricula were taken from both the native and non-native EFL teachers.

- ***Some excerpts from non-native EFL participants regarding how culture is incorporated into curricula***

FP.9 - That is kinda tricky because like I said it is not actually part of the lesson, I do not really plan a lesson with okay ten minute of this lesson is gonna be about teaching culture. It is integrated in a lesson somehow you know just gonna flow with the lesson like I do not really have like a specific time that I set aside to say this is education.

FP2 – Okay, it depends on the time of the lesson, like uhm but I teach culture like eh maybe like three times, four times, a month its like one, two, three, four times a month, something like this.

FP5 – Well I would say, the whole of the forty minutes. Because I am speaking the language, I am speaking English language all the time. – It depends on the topic I am teaching, it exposes them to others, like cultures too depending on the topic.

FP8 – Okay, so in every class I have two hours, so in maximum I use two hours to teach them, we talk about this for two hours. – Actually, I think it is part of our lesson, because the book I am using is basically about national geography and alongside culture as well. So, every time I am always using this book.

- ***Some excerpts from native EFL participants regarding how culture is incorporated into curricula***

TP10- From 40 minutes, it is about like 10 minutes goes to the culture and the other goes about the other parts of course. Sometimes it is like 20 minutes, and the other parts. - Yeah sometimes 50/50, sometimes only five minutes, it depends, but I can roughly say that almost 10 minutes of the course have the culture.

TP2 – Each lesson I think about 15 minutes we have a chance to talk about the culture, on each lesson 15 minutes.

TP4 – It depends on what subject am going to talk about and what topic we are discussing about. But most of the time, I try to choose some English culture, topics for debates. Because I asked to do some research of England on YouTube or google, but it depends on the topic we are talking about.

TP1 - 10 minutes, I believe.

As visible from the excerpt from both the native and non-native EFL participants, there is no time set aside for teaching culture because they work by the book(curricula). Mixed responses from the teachers indicated that the teachers do not plan for culture beforehand, and some of the teachers teach culture base on the topic they are handling at that point in time.

4.5. Difficulties in Culture Integration

When the teachers were asked to indicate if there were challenges, they encounter when trying to integrate culture into their classroom, and the majority of the EFL teachers both native and non-native stated that the students believe and prior cultural knowledge as one of the major challenges of teaching culture in classroom. It is possible to say that the teachers attend to cultural awareness to increase the students' cultural awareness in their teaching environment. However, is teaching culture that easy? The more cultural explanations teachers have to teach, the more challenging it becomes for them to teach. One major problem is that there are no such things like monolithic national culture. People belong to variety of cultural groupings, for example: gender, regional, origin, age, social class, work, and ethnic background. Not putting this into consideration leads to the act of stereotypes.

For both groups of EFL teachers that were interviewed, the difficulties they face were attributed to the classroom realities. Most especially the challenges of increasing students' interest /motivation of learning the target culture.

- ***Some excerpts from non-native EFL participants regarding the difficulties of integrating culture in EFL classroom.***

P2 – Of course, uh we enjoy teaching culture, of course any teacher can face or can come through some obstacles and barriers I mean teaching culture. For example, as we know,

as a teacher of foreign language, that the students most of the time, they think in their own language and they feel in their own culture and their own language, which is really like trickier and hard for the teacher to cooperate because ehm how can I say it but the kids they think in their own culture, their own language, so the teacher has to find a way to let them avoid using that, I mean, try to think in a foreign language and try to think in a foreign culture.

P3 – Not exactly, because like we do it voluntarily like, it is only when the students ask that we can tell them about the culture, but like we do not have a particular curriculum that we have to follow to teach our students the culture. When we teach them culture, it is just voluntarily, so I guess I have answered your question correctly.

P8 – Exactly thank you for this interview, some of my students who are ignorant ehm, they watch some things on TV, and they always think the negative part of it. Because that's what they see on television, so sometimes when am teaching culture in my class, they ask me questions that ehn I think they hinder my lesson, you know, because they have this kind of stigmatization about my culture. And really this is the biggest barrier in my lesson, because even if I try to explain to them, they really do not want to believe that because they have seen something different on television. So, it makes it so hard for them to believe what am saying in the classroom. They think probably am lying or something but that is not the issue, what you see on television is different from what I had experience in my culture and am telling you, but you really do not want to, some of them anyway not all of them.

P6 – Yes sometimes, some students, you know this non-challant attitude, you know like they do not wanna accept this culture. It is difficult because, you know they were here, they were born here and this is what they do, this is their way of life. So, if you try to talk more about another country culture or a certain people culture entirely, it is like huge to, like you know first time out of their own will. So sometimes, I always make them understand that this is the way of life, culture is the way of life. Whether you accept it or not, okay so the only problem I do have is about, you know there are different kind of customs like in Africa there is a way, we greet elders and there is way we greet people, so if I try to explain to them, “okay in Africa, you don't talk like this to your parents, it is rude, do you get it” like being more detail, do you understand. So, they are like oh teacher, really do I have to do this before I can show that am not rude. I say yes, we have different kind of culture and your language depicts your culture believe and they have different culture, then is Africa too, of course we have diverse language there, and we

have different type of culture belief. But one thing I do not really dwell on about culture is religion, you are talking about culture, you are talking about the way of life of people, of course the religion too. So, I do not really dwell much on as a topic, so it like a barrier, a no – go area for me, I just talk about religions like a little, I just come off it because we have the right to serve whatever it is we want to serve, do you understand

- ***Some excerpts from native EFL participants regarding the difficulties of integrating culture in EFL classroom.***

TP7 – *Yes, it like some parents they are so religious that they want us to teach English according to the life that we are living in Turkey, which is not really interesting, it is not possible. You have to show the kids the world, it is harmless but the way they are reacting to this makes it hard.*

TP9 – *I believe when you teach a language, you must have a difficulty, you have to expect them to come to you. Because they do not get the traditions, they do not get the language by themselves*

TP4 – *While we are teaching, we are showing a new culture, so you face some barriers, it is inevitable, you will face it. But the student wants to learn it, so first of all I tell them “You are not learning a language, you are going to learn part of the language but also culture as well” in Turkish culture our ancestors are different, our cultures are different, our traditions, different music, dressing, the way we behave, everything is different. So, we need to focus on their culture, how they play, how they speak or sing their song.*

4.6. Quantitative Analysis

This chapter presents the presentation of data, analysis, and findings for the quantitative study. It included descriptive copies of questionnaires distributed, rate of response and demographic characteristics of the respondents. SPSS application was used to evaluate the questionnaires (Dytham, 2011).

4.6.1. Response Rate of the Questionnaire Distributed

The research response rate is the number of participants who answered the questionnaire divided by the number of participants I sent the survey to, after which the number gotten is multiplied by 100. Table 4 below depicts the summary of the survey response rate.

Table 4. Summary of Response Rate

Responses	
Questionnaires sent out	205
Questionnaires returned	200
Returned and usable questionnaire	199
Returned and excluded questionnaire	01
Response rate	98%
Usable response rate	97%

Table 4. indicated that out of 205 questionnaires that were distributed during data collection, 200 were returned. This represented 98% of the total questionnaire administered. A careful study of the questionnaire revealed that only 1 out of the returned questionnaires was not properly completed; thus, it had data quality issues and was excluded from the analysis. In summary, 199 were available for analysis which represented 97% which was considered adequate because it was more than the required minimum sample size needed for the purpose of this sample study. Table 5 below explains the demographic characteristics of the respondents.

4.6.2. Section 1: Participant Demographic Characteristics

The following table displays some general information regarding the participants took part in the current study.

Table 5. *Demographic characteristics of the Respondents (n=199)*

Do you live in Turkey	Frequency	Percentage%
Yes	193	97.0
No	6	3.0
Total	199	100
Gender distribution	Frequency	Percentage%
Male	83	41.7
Female	116	58.3
Total	199	100
Are you a Turkish EFL teacher or a foreign EFL teacher	Frequency	Percentage%
Foreign EFL teacher	75	37.7
Turkish EFL teacher	124	62.3
Total	199	100
Where do you teach Currently	Frequency	Percentage%
Private school	97	48.7

University	9	4.5
Not teaching currently	2	1.0
State schools	89	44.7
Language Centre	2	1.0
Total	199	100.0
Duration of the majority of the English language courses you teach	Frequency	Percentage%
Yearlong	145	72.9
Term	54	27.1
Total	199	100
Highest degree you have achieved	Frequency	Percentage%
Bachelor's degree	140	70.4
Master's degree	49	24.6
Doctoral Degree	8	4.0
Diploma	2	1.0
Total	199	100
Select your school's schedule model	Frequency	Percentage%
Traditional (40-50 minutes)	185	93.0
4x4 Block	6	3.0
8x40 minutes	2	1.0
Online	2	1.0
60 minutes	2	1.0
1.5 hrs	2	1.0
Total	199	100.0

From the table above, 97% of the respondent are resident in Turkey while 3% are not, the result further showed that 41.7% that corresponds to 83 respondents are male while 58.3% are female. This clearly implies that majority of the respondents are female. 37.7% of the respondents indicated that there are non-native EFL teachers while 62.3% stated that they were native EFL teachers. In analysing where the respondents teach, 48.7% pointed out that they teach in private schools, 44.7% teach in state schools, 4.5% teach at university, with 1% teaching in a language centre, the remain 1% are not teaching as at the time of the survey, 72.9% of the respondents also indicated that they teach yearlong when asked the majority of the English language course they teach, while 27.1% admit that they do it on termly basis. Majority of the respondents are bachelor's degree holders as shown by the percentage of 70.4; amongst the total respondents, 24.6% of them are master's degree holders while 4% are doctoral degree holders while only 1% are diploma holders. When asked to select their school schedule model, 93% of the respondents pointed out that they use the traditional model which is the normal 40 – 50 minutes of teaching period, while 3% use the 4x4 block model and the other schedule models which are online, 60minutes and 1.5hrs have 1% each. therefore, the traditional

model is the most utilized schedule model. Table 6 below depicts the response on ways in which the respondent learned English language.

Table 6. *Response on ways in which respondents learned English language.*

	Frequency	Percent
Native Speaker	50	25.1
College/University	111	55.8
YouTube/TV	12	6.0
Non-Academic Residence	26	13.1
Total	199	100.0

The table above indicated that 25.1% of the respondents which amounts to 50 learnt English language as native speakers, 111 respondents (55.8%) learnt English as a FL at a college/university, 12 respondents (6.0%) learnt English through YouTube/TV and 26 respondents (13.1%) learnt it through non-academic residence. Table 7 below illustrates information on how long the respondent spent visiting or studying in an English speaking country.

Table 7. *How long have you spent (visiting, studying, or living) in English culture/speaking country?*

	Frequency	Percent
Never	87	43.7
More than 3 Years	47	23.6
Less than 3 years	42	21.1
less than 1 month	23	11.6
Total	199	100.0

From the table above, 87 respondents 43.7% have never spent, visited, studied, or lived in English culture/speaking country, 47 respondents (23.6%) have spent more than 3 years, 42 respondents (21.1%) have spent less than 3 years and 23 respondents (11.6%) have spent less than 1 month visiting, studying or living in English culture/speaking country.

4.6.3. Section 2: L1 Usage in Classroom Activities

For the following items in Table 8, both native and non-native participants were asked to indicate how much of the students' native language (Turkish) is used in the classroom in various phases of their teaching, more specifically in classroom management, cultural explanations/discussion, explaining assignments, grammar instructions/clarifications, general content instruction and lastly in test preparation/review purposes. Tables regarding these components are displayed individually as follows.

Table 8. Classroom Management

	Frequency	Percent
Never	19	9.5
Occasionally	96	48.2
Often	63	31.7
All the time	21	10.6
Total	199	100.0

Based on the table above, it is clear that large number of the participant occasionally and often use the students' native language for classroom management, 48.2% occasionally utilize the students' native language, this could be for passing out instruction. Only 9.5% of the respondent never used the students' native for classroom management, those participants do not understand the students' native language, as a result they don't make use of it in classroom. Table 9 below depicts how much of students' native language is used for cultural explanations/discussion,

Table 9. Cultural Explanations/Discussion

	Frequency	Percent
Never	22	11.1
Occasionally	78	39.2
Often	80	40.2
All the time	19	9.5
Total	199	100.0

From the above table it is clear that the teachers often (40.2%) make use of the students' native language while discussing about cultural related topic in the classroom, also 78 respondents (39.2%) indicated that they occasionally utilize the students' native language for cultural explanations. From the findings barely 22 respondents amounting to 11.1% of the total percentage of the participants do not use the student' native language because they do not understand the students' native language. Table 10 below shows how much of students' native language is used for explaining assignments.

Table 10. *Explaining Assignments*

	Frequency	Percent
Never	22	11.1
Occasionally	77	38.7
Often	63	31.7
All the time	37	18.6
Total	199	100.0

The table above indicates that 22 respondents (11.1%) have never explained assignments in the students' native language as they do not understand the student's native language. While a significant number of the respondents (38.7%) occasionally explained assignments in Turkish language to the students, 63 respondents (31.7%) often utilized students' native language when explaining assignment in the classroom. Table 11 illustrates how much of students' native language is used for grammar instructions/clarifications.

Table 11. *Grammar Instructions/Clarifications*

	Frequency	Percent
Never	28	14.1
Occasionally	58	29.1
Often	76	38.2
All the time	37	18.6
Total	199	100.0

From the table above, it is observed that a significant number of the respondents (38.2%) amounting to 76 of the respondents often utilize the students' native language for grammar instructions/clarifications whereas 58 respondents (29.1%) occasionally clarify grammar in Turkish language for the students. A total of 28 respondents (14.1%) indicated that they have never used the student's native language for grammar instructions/clarification. This is because they do not understand the students' native language. Table 12 below shows how much of students' native language is used in general content instruction.

Table 12. *General Content Instruction*

	Frequency	Percent
Never	31	15.6
Occasionally	73	36.7
Often	65	32.7
All the time	30	15.1
Total	199	100.0

Based on the data provided in the table above, 36.7% of the total percentage of the respondents occasionally utilise the students' native language when addressing general content in the classroom while only 15% of the total percentage of the respondents indicated that they utilise Turkish language all the time when addressing general content. 31 respondents (15.6%) expressed that they do not use the students' native language when addressing general content in the classroom.

Table 13 below exhibits how much of students' native language is used for test preparation.

Table 13. *Test Preparation/Review*

	Frequency	Percent
Never	36	18.1
Occasionally	58	29.1
Often	70	35.2
All the time	35	17.6
Total	199	100.0

The above table shows that only 70 respondents (35.2) often use the students' native language when reviewing the students and only 36 respondents (18.1%) reveal that they do not use Turkish language for test preparation/review. Finally, 17% of the total percentage of the respondents use the students native language for reviewing purposes.

4.6.4. Section 3: Instructional Time Allocated to Dealing with Culture

Teachers were questioned about their instructional time allocated to teaching culture. On what do they spend the majority of their instructional time on when teaching culture? Table 14 below presents how much instructional time is allocated to addressing cultural stereotypes.

Table 14. *Addressing Cultural Stereotypes*

	Frequency	Percent
Never	11	5.5
Occasionally	97	48.7
Often	84	42.2
All the time	7	3.5
Total	199	100.0

When the participants were asked to indicate how much instructional time is allocated to addressing cultural stereotype, only 11 (5.5%) never allocate their instructional time to addressing cultural stereotypes; however, a significant number of the respondents (48.7%) explain that they occasionally use more of their teaching time on addressing cultural stereotypes. While only 7 respondents (3.5%) allocate their instructional time to addressing cultural stereotypes all of the time. Table 15 below describes how much instructional time is allocated to comparisons of the English and Turkish cultures.

Table 15. *Comparisons of the English and Turkish cultures*

	Frequency	Percent
Never	10	5.0
Occasionally	91	45.7
Often	81	40.7
All the time	17	8.5
Total	199	100.0

It is observed from the table above that a significant number of the respondents often and occasionally allocate their teaching time to comparing the English culture and Turkish culture. As shown in the table, 45.7% (91) of the total percentage of the respondents occasionally allocate time to comparing both culture while 10 respondents (5.0%) interestingly indicate that they never use their instructional time in comparing the English and Turkish cultures. However, 17 respondents (8.5%) allocate their teaching time to comparisons of the English and Turkish cultures all the time. Table 16 below portrays how much instructional time is allocated to role play and acting in the English culture.

Table 16. *Having students role play to demonstrate how they would speak and act in the English culture*

	Frequency	Percent
Never	11	5.5
Occasionally	77	38.7
Often	83	41.7
All the time	28	14.1
Total	199	100.0

Having the students role play is one aspect of culture teaching, when the participants were asked how much of their instructional time is allocated to having the students act like an English person, data gathered from the table above shows that 11 respondents (5.5%) do not allocate their instructional time to having students role play and demonstrate how they would speak and act in the English culture. By contrast, 77

respondents (38.7%) occasionally do allocate their instructional time to role play. A significant number of the respondents amounting to 41.7% (83) of the total percentage of the respondents stated that they often allocate their teaching time to having their students role play and act like an English person and 28 respondents (14.1%) allocate their instructional time to student's playing role to demonstrate how they would speak and act in the English culture all of the time during teaching.

Table 17 below describes how much instructional time is allocated to teaching about cultural practices.

Table 17. *Teaching about cultural practices (knowledge of what to do, when, and where)*

	Frequency	Percent
Never	9	4.5
Occasionally	74	37.2
Often	87	43.7
All the time	29	14.6
Total	199	100.0

From the above table, it is observed that 9 respondents (4.5%) do not allocate their instructional time to teaching about cultural practices in the classroom at all while 74 respondents (37.2%) occasionally allocate their instructional time to teaching about cultural practices. Nonetheless, a significant number of the respondents (43.7%) often allocate their instructional time to teaching about cultural practices and 29 respondents (14.6%) give their instructional time to teaching about cultural practices all the time. Table 18 below indicates how much instructional time is allocated to teaching about the relationship between cultural products, practices, and perspective.

Table 18. *Teaching about the relationship between cultural products, practices, and perspectives*

	Frequency	Percent
Never	11	5.5
Occasionally	81	40.7
Often	83	41.7
All the time	24	12.1
Total	199	100.0

Based on the data presented in the table above, respondents occasionally and often appropriate their teaching time to teach about the relationships between cultural products, practices, and perspectives. A big majority of the respondents 83 (41.7%) indicate that they often allocate their instructional time to explaining the relationships between cultural products, practices, and perspectives while only 11 respondents (5.5%) do not give room to their teaching time to teach about the relationship between cultural products, practices, and perspectives. 24 respondents (12.1%) express that they allocate their teaching time to teach about the relationship between cultural products, practices and perspectives. Table 19 below presents how much instructional time is given to teaching about teachers own experiences of when they were in the English culture.

Table 19. *Teaching about your own experiences of when you were in the English culture*

	Frequency	Percent
Never	35	17.6
Occasionally	57	28.6
Often	79	39.7
All the time	28	14.1
Total	199	100.0

The table above indicates that 79 respondents (39.7%) often allocate their instructional time to teaching about their own personal experiences when they were in the English culture environment. While 35 respondents (17.6%) indicated that they do not allocate time to teach about their own experiences when they were in English culture, 28

respondents (14.1%) designate their instructional time to teaching about their own experiences when they were in the English culture.

4.6.5. Section 4: Culture Related Topics

The questionnaire in this section asked the participants to explain how comfortable they feel regarding teaching arts and music, comparing the English and Turkish cultures, critical thinking skills, daily practices of English culture, geography of English culture, grammar of English culture, history of the English culture, literature of the English culture, oral (speaking) skills in the English language, reading skills in the English language, strategies for language learning, vocabulary of English language, writing in English Language, perspectives of the English culture, and lastly products made or valued by the English culture. Information to all these aspects are presented in the subsequent tables. Table 20 shows how comfortable the participants feel teaching about arts and music.

Table 20. *Arts and music*

	Frequency	Percent
Not at all comfortable	6	3.0
Somewhat comfortable	9	4.5
Neither comfortable nor uncomfortable	32	16.1
Comfortable	83	41.7
Extremely comfortable	69	34.7
Total	199	100.0

As indicated in the table above, 83 respondents (41.7%) reveal that they feel comfortable while teaching arts and music in contrast to only 6 respondents (3.0%) who are not at all comfortable with teaching arts and music. 9 respondents (4.5%) are somewhat comfortable and 32 respondents (16.1%) are neither comfortable nor uncomfortable while 69 respondents (34.7%) are extremely comfortable with arts and music. Table 21 below presents how comfortable the participants feel teaching about comparisons between the English and Turkish culture.

Table 21. *Comparisons between the English and Turkish cultures*

	Frequency	Percent
Not at all comfortable	6	3.0
Somewhat comfortable	11	5.5
Neither comfortable nor uncomfortable	45	22.6
Comfortable	90	45.2
Extremely comfortable	47	23.6
Total	199	100.0

Based on the data presented in the table above, 6 respondents (3.0%) indicated that they are not at all comfortable with teaching about comparisons between the English and Turkish cultures with 11 respondents (5.5%) expressing they are somewhat comfortable. 45 respondents (22.6%) are neither comfortable nor uncomfortable while 90 of them (45.2%) are comfortable, and finally 47 respondents (23.6%) are extremely comfortable with comparisons between the English and Turkish cultures. Table 22 below presents how comfortable they feel teaching about critical thinking skills.

Table 22. *Critical thinking skills*

	Frequency	Percent
Not at all comfortable	2	1.0
Somewhat comfortable	13	6.5
Neither comfortable nor uncomfortable	35	17.6
Comfortable	94	47.2
Extremely comfortable	55	27.6
Total	199	100.0

From the above table, it is observed that 2 respondents (1.0%) are not at all comfortable with teaching about critical thinking skills while 13 respondents (6.5%) are somewhat comfortable. 35 respondents (17.6%) are neither comfortable nor uncomfortable; however, significant number of respondents (47.2%) are comfortable with teaching about the critical thinking skills. Lastly 55 respondents (27.6%) indicate

that they feel extremely comfortable with teaching critical thinking skills. Table 23 below displays how comfortable they feel teaching about daily practices of English culture.

Table 23. *Daily practices of English culture*

	Frequency	Percent
Not at all comfortable	2	1.0
Somewhat comfortable	6	3.0
Neither comfortable nor uncomfortable	37	18.6
Comfortable	90	45.2
Extremely comfortable	64	32.2
Total	199	100.0

This table shows that a small percentage of respondents (1.0%) are not at all comfortable with teaching daily practices of the English culture while 6 respondents (3.0%) are somewhat comfortable. 37 respondents (18.6%) are neither comfortable nor uncomfortable, but 64 respondents (32.2%) are extremely comfortable with daily practices of English culture. Table 24 below describes how comfortable they feel teaching about geography of English culture.

Table 24. *Geography of English culture*

	Frequency	Percent
Not at all comfortable	8	4.0
Somewhat comfortable	23	11.6
Neither comfortable nor uncomfortable	54	27.1
Comfortable	69	34.7
Extremely comfortable	45	22.6
Total	199	100.0

Data gathered from the table above shows that 8 respondents (4.0%) are not at all comfortable with teaching about the geography of the English culture. 23 respondents (11.6%) reveal they are somewhat comfortable and 54 respondents (27.1%) are neither comfortable nor uncomfortable. 69 respondents are comfortable (34.7%) while 45

respondents (22.6%) are extremely comfortable with regard to teaching geography of English culture. Table 25 below presents how comfortable they feel teaching about grammar of the culture.

Table 25. *Grammar of English culture*

	Frequency	Percent
Not at all comfortable	2	1.0
Somewhat comfortable	11	5.5
Neither comfortable nor uncomfortable	27	13.6
Comfortable	94	47.2
Extremely comfortable	65	32.7
Total	199	100.0

The table above indicates that 2 respondents (1.0%) are not at all comfortable with teaching about grammar of English culture. 11 respondents (5.5%) are somewhat comfortable but 27 respondents (13.6%) are neither comfortable nor uncomfortable. A huge percentage of the participants (47.2%) are comfortable while 65 respondents (32.7%) are extremely comfortable with teaching about grammar of English culture. Table 26 below depicts how comfortable they feel teaching about history of the English culture.

Table 26. *History of the English culture*

	Frequency	Percent
Not at all comfortable	8	4.0
Somewhat comfortable	27	13.6
Neither comfortable nor uncomfortable	52	26.1
Comfortable	71	35.7
Extremely comfortable	41	20.6
Total	199	100.0

From the above table it is observed that, 8 respondents (4.0%) are not comfortable with teaching about history of the English culture. 27 respondents (13.6%) are somewhat comfortable while 52 respondents (26.1%) are neither comfortable nor uncomfortable. 71 respondents (35.7%) are comfortable while 41 respondents (20.6%) are extremely comfortable with teaching about history of the English culture. Table 27 below displays how comfortable the respondents feel teaching about literature of the English culture.

Table 27. *Literature of the English culture*

	Frequency	Percent
Not at all comfortable	10	5.0
Somewhat comfortable	19	9.5
Neither comfortable nor uncomfortable	44	22.1
Comfortable	77	38.7
Extremely comfortable	49	24.6
Total	199	100.0

Based on the data presented in the table above, 10 respondents (5.0%) indicated that they are not at all comfortable with teaching about literature of the English culture whereas 19 respondents (9.5%) express that they are somewhat comfortable. 44 of the respondents (22.1%) are neither comfortable nor uncomfortable; however, 77 respondents (38.7%) are comfortable. The table clearly shows that 49 respondents (24.6%) are extremely comfortable with teaching about literature of the English culture. Table 28 below describes how comfortable they feel teaching about oral (speaking) skills in the English language.

Table 28. *Oral (speaking) skills in the English language*

	Frequency	Percent
Not at all comfortable	2	1.0
Somewhat comfortable	10	5.0
Neither comfortable nor uncomfortable	22	11.1
Comfortable	84	42.2
Extremely comfortable	81	40.7
Total	199	100.0

Data displayed in the table above show that 2 the respondents (1.0%) are not at all comfortable with teaching about oral (speaking) skills in the English language, but 10 of them (5.0%) are somewhat comfortable. Whereas 22 respondents (11.1%) are neither comfortable nor uncomfortable, 84 respondents (42.2%) are comfortable. A significant number of respondents (42.2%) are extremely comfortable with teaching about oral (speaking) skills in the English culture. Table 29 below presents how comfortable they feel teaching about reading skills in the English language.

Table 29. *Reading skills in the English language*

	Frequency	Percent
Not at all comfortable	1	.5
Somewhat comfortable	1	.5
Neither comfortable nor uncomfortable	13	6.5
Comfortable	90	45.2
Extremely comfortable	94	47.2
Total	199	100.0

From the table above, 1 respondent (0.5%) is not at all comfortable with teaching about reading skills in the English language, likewise 1 respondent (0.5%) is somewhat comfortable. 13 respondents (6.5%) are neither comfortable nor uncomfortable; however, 90 respondents (45.2%) are comfortable, and 94 respondents who represent the highest percentage (47.2%) are extremely comfortable with teaching about reading skills in the

English language. Table 30 below depicts how comfortable they feel teaching about strategies for language learning.

Table 30. *Strategies for language learning*

	Frequency	Percent
Somewhat comfortable	3	1.5
Neither comfortable nor uncomfortable	21	10.6
Comfortable	90	45.2
Extremely comfortable	85	42.7
Total	199	100.0

The table above indicates that the respondents are highly comfortable with teaching about strategies for language learning. With only 3 respondents (1.5%) expressing they are somewhat comfortable with teaching about strategies for language learning, 21 respondents (10.6%) are neither comfortable nor uncomfortable. 90 respondents (45.2%) are comfortable while 85 respondents (42.7%) are extremely comfortable with teaching about strategies for language learning. Table 31 below presents how comfortable they feel teaching about vocabulary of English language.

Table 31. *Vocabulary of English language*

	Frequency	Percent
Somewhat comfortable	1	0.5
Neither comfortable nor uncomfortable	12	6.0
Comfortable	89	44.7
Extremely comfortable	97	48.7
Total	199	100.0

From the table above it can easily be seen that 1 respondent (0.5%) is somewhat comfortable with teaching about vocabulary of English language, and 12 respondents (6.0%) are neither comfortable nor uncomfortable. 89 respondents (44.7%) are comfortable while a striking percent of the respondents (48.7%) are significantly

comfortable when it comes to teaching about vocabulary of English language. Table 32 below describes how comfortable they feel teaching about writing in English language.

Table 32. *Writing in English Language*

	Frequency	Percent
Not at all comfortable	1	0.5
Somewhat comfortable	13	6.5
Neither comfortable nor uncomfortable	31	15.6
Comfortable	72	36.2
Extremely comfortable	82	41.2
Total	199	100.0

The table above shows that 1 respondent (0.5%) is not at all comfortable with teaching about writing in English language, while a slight percent of the respondents (6.5%) are somewhat comfortable with 31 respondents (15.6%) are neither comfortable nor uncomfortable. 72 respondents (36.2%) are comfortable while 82 respondents (41.2%) are extremely comfortable with teaching about writing in English language. Table 33 below presents how comfortable they feel teaching about perspectives of the English culture.

Table 33. *Perspectives of the English culture*

	Frequency	Percent
Not at all comfortable	2	1.0
Somewhat comfortable	10	5.0
Neither comfortable nor uncomfortable	46	23.1
Comfortable	91	45.7
Extremely comfortable	50	25.1
Total	199	100.0

The table above shows that 10 respondents (5.0%) are somewhat comfortable with teaching about perspectives of the English culture, and 46 respondents (23.1%) are neither comfortable nor uncomfortable. However, 91 respondents (45.7%) are comfortable, and

50 respondents (25.1%) are extremely comfortable with teaching about perspectives of the English culture. Table 34 below describes how comfortable they feel teaching about products made or valued by the English culture.

Table 34. *Products made or valued by the English Culture*

	Frequency	Percent
Not at all comfortable	2	1.0
Somewhat comfortable	12	6.0
Neither comfortable nor uncomfortable	58	29.1
Comfortable	74	37.2
Extremely comfortable	53	26.6
Total	199	100.0

The above table shows that 2 respondents (1.0%) are somewhat not at all comfortable with teaching about products made or valued by the English culture and 12 respondents (6.0%) are somewhat comfortable with 58 respondents (29.1%) expressing being neither comfortable nor uncomfortable. 74 respondents (37.2%) are comfortable while 53 respondents (26.6%) are extremely comfortable with teaching products made or valued by the English culture.

4.7. Hypothesis Testing

It is imperative to analyse the multivariate normality of the dependent variable, checking either with a histogram (Fig 4) or the Q-Q-Plot (Fig 5), both plots show a somewhat normal distribution with a skew around the mean. The quantile-quantile (q-q) plot is a graphical technique for determining if two data sets come from populations with a common distribution.

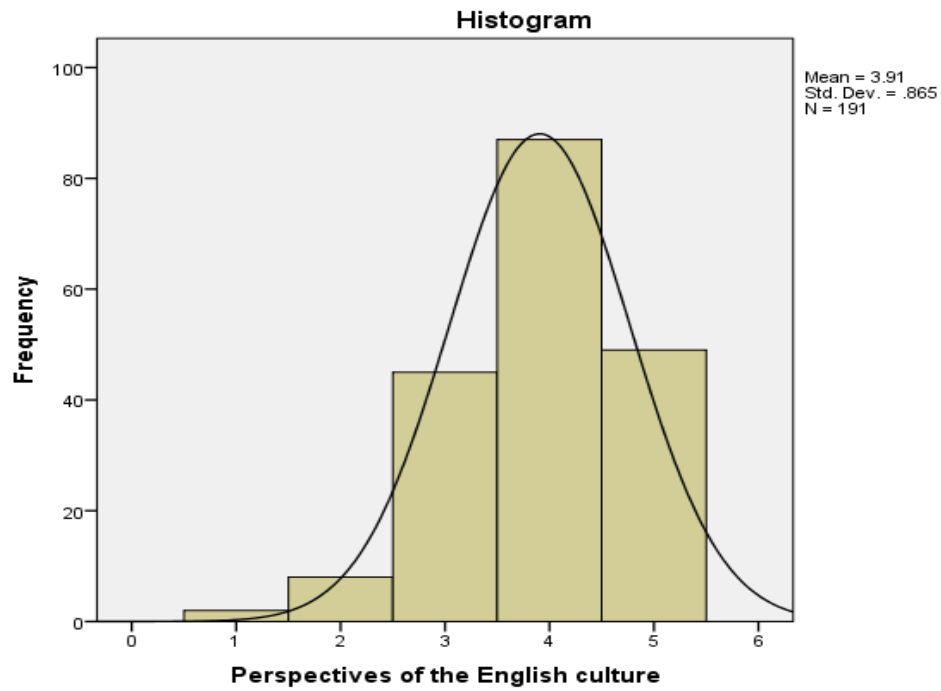


Figure 4: Histogram

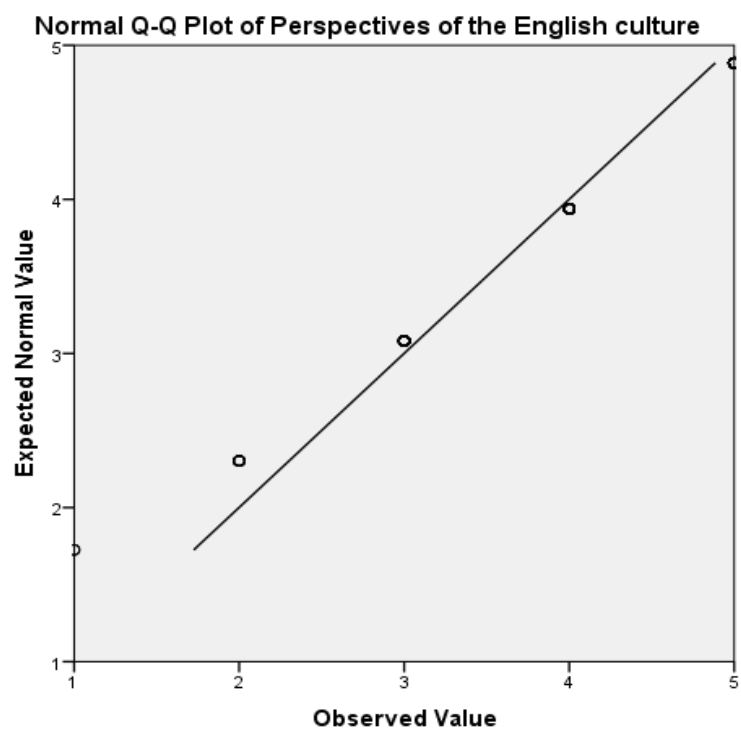


Figure 5:Q-Q-Plot

4.7.1. ANOVA Results

Table 35. *Perspectives of the English culture*

		Comparisons of the English and Turkish cultures	Having students role play to demonstrate how they would speak and act in the English culture	Teaching about cultural practices (knowledge of what to do, when, and where)	Teaching about the relationship between cultural products, practices, and perspectives	Teaching about your own experiences when you were in the English culture	Arts and music
Are you a Turkish EFL teacher or a foreign EFL teacher?	Correlation	.486	.276	.452	.387	.323	.050
	Significance (2-tailed)	.000	.000	.000	.000	.000	.499
	df	186	186	186	186	186	186

4.7.2. Pearson Moment Product Correlation Test

H0: There is no significant relationship between the group of teachers and the method of teaching culture.

Hi: There is a significant relationship between the group of teachers and the method of teaching culture.

Table 36. *The correlation between the native and non-native EFL teachers and their method of teaching culture*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	16.183	1	16.183	24.385	.000
Within Groups	124.103	187	.664		
Total	140.286	188			

4.7.3. T-Test

To evaluate on average how culture is incorporated into EFL curricular using students' assessment, planning and instructional time, the t-test is employed for the analysis.

Table 37. *Table showing T-Test result*

Test Value = 0						
	t	df	Sig. (2-tailed)	(2-Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Are you a Turkish EFL teacher or a foreign EFL teacher?	45.713	188	.000	1.619	1.55	1.69
Please select the duration of the majority of the English language courses you teach	39.274	189	.000	1.274	1.21	1.34
School's schedule model	27.140	186	.000	1.107	1.03	1.19
Classroom Management	41.561	190	.000	2.440	2.32	2.56
Explaining assignments	38.381	190	.000	2.571	2.44	2.70
Test preparation/review	35.055	190	.000	2.508	2.37	2.65

CHAPTER V

DISCUSSION

In this chapter the discussion derived from the findings of this research which focus on exploring native and non-native EFL teachers' pedagogical practices related to culture in classroom settings were explained. This research attempted to explain how teachers with distinct backgrounds, handle different facets of teaching English culture and what values they attribute to the target culture. Integrating culture into EFL classroom serve as an important factor that determines the student's competences. This is further corroborated by the research results from this study which shows that respondents are were far aware of the need to incorporate culture in their teaching. This chapter provides a discussion of the main results from the research and where applicable, links the literature to the research outcomes.

5.1. Research Question 1: What are foreign EFL teachers' and Turkish EFL teachers' perceptions of culture?

This study discovered that both sets of teachers (native and non-native) are typically conscious of the significance of teaching and incorporating culture within the EFL classroom. Even though there are quite a few disparities among teachers regarding what elements of the target culture should get attention, they typically reported that culture is an essential component of the foreign language, and the language classroom must always welcome cultural components for learners' achievement. This finding underlines the significance of teachers' mindset towards teaching culture in foreign language teaching irrespective of their academic background. They consider that familiarizing learners aided by the day-to-day lifestyles of this target culture might pave the right way to comprehend this targeted way of life as well as its norms, values, and beliefs. Such comprehension is also viewed to permit learners to examine the variations of their own culture and the variety inside their culture. This perspective is in accordance with what culturally responsive teachers do inside the classroom. They often use the culture as an instrument to emphasize the disparities as well as resemblances involving different tribes and the speakers of these other languages.

Recall that Brooks (1968) revealed that the lack of a precise definition of "culture" is a constraint to its implementation in the English class. Since 1968, the concept of culture has evolved in terms of methodologies, value, and meaning of its teaching. This study discovered what others had previously discovered (see Klein, 2004; Ryan, 1994), that the majority of participants value cultural education for their students and see it as crucial to language education; however, it does not rate as one of the most important aspects of their classrooms, and likewise, it does not receive the same level of preparation, teaching, or review time as the other four abilities. (speaking, listening, writing, as well reading) do. This supports the idea that in EFL teaching pedagogy, culture still comes second to language. (Byrd, et al., 2011; Omaggio Hadley, 2001; Stern, 1983).

Both native and non-native teachers described culture in the FEL classroom in terms of physical goods, day-to-day activities and the like in this study. Traditions, customs, and holidays received particular attention in teachers' definitions, presumably because they are some of the easiest topics to introduce into an EFL classroom, especially if teachers lean toward the more "4-F" models and haphazard "Frankenstein" approach to educating culture (Galloway, 1985), or choose "culture days" to teach learners about their culture. According to Byrd et al. (2011), cultural opinions and beliefs are the most difficult to embed into the teaching, in part because they necessitate more preplanning time and energy, and recent research indicates that teachers do not dedicate much time to planning for culture teaching.

Because of their level of convenience, many EFL teachers are scaring away from teaching culture. This is consistent with earlier research in this field; nevertheless, the current study revealed that it is not just a lack of comfort that prevents teachers from introducing more culture into their EFL lessons. Participants in the study reported relatively high levels of comfort when teaching the cultural elements of the EFL classroom, but they were much more at ease when teaching the linguistic elements of the EFL classroom.

To answer the first research question using the data gotten from the questionnaire, the one-way analysis of variance (ANOVA) technique was adopted. The purpose of the one-way ANOVA is to test if the two groups differ from each other significantly in their perception of culture, and the following hypothesis was developed.

H0: The average perception of culture by both groups of teachers are the same.

Hi: The average perception of culture by both groups of teachers are not the same.

The result shows that there is a difference between the means, and this is statistically significant as shown by the p-value in table 38. The null hypothesis states that the average perception of culture by both groups of teachers are the same, with a P-value of less than 0.05, the null hypothesis is rejected, and the alternative hypothesis accepted that “the average perception of culture by both groups of teachers are not the same.”

5.2. Research Question 2: Through which methods is culture taught in EFL classroom by foreign EFL teachers and Turkish EFL teachers?

The outcomes of this research discovered that culture is instructed in EFL classrooms, but via numerous methods and means - There is no one-size-fits-all strategy. Teachers' approach to culture is as varied as their knowledge of other types of culture education and the elements that influence its integration in the classroom; yet, an analysis of the data revealed essential trends.

First, movie clip and video footage utilisation are recognised as two principal approaches whereby cultural content is conveyed to pupils. This means that the teacher has a certain degree of planning, but another cultural source for the learners is the personal anecdotes of the teacher - something more in line with the "by way" method of cultural education (Galloway, 1985).

What can students learn from these unique experiences and movie clips? Participants found that the element of culture training to which they commit most of their instructional time is probably teaching comparisons between the target and native cultures. Given the numerous ways in which cultural knowledge is transmitted to students, it is no surprise that cultural methods and native and non-native teachers' personal experiences of being in the target culture rate highly. This raised the possibility that EFL teachers might teach the culture of the target region they are most accustomed to. Though various researchers hinted around this problem and issues, the current study confirmed that a more significant number of instructor's place emphasis primarily on a single or maybe two regions, even though they will cover subjects from as much as five sections.

Secondly, typically, culture is sometimes offered in the students' native language, in our case in Turkish. When asked, most of the Turkish EFL teachers indicated that they use Turkish “occasionally” or “often” to teach cultural topics and to deal with “classroom management” issues. Received the highest score for Turkish teachers' use of L1 in the classroom, these two components may indicate that it is imparted in Turkish more than any other aspect of the learning process, including grammar clarifications and cultural explanations and discussion. This finding corroborates the findings of ACTFL's (2011a) survey. however, the report by ACTFL states that “Given the importance in the standards of using the target language in the classroom, teachers indicate that they use the target language at least 90% of the time or more in most of their classes” (p.11). Maybe more energy needs to focus on the teaching techniques for culture integration along with communication at the start of language lessons. The random inclusion of culture in instructors' curricula is another source for culture teaching in the EFL classroom.

To answer the second research question using data gotten from the questionnaire Pearson moment product correlation test was adopted. The purpose of this technique is to test the level of relationship that is existing between native and non-native teachers and the kind of cultural teaching methods used in the EFL classroom. The following hypothesis was developed.

H0: There is no significant relationship between the group of teachers and the method of teaching culture.

Hi: There is a significant relationship between the group of teachers and the method of teaching culture.

The result shows a positive correlation between all teaching methods and the group of teachers either non-native EFL or native EFL teacher. This implies that irrespective of the group, they both use all these techniques (role play, comparison of English and Turkish culture and teaching about their own past experiences) for teaching culture. The result further shows that all the methods employed by the non-native EFL and native EFL teachers are statistically significant except for Arts and Music. This is because many of the native and non-native EFL teachers do not have interest in art and music.

Using comparative method of teaching is the most used method of teaching amongst both groups of teachers in the EFL class as shown by the high correlation

coefficient of 49% followed by the practical cultural practices method of teaching that exposes learners to what to do, when and where with respect to culture with a correlation coefficient of 45%. Relational teaching methods where the EFL teachers express relationship between cultural products, practices, and perspectives had a coefficient of 39% with experience and story-based teaching methods having 32% and participatory/demonstration teaching method having the lowest coefficient of about 28%. Given the p -values for the correlation coefficients as shown by the values <0.05 , we reject the null hypothesis and accept the alternative hypothesis that there is a significant relationship between the group of teachers (non-native EFL and native EFL teachers) and the method of teaching culture.

5.3. Research Question 3: To what length is culture incorporated into EFL curricula in Turkey, including student assessment, planning and instructional time?

According to the findings of this study, if culture is visible, it is usually unplanned, which leads to poor learning objectives and inadequate instructional time, with little assessment for comprehension.

To evaluate how culture is incorporated into EFL curricula using students' assessment, planning and instructional time, the t -test was employed to analyse the questionnaire. A t -test is a type of inferential statistic used to determine if there is a difference between the means of two groups related to certain features. It is one of many tests used for hypothesis testing in statistics. The result shows that all variables contribute significantly on average to the inclusion of culture in the EFL curricular. Whether or not a teacher is a native EFL teacher or a non-native EFL teacher, they contribute the most to including culture to the curricular as shown by the t -value of 46 and a significant value <0.05 . Similarly, the classroom management practice also contributes significantly at 42 approximately, class duration contributing at 39, assignments at 38, test preparation and review at 35 and school schedule model at 27. This finding backs up the findings of Jernigan and Moore (1997) and Klein (2004), who found that instructors learned the majority of their culture through analysing notes in textbooks or real-world resources. The teachers do not have specific strategies of incorporating or specific time allocated to teaching culture. And this could also be attributed to lack of more experience in teaching.

5.4. Research Question 4: What are the factors affecting EFL teachers' decision-making regarding culture teaching?

Every teacher understands the elements belonging to the target culture to a certain degree, but the way they handle the target culture is influenced extremely by the curricular precautions and limits. A particular implication that has the capability to be gotten from this result is that EFL teachers should be provided with additional chances to handle the target culture in their own classes thoroughly. When they are more elastic in incorporating culture, the learners could profit even more when in contact with the target culture. As previously stated, it has, however, been reported that there are teachers with excellent desire to teach culture related topics in EFL classrooms (Sercu, 2006). It is visible in various research that a large number of the participating teachers perceive culture integration as an essential need for student's growth in terms of language competence, and that the EFL classes are a good location to grow for the students (Sercu, 2006; Young & Sachdev, 2011; Göbel & Helmke, 2010; Larzén-Östermark, 2008). Regarding the teachers that are of different perceptions about teaching, it becomes clear that it is mainly other factors such as lack of experiences that affect teachers' unwillingness towards this problem rather than their perceptions of culture integration teaching.

5.5. The Cohesion between Perceptions and Integrations in Classroom

The results disclosed that the teachers' perceptions and classroom teaching methods coexist with each other in general. The results according to perceptions pertaining to culture confirmed that culture plays an important function in language learning/teaching. Within a comparable approach, Nault (2006) highlights the connection between a language and its culture is substantial in EFL teaching. The teachers' classroom techniques confirmed that each EFL teacher places significance on cultural problems and incorporates such problems in their contexts. The knowledge of different cultures and intercultural awareness offered by EFL teachers supports intercultural cognisance, and it allows learners to become more adapted to disparities. Additionally, the native and non-native teachers stand for discussing cultural knowledge and experience with their students. Pavlenko (2005) stresses that cultural knowledge and experience impact an individual's belief, cognition, and language competencies. Also, in line with their perceptions, both native and non-native teachers incorporated local culture and foreign culture in their classroom to encourage their learners to boost cultural consciousness. The

teachers exploited several resources to manage culture in their classroom as they noted they employ a variety of resources to expose different cultures.



CHAPTER VI

CONCLUSION

This chapter highlights the whole concept offered by this study. The summarization of the study is carried out in this chapter, and the conclusion is also presented. Additionally, recommendations and implications for further research are presented.

6.1. Summary of the Study

This study explored the integration of culture into the EFL classroom in Turkey. This exploration aimed (1) to evaluate teachers' awareness of the relevance of cross-cultural teaching in EFL classrooms. (2) to aid teacher's awareness of the relevance of cultural teaching in practice for better results of the teacher's competence. Four research questions guided this study following a scientific evaluation process.

The mixed method research provides insight into how EFL teachers apply various pedagogic strategies in their classroom practice. Qualitative and quantitative data collection tools were utilised to reach more valid and reliable outcomes. The quantitative data was obtained from a Likert-scale questionnaire, while qualitative was obtained from an interview. Before any analysis could be performed, the quantitative data received from the EFL teachers were converted into an excel format and inserted into the Statistical Package of Social Sciences (SPSS) in order to allow for statistical analysis of the data. The discrepancies were confirmed, and the accurate results were saved for analysis. The data collected from the semi-structured interview were transcribed, unitised, and categorised.

Regarding the results, it was observed that the EFL teachers are fully aware of the significance of culture in foreign language teaching. The result shows a positive correlation between the teachers pedagogic practices and the group of teachers, either non-native EFL or native EFL teacher; this implies that they both the native and non-native teachers use techniques like media teaching, comparison of students language and the target for teaching culture irrespective of the group.

6.2. Conclusion

The review of the data provided in this study has distinctly established that even though native and non-native teachers may have distinct definitions for language and culture; it is inevitable that most of participants accept that these two salient concepts work hand in hand in any society. In EFL teaching, concentrating on assisting the students to master the language only without focusing on developing a good understanding of the target culture may cause an imbalance in the student's knowledge of culture and language. The students may eventually possess a high level of linguistic competence while lacking cultural competence, which may lead to cultural shock or cultural bump during communication.

One major challenge that EFL teachers face is that many of them lack cultural competence in the language they teach because not many have had the chance to stay or be born in the country where the English language is the means of communication and because the materials utilised in their classroom do not provide them with adequate and proper information about the English culture. Aside from the lack of cultural competence, one major obstacle is the lack of preparation and planning by the teachers regarding cultural competence. The majority of the teachers fail to prepare adequately when it comes to cultural teaching.

As for the instructional time allocated to teaching culture, participants do not have a specific time allocated to teaching culture; this may be due to the non-inclusion in the curricula. The majority of the EFL teachers try as much as possible as to incorporate culture into their classroom, but the fact remains that there is no fixed time allocated to teaching culture in the EFL classroom.

In summary, this study has explored native and non-native teachers' pedagogic strategies and their perceptions of culture as it pertains to the field of English language teaching. From the result of the study, it can be evident that (1) the participants are fully aware of the definition of culture and firmly believe that culture plays a vital role in EFL classroom by giving the student the ability to achieve both linguistic and communicative competence; (2) teachers tend to develop and use their materials and also their prior knowledge while teaching culture in the classroom; (3) teachers present students with cultural information and develop students cultural interpretation; (4) teachers use various teaching activities for culture embedment; (5) the teachers' aims at culture integration are to have a complete understanding and express their own personal culture.

Although there is a need to investigate culture further as it pertains to EFL teaching, this study contributes to the current knowledge of teachers' pedagogic strategies and teachers' perceptions concerning culture, the methods teachers use in integrating culture into their classes and how much cultural instruction is given in the EFL classroom.

6.3. Limitation

One significant limitation of this study is that this research was conducted in high schools in Turkey, and the questionnaire was restricted to EFL teachers only. If it can be conducted in more schools and other countries, the results can be compared with previous findings. It is also possible that participants who took part in the study might not be more interested in culture, teaching methods. Therefore, the participants may not be a representative sample for the results to be generalized.

6.4. Implications of the Study

This master thesis focused on cultural integration in the EFL classroom and the challenges EFL teachers face in the inclusion of culture in language teaching. The findings of the study present several implications for EFL growing circle. The research reveals that teachers do not allocate enough time to teaching culture in the classroom. This is as a result of curricular limitation and a lack of proper preparation beforehand. The teachers cannot directly address the issue with the curriculum. Therefore, educational administrators and curriculum developers should work on the promotion of cultural teaching in the classroom.

Some of the teachers are not well-informed on the implications of English as an international language on the cultural dimension of teaching and learning the language. These places importance on integrating new principles and theories erupting from the international status of English into the curriculum of both in-service and pre-services. When this is done, the teacher's awareness of different English context and purposes will increase internationally. Furthermore, the awareness of teachers on the treatment of culture as part of the EFL will increase.

Finally, in terms of incorporating and implementing culture in the EFL classroom, the following theme from this study can help professionals think and practice:

- The inclusions of culture should be seen as a necessity for adequate language instructions
- Cultural teaching should be made meaningful through adequate preparations and standard assessment

Based on the results, it may be concluded while the language instructors understand the significance of culture and language in terms of the challenges associated with intercultural instructing, it is likely to discover that they have vague views regarding the intercultural dimension of language teaching. Furthermore, although they appear to be curious about teaching language and culture, because of time limitations or tight curriculums, it may be suggested that they neglect to achieve this. At this stage, it will be appropriate to recommend that in-service training programs on language and culture teaching are essential for assisting the EFL instructors with good perceptions of teaching language and culture to further their awareness around the cultural dimension of coaching.

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APPENDICES

APPENDIX A: GönüllüKatılımVeBilgilendirmeFormu (Türkçe)

Öğretmenler için 'Sınıfta Yerleşimlerde Kültürle İlgili Ulusal ve Vatandaş Olmayan EFL Öğretmenlerinin Pedagojik Uygulamalarını Keşfetmeye Yönelik Bir Araştırma' çalışmasına katılmaları için izin formu

Bu çalışma, Çukurova Üniversitesi İngiliz Dili Eğitimi Anabilim Dalı Araştırma Derecesi (Yüksek Lisans) gerekliliğini yerine getirmek içindir.

Bir araştırma projesine katılmaya davetlisiniz. Karar vermeden önce, araştırmanın neden yapıldığını ve neleri içereceğini anlamanız önemlidir. Lütfen aşağıdaki bilgileri dikkatlice okuyun ve dilerseniz başkalarıyla tartışın. Açık olmayan bir şey olup olmadığını veya daha fazla bilgi isteyip istemediğinizi bize sorun. Katılmak isteyip istemediğinize karar vermek için zaman ayırın. Bunu okuduğunuz için teşekkürler.

Araştırma hakkında bilgiler

Çalışmanın amacı

Bu çalışmanın temel amacı, İngilizce öğretmenlerinin öğretim yöntem ve stillerini keşfetmek ve bunu Türk okullarındaki yerli ve yabancı öğretmenlerin kültürel bakış açılarıyla ilişkilendirmektir. Ayrıca bu çalışma, Türkiye'deki yabancı İngilizce öğretmenleri ile yerli öğretmenler arasındaki boşluğu tespit etmeyi amaçlamaktadır.

Araştırma Yöntemleri

EFL Öğretmeni tarafından kullanılan pedagoji stratejilerinin yanı sıra öğretim stratejileri ve kullanımına yönelik algıları öğrenmek için görüşmeler yapılacaktır.

Lütfen aklınızda bulundurun:

. Kişisel bilgileriniz, sağladığınız verileri doğrulamak ve işlemek için kullanılacaktır. Bu araştırma için toplanan ve işlenen tüm kişisel veriler kesinlikle gizlidir ve bir araştırmacı (Süpervizörle birlikte) bu bilgileri yalnızca araştırma amacıyla kullanacaktır. Araştırmacı, bu tür verileri herhangi bir üçüncü şahsa ifşa etmeyecek ve izinsiz kopyalayacaktır.

. Yayınlanmış eserlerde veya sunumlarda kullanılan verilerden alınan tüm alıntılar anonim hale getirilecektir.

. Katılıp katılmayacağınıza karar vermek size kalmıştır. Katılmayı reddetmeniz, aksi takdirde hakkınız olan hiçbir ceza veya menfaat kaybını kapsamaz. Katılmaya karar verirseniz, saklamanız için size bu bilgi formu verilecektir (ve bir onay formu

imzalamanız istenecektir). Katılmaya karar vererseniz, herhangi bir ceza veya menfaat kaybı olmaksızın ve bir neden belirtmeksizin istediğiniz zaman çekilebilirsiniz. Beyan: Bu projenin araştırmacılarına beni videoya kaydetme izni veriyorum.

Herhangi bir kaydın kopyalanabileceğini anlıyorum ve bu kayıtların bu araştırma için kullanılmasını kabul ediyorum. Anonimleştirilmiş alıntıların yayınlarda kullanılabileceğini anlıyorum ve bu kullanıma izin veriyorum.

Bu proje için toplanan ve işlenen tüm verilerin yalnızca araştırma amacıyla kullanılacağını ve kesinlikle gizli tutulacağını anlıyor ve bu kullanıma izin veriyorum.

Beyan ediyorum: 18 yaşında veya daha büyüğüm;

Verdiğim tüm bilgiler eksiksiz ve doğru olacaktır; ve bu izni özgürce veriyorum.

Yukarıdakileri kabul ederek, ben, ... * (katılımcının tam adı) yukarıda belirtilen projede yer almayı kabul eder.

İmza Tarih (Katılımcı)

* Lütfen büyük harflerle yazınız

APPENDIX A: Form of Consent and Information Form(English)

Form of consent for teachers to take part in ‘A Study to Explore Native And Non-Native EFL Teachers’ Pedagogical Practices Related To Culture In Classroom Settings’

This research is being conducted to fulfill a requirement for the Research Degree (Master studies) at Cukurova University's Department of English Language Teaching.

You have been invited to participate in a research study. Before you make a decision, it's critical that you understand why the research is being conducted and what it will entail. Please read the following information carefully and, if desired, discuss it with others. Please let us know if anything is unclear or if you require additional information. Take your time deciding whether or not to participate. Thank you for taking the time to read this.

Information about the research

Objective of the study

The primary purpose of this study is to explore the EFL teachers’ teaching methods and styles and relating it to cultural perspectives of both native and non-native teachers in Turkish schools.

Research Methods

Interviews will be conducted to learn about the pedagogy strategies used by EFL teachers, as well as their attitudes toward teaching strategies and their application.

Please note:

- . The data you enter will be validated and processed using your personal information. All personal data collected and processed for this research is strictly confidential, and a researcher (in collaboration with the Supervisor) will only use such information for research purposes. The researcher will not disclose such information to a third party or make unauthorized copies of it.
- . Anonymization of all citations from data used in published publications or presentations is required.
- . It is entirely up to you whether or not to participate. If you refuse to participate, you will not face any penalties or lose any benefits to which you are otherwise entitled. If you choose to participate, you will be given a copy of this information sheet to keep (and be asked to sign a consent form). If you decide to participate, you can withdraw at any moment, without penalty or loss of benefits, and without having to give a reason. Declaration: I give permission to the project's

investigators to videotape me.

I realize that any recordings made may be transcribed, and I consent to their usage in this study. I understand that anonymized extracts may be used in publications, and I give my permission for this to happen.

I understand that all data collected and processed for this project are only used for research purposes and are strictly confidential.

I declare that I am at least 18 years old; that any information I supply will be complete and accurate; and that I willingly grant this consent.

In acceptance of the above, I, ... *(participant's full name) agree to take part in the above named project.

Signed..... Date (Participant)

*Please write in block capitals

APPENDIX B: EFL Öğretmenleri Anketi (Türkçe)

Sayın Katılımcı,

Bu anket, Yerli ve yerli olmayan İngilizce öğretmenlerinin sınıf ortamlarında kültürle ilgili pedagojik uygulamalarını incelemeyi amaçlamaktadır. Bu çalışma Adana, Çukurova Üniversitesi'nde bir yüksek lisans öğrencisi tarafından yürütülmektedir. Bu çalışmada Katılım gönüllüdür; kimliğiniz ve cevaplarınız gizli kalacak ve kesinlikle yalnızca bu araştırmanın akademik amacı için kullanılacaktır. Bu anketi doldurarak bu araştırmaya katılmayı kabul etmiş oluyorsunuz. Araştırma sonucundaki doğru veriler ve nesnellik için, olabildiğince dürüst bir şekilde cevap verebilmeniz ve gerektiğinde olabildiğince fazla ayrıntılı bilgi vermeniz büyük ölçüde takdir edilecektir. Zaman ayırdığınız için teşekkürler.

Bölüm Bir

1. türkiyede mi yaşıyorsun

-Evet

-Hayır

2. Cinsiyetiniz nedir?

-erkek

-kadın

3. Türkçe EFL öğretmeni veya Yabancı EFL öğretmeni misiniz

-Türkçe EFL öğretmeni

-Yabancı EFL öğretmeni

4. şu anda nerede öğretiyorsunuz

-özel Okullar

-Devlet okulları

5. Şu anda öğrettiğiniz sınıf düzeylerini seçin. (birden fazla ise seçin)

1. 2. Sınıf

2. 3. Sınıf

3. 4. Sınıf

4. 5. Sınıf

5. 6. Sınıf

6. 7. Sınıf

7. 8. Sınıf

8. diğerleri _____

6. Lütfen öğrettiğiniz İngilizce kurslarının çoğunun süresini seçin.

- Süre
- Yıl boyu
- Diğer (Lütfen Belirtin)

7. Lütfen okulunuzun program modelini seçin.

- Geleneksel (günlük 40 - 50 dakika)
- 4 x 4 Blok programı (günde dört 90 dakika)

8. Aldığınız en yüksek eğitim derecesi veya şeridi nedir?

- Lisans
- Yüksek lisans
- Doktora derecesi
- Diğer _____

9. Lütfen öğrettiğiniz dili / dilleri öğrendiğiniz birincil yolları seçin. (Uygun olan tüm seçenekleri seçin.)

- Ben Yerli Konuşmacıyım
- Kolej / Üniversite
- K-12 Eğitimi
- LDS Misyonu
- (Akademik Olmayan) Yurt Dışında İkamet
- Yurtdışında Eğitim / Staj
- Televizyon
- Diğer (Lütfen Belirtin) _____

10. Öğrettiğiniz hedef dilin bir kültüründe ne kadar zaman geçirdiniz (ziyaret, eğitim veya yaşam)?

- Öğrettiğim dilin hedef kültürüne hiç gitmedim
- Bir aydan kısa
- 1-3 ay
- 4-10 ay
- 11-18 ay
- 19 ay - 3 yıl
- Üç yıldan fazla

Bölüm iki

Aşağıdaki maddeler için lütfen sınıfta öğrencilerin ana dilini (Türkçe) ne kadar kullandığınızı belirtiniz.

	Asla	Bazen	Sıklıkla	Tüm zamanların
11. Sınıf Yönetimi	1	2	3	4
12. Kültürel açıklamalar / tartışma	1	2	3	4
13. Görevleri açıklama	1	2	3	4
14. Dilbilgisi talimatları / açıklamalar	1	2	3	4
15. Genel içerik talimatı	1	2	3	4
16. Sınava hazırlık / inceleme	1	2	3	4

Kültürü öğretirken, öğretim zamanınızın çoğunu neye harcarsınız? lütfen ne kadar zaman kullandığınızı belirtin

	Asla	Bazen	Sıklıkla	Tüm zamanların
17. Kültürel klişeleri ele almak	1	2	3	4
18. İngiliz ve Türk kültürlerinin karşılaştırılması	1	2	3	4
19. Öğrencilerin İngiliz kültüründe nasıl konuşacaklarını ve nasıl davranacaklarını göstermeleri için rol oyunu oynaması	1	2	3	4
20. Kültürel uygulamalar hakkında öğretim (ne, ne zaman ve nerede yapılacağına dair bilgi)	1	2	3	4
21. Kültürel ürünler, uygulamalar ve bakış açıları arasındaki ilişkiyi öğretmek	1	2	3	4
22. İngiliz kültüründe bulunduğunuz zamanlardaki kendi deneyimlerinizi öğretmek	1	2	3	4

Aşağıdaki öğeleri sınıfınızda öğretirken ne kadar rahat hissediyorsunuz?

	Hiç rahat değil	Biraz rahatsız	Ne rahat Ne rahatsız	Biraz Rahat	Son derece rahat
23. Sanat ve müzik	1	2	3	4	5
24. İngiliz ve Türk kültürleri arasında karşılaştırmalar	1	2	3	4	5
25. Eleştirel düşünme becerileri	1	2	3	4	5
26. İngiliz kültür (ler) inin günlük uygulamaları	1	2	3	4	5
27. İngiliz kültürünün coğrafyası	1	2	3	4	5
28. İngiliz kültürünün dilbilgisi	1	2	3	4	5
29. İngiliz kültürünün tarihi	1	2	3	4	5
30. İngiliz kültürünün edebiyatı	1	2	3	4	5
31. İngilizce dilinde sözlü (konuşma) beceriler	1	2	3	4	5
32. İngilizce dilinde okuma becerileri	1	2	3	4	5
33. Dil öğrenimi için stratejiler	1	2	3	4	5
34. İngilizce kelime dağarcığı	1	2	3	4	5
35. İngilizce Yazma	1	2	3	4	5
36. İngiliz kültürünün perspektifleri	1	2	3	4	5
37. İngiliz Kültürü tarafından üretilen veya değer verilen ürünler	1	2	3	4	5

APPENDIX B: EFL Teachers Questionnaire (English)

Dear Participant,

This survey aims to investigate Native and Non-native EFL teachers' pedagogical practices related to culture in classroom Settings. This study is being conducted by an M.A student at Çukurova University, Adana, Turkey. Participation in this study is voluntary; your identity and answers will remain confidential and will strictly be used only for the academic purpose of this research. By completing this survey you are consenting to participate in this study. For accurate data and objectivity in the research conclusion, it will be greatly appreciated if you could answer as honestly as possible and where necessary give as much detailed information as possible. Thank you for your time.

Section one

1. Do you live in Turkey
 - Yes
 - No
2. What your Gender?
 - male
 - female
3. Are you Turkish EFL teacher or Foreign EFL teacher
 - Turkish EFL teacher
 - Foreign EFL teacher
4. Where do you teach currently
 - private schools
 - state schools
5. Select the grade level(s) you currently teach. (select if more than one)
 1. Grade 2
 2. Grade 3
 3. Grade 4
 4. Grade 5

5. Grade 6

6. Grade 7

7. Grade 8

8. others_____

6. Please select the duration of the *majority* of the English language courses you teach.

- Term
- Yearlong
- Other (please specify)

7. Please select your school's schedule model.

- Traditional (40 - 50 minutes daily period)
- 4 x 4 Block schedule (four 90 minutes daily)

8. What is the highest degree or level of education you have achieved?

- Bachelor's degree
- Master's Degree
- Doctoral degree
- Other_____

9. Please select the *primary* ways in which you learned the language(s) you teach.

(Select all that apply.)

- I am a Native Speaker
- College/University
- K-12 Schooling
- LDS Mission
- (Non-Academic) Residence Abroad
- Study Abroad/Internship
- Television
- Other (please specify) _____

10. How long have you spent (visiting, studying, or living) in a culture of the target language you teach?

- I have never been to a target culture of the language I teach

- Less than one month
- 1-3 months
- 4-10 months
- 11-18 months
- 19 months-3 years
- More than three years



Section two

For the following items, please indicate how much you use the students' native language (Turkish) in the classroom

	Never	Occasionally	Often	All of the Time
11. Classroom management	1	2	3	4
12. Cultural explanations/discussion	1	2	3	4
13. Explaining assignments	1	2	3	4
14. Grammar instructions/clarifications	1	2	3	4
15. General content instruction	1	2	3	4
16. Test preparation/review	1	2	3	4

When you teach culture, on what do you spend most of your instructional time? please indicate how much time you use

	Never	Occasionally	Often	All of the Time
17. Addressing cultural stereotypes	1	2	3	4
18. Comparisons of the English and Turkish cultures	1	2	3	4
19. Having students role play to demonstrate how they would speak and act in the English culture	1	2	3	4
20. Teaching about cultural practices (knowledge of what to do, when, and where)	1	2	3	4
21. Teaching about the relationship between cultural products, practices, and perspectives	1	2	3	4
22. Teaching about your own experiences of when you were in the English culture	1	2	3	4

How comfortable do you feel teaching the following items in your classroom?

	Not at all comfortable	Somewhat uncomfortable	Neither comfortable Nor uncomfortable	Somewhat Comfortable	Extremely comfortable
23. Arts and music	1	2	3	4	5
24. Comparisons between the English and Turkish cultures	1	2	3	4	5
25. Critical thinking skills	1	2	3	4	5
26. Daily practices of English culture(s)	1	2	3	4	5
27. Geography of English culture(s)	1	2	3	4	5
28. Grammar of English culture	1	2	3	4	5
29. History of the English culture	1	2	3	4	5
30. Literature of the English culture	1	2	3	4	5
31. Oral (speaking) skills in the English language	1	2	3	4	5
32. Reading skills in the English language	1	2	3	4	5
33. Strategies for language learning	1	2	3	4	5
34. Vocabulary of English language	1	2	3	4	5
35. Writing in English Language	1	2	3	4	5
36. Perspectives of the English culture	1	2	3	4	5
37. Products made or valued by the English Culture	1	2	3	4	5

APPENDIX C: Görüşme soruları (Türkçe)

Arka Plan Soruları

1. "Kültür" nedir? ve "İngiliz kültürü / kültürleri" nedir?
2. Öğrettiğiniz dilin kültürü hakkında yeterince bilgili olduğunuzu düşünüyor musunuz Neden?
3. Kültür ve dilin yakından entegre olduğunu düşünüyor musunuz? Neden?

Geçiş Soruları

4. Sınıfta kültürü öğretmenin en iyi yolları nelerdir? Neden ?
5. Kendi sınıflarınızda kültürel konuları öğretiyor musunuz? Eğer yaparsan, onlara ne sıklıkla öğretirsin?TÜRKÇE İFADELERDE SEN-SİZ KULLANIMI TUTARLI DEĞİL

Anahtar sorular

6. Kültürü sınıflarınıza nasıl öğretiyor ve entegre ediyorsunuz? Lütfen örnekler verin
7. Sınıfta kültür öğretimine ne kadar öğretim zamanı ayırıyorsunuz?
8. Öğrencilerinize sadece İngiliz kültürünü öğretiyor musunuz? Neden?
9. Sınıfta öğretmek için hangi kültürel öğeler önemlidir?

Kapanış

10. Uygulamanızda kültür öğretiminin uygulanmasında herhangi bir engel veya zorluk hissediyor musunuz? Eğer yaparsan, bunlar nedir?
11. EFL sınıflarında kültürü öğretmenin en iyi yolu nedir? Neden ?

APPENDIX C: EFL Teachers Interview questions(English)

Background Questions

1. What is “culture?” and What is “English culture(s)?
2. Do you consider yourself knowledgeable enough about the culture of the language you are teaching Why?
3. Do you think culture and language are closely integrated? Why?

Transition Questions

4. What are the best ways to teach culture in the classroom? Why ?
5. Do you teach cultural issues in your own classes? If you do, how frequently you teach them?

Key Questions

6. How do you teach and integrate culture into your classrooms? Please provide examples
7. How much Instructional time do you allocate to the teaching of culture in the classroom?
8. Do you teach your students only the English culture? Why?
9. What cultural elements are important to teach in the classroom?

Closing

10. Do you feel any barriers or difficulties in implementing culture teaching in your practice? If you do, what are they?
11. What are the best ways to teach culture in EFL classroom? Why?

APPENDIX D: Ethical Board Approval

Evrak Tarih ve Sayısı: 01/03/2021-43394	
	T.C. ÇUKUROVA ÜNİVERSİTESİ Sosyal Bilimler Enstitüsü Müdürlüğü
Sayı : E-95704281-604.02.02-43394 Konu : Etik Kurul Onay Belgesi	01/03/2021
YABANCI DİLLER EĞİTİMİ BÖLÜM BAŞKANLIĞINA	
İlgi : 54767575 - 18/01/2021 tarihli, 11167 sayılı ve "Etik Kurul Değerlendirmesi Hk." konulu yazı,	
İlgi yazınız ekinde Enstitümüz Müdürlüğüne gönderilen İngiliz Dili Eğitimi Anabilim Dalı Üyesi Dr. Meryem AKÇAYOĞLU'nun danışmanlığını yaptığı 2018931312 no'lu yüksek lisans öğrencisi LOVE OMOLOLA DABBY'nin Milli Eğitim Bakanlığı bünyesinde çalışan İngilizce öğretmenleri ile planlanan yüksek lisans tezi çalışmasının yürütülmesi için "Etik Kurul Onay Belgesi" ekte sunulmuştur.	
Gereğini bilgilerinize rica ederim.	
Prof.Dr. Serap ÇABUK Enstitü Müdürü	
Ek:Etik Kurul Onay Belgesi	
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