

Perceptions of State and Private University Language Preparatory Program Instructors
Related to Integrating Target Culture in an EFL Classroom

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Ezgi Aydemir

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TEZ TESLİM ve ONAY TUTANAĞI

KONU: Perceptions of State and Private University Language Preparatory Program Instructors
Related to Integrating Target Culture in an EFL Classroom

ONAY:

Yrd. Doç. Dr. Enisa Mede

(Danışman)



(İmza)

Yrd. Doç. Dr. Zeynep Çamlıbel


(Üye)



(İmza)

Yrd. Doç. Dr. Jingjing Karabacak

(Üye)



(İmza)

TESLİM EDEN : Ezgi Aydemir
TEZ SAVUNMA TARİHİ : 28.08.2013
TEZ ONAY TARİHİ : 28.08.2013

Dedication

With deep appreciation and loving memory of my late father Mustafa Köksal Aydemir.

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ABSTRACT

Perceptions of State and Private University Language Preparatory Program Instructors
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by

Ezgi Aydemir

The purpose of this study is to investigate the perceptions and classroom applications of the Turkish EFL instructors working in language prep programs at state and private universities in Turkey in relation to integrating target culture in their classroom. A sample of forty state and forty private university language preparatory program instructors from one state and one private university language preparatory program in Turkey participated in this study. The quantitative data were obtained through a questionnaire, and the qualitative data were collected from semi-structured interviews and stimulated recalls administered to the two groups of participants. The findings of the study revealed significant implications with respect to integrating target culture in an EFL classroom.

Key Words: Target culture, classroom applications, EFL.

KISA ÖZET

Devlet Üniversitelerinin ve Özel Üniversitelerin Dil Hazırlık Programı Okutmanlarının Hedef Kültürü
Yabancı Dil Olarak İngilizce Sınıfında Entegre Etme Üzerine Algıları

Ezgi AYDEMİR

Bu çalışmanın amacı, Türkiye’deki devlet üniversitelerinin ve özel üniversitelerin dil hazırlık programlarında çalışmakta olan ve İngilizceyi yabancı dil olarak öğreten Türk okutmanların hedef kültürü sınıflarında entegre etme ve sınıf içi uygulamaları hakkındaki algılarını araştırmaktır. Çalışmanın örneklemini olarak, araştırmaya Türkiye’deki bir devlet üniversitesinden kırk ve bir özel üniversiteden kırk yabancı dil hazırlık programı okutmanı katılmıştır. Nicel veriler bir anket aracılığıyla elde edilmiş, nitel veriler iki grup katılımcıya uygulanan yarı yapılandırılmış görüşme ve çağrışım tekniğine dayalı görüşmeyle toplanmıştır. Çalışmanın bulguları, hedef kültürü yabancı dil olarak İngilizce sınıfında entegre etmeye ilişkin önemli çıkarımlar ortaya koymaktadır.

Anahtar kelimeler: Hedef kültür, sınıf içi uygulamaları, Yabancı dil olarak İngilizce.

CHAPTER 1

INTRODUCTION

1.1. Background to the Study

The era in which we live is an era of communication. Due to internet, mobile phones, tablets and other technological devices, people interact with each other in a tremendous speed and are well-aware of what is going on, both domestically and internationally. Unlike the conditions of even a few decades ago, people today are more aware of what other people do, how they live and how they are similar to or different from each other thanks to English, the world language of this era.

Owing to enhancement in technology, the amount of acculturation has increased and its effect has spread all over the world. Therefore, the debate on culture and language teaching has gained importance. The relation between language and culture has been discussed for a long time (Byram, 1999; Crystal, 2001; Hardy, 2004; Harumi, 2002; McArthur, 2003; Önalán, 2005; Prodromou, 1992).

Prodromou (1992, p. 39) says, “English, as the foremost medium of international communication at the present time, is called upon to mediate a whole range of cultural and cross-cultural concepts, to a greater degree than in the past.” The effect of English being the world language is quite obvious even in Turkey. People tend to name shops, a new product, TV programs, magazines, food and many other things in English. For instance, at breakfast we generally have some cheese, olives, tomatoes, cucumbers, bread and tea. However, these habits have changed and the new generation has begun to ask for pancake, which is actually a traditional food, “akıtma”, our ancestors have cooked for decades. Additionally, Byram (1999) claims that language teaching aims to develop both linguistic and cultural competence: in other words, intercultural communicative competence.

Crystal (2001) estimates that there are 37 million English speakers in India, 36 million in the Philippines, 156 million in Pakistan, 2 million in Sri Lanka, 2 million in Hong Kong and 1 million in Singapore. The numbers reveal that the people who use English as L2 or foreign language are higher in number than the people using it as L1.

With such overwhelming and increasing numbers, it can be inferred that the importance of teaching English is a crystal-clear fact. There are some issues that should be taken into consideration while teaching English. Hardy (2004, p. 22) states that, “When teaching an international language such as English, teachers must consider the characteristics of such a language, the role culture plays in teaching, and language teaching in specific, the role language plays in the cultural expressions we make, and the role the teaching materials and methods we use.”

Culture has always been an important topic to study. Most teachers have neither the cultural awareness nor the knowledge to incorporate culture into their teaching. The question of whether or not we should integrate culture into teaching has been debated for decades. Researchers have been trying to determine how important it is to integrate culture into our classrooms. Other research has been done to determine if teaching culture in the classroom has the same impact as learning about it in its natural context; or if it will be a problem for students to learn about culture. These questions have been considered, discussed, and studied by the researchers since communication and the meaning gained importance. It is understood that knowing the grammatical structures is not enough when there is a problem with getting the meaning and the context which include cultural components different from the learners’ own country.

From the latest researches it can be inferred that the idea of “involving culture into teaching” is still not clear for the teachers. On the other hand, Önalın (2005, p. 217) claims that, “Within the past decade, the problems resulting from not teaching culture with language

have started to be recognized. Language teachers try to avoid turning out fluent fools by deliberately helping students learn to experience reality in a new way through culture. Many international and national foreign language associations have begun to address this problem by integrating culture in their standards.” The role for the teachers here is to have an adequate cultural awareness and develop their learners’ awareness. Additionally, Sowden (2007, p. 305) states that, “Teachers need to be aware not only of the cultures of their students and their environment, but also of the cultures that they themselves bring to the classroom, whether they are nationals or expatriates.” It can be inferred that the ideas, beliefs, experiences and knowledge of teachers on involving culture and which culture into their teaching has gained importance.

1.2. Purpose of the Study

The purpose of the study is to investigate the perceptions and classroom applications of the Turkish EFL instructors working in language prep programs at state and private universities in Turkey in relation to integrating target culture in their classroom.

1.3. Research Questions

For the purpose of this study, the following four research questions were addressed:

1. What are the perceptions of the state and private university language preparatory program instructors in relation to “target culture?”
2. To what extent are the following concepts perceived to be important by state and private university language preparatory program instructors while integrating target culture in an EFL classroom:
 - a. cultural components
 - b. aspects of language

c. major sources of knowledge

3. Is there any difference between the state and private university language preparatory program instructors' perceptions in relation to "target culture"?
4. Is there any difference between the state and private university language preparatory program instructors in terms of their classroom applications while integrating target culture in an EFL classroom?

1.4. Significance of the Study

The purpose of this study is to investigate the perceptions and classroom applications of the Turkish EFL instructors working in language prep programs at state and private universities in Turkey in relation to integrating target culture in their classroom. The study also aims at finding out whether there are any differences between the perceptions of the two groups of instructors and their classroom applications while teaching target culture their classroom. The findings of the study will provide information about integrating target culture in English Language Preparatory Programs at other state and private universities.

1.5. Definitions of Significant Terms

Cultural Awareness: L2 users being aware of L2 communication as a cultural process and their own culturally based communicative behaviour and that of others (Baker, 2012)

Culture: people's actions, reactions, and gestures, manners of greeting; what they eat and how they live; their attitudes and beliefs (Jernigan and Moore, 1997)

English as a Foreign Language (EFL): is defined as the learning of a language, mostly in a classroom setting, in a context where the target language is not generally used in the community (Lightbown and Spada, 2006).

English as a Lingua Franca (ELF): is defined as a way of communication in English between speakers with different first languages (Seidlhofer, 2005)

Target Culture: is defined as the culture of the second or foreign language being learned (Şen, 2010)

Target Language: is defined as the language being learned, whether it is the first or a second (or third or fourth) language (Lightbown and Spada, 2006)

1.6. Basic Assumptions

The researcher assumes that all participants honestly answered the questionnaire and the semi-structured interview questions. It is also assumed that participants paid necessary attention while preparing and applying twenty-minute classroom activities and while answering the questions of the researcher while they were watching their twenty-minute classroom activities together afterwards. In addition, it is assumed that the selected State and Prep University Prep Program Instructors were representatives of the target population considered in the study. Finally, the researcher assumes that data collection instruments administered in this study were acceptable for collecting the necessary data for the purposes of the study.

1.7. Limitations

One of the main limitations of this study is that it relies on one state and one private university language preparatory program. Therefore, the findings of this study only reflect the profile of state and private university language prep program instructors' knowledge of the target culture in this specific group and might not be true for similar group of instructors in other institutions in Turkey. The results could have differed if the demography of the subjects had been changed.

Due to time constraints, the researcher focused on target culture exclusively. The intercultural or local culture awareness of instructors was not included which might have affected the results of the study.

The fact that the researcher worked in the same department, the particular participants might have felt hesitant to express their actual opinions about the subject and might have felt anxious during the stimulated recall process. Additionally, the students might have been affected by the camera and it might have caused them to change their ordinary behaviours.

Finally, the instructors might not have answered the interview questions regarding their classroom applications genuinely and objectively which should also be an issue of consideration.

1.8. Organization of the Study

In this part, organization of the study will be presented. In this thesis there are five chapters. In the first chapter, the introduction of the study providing the necessary background information about the topic is explained. Furthermore, the purpose, significance and organization of the study, research questions, and basic assumptions of the researcher and the estimated limitations of the study are described. Finally, there is an overview of the methodology which includes participants, setting, data collection and instrumentation.

In the second chapter, a detailed literature review is presented providing information about what culture is; the history of culture teaching; whose culture we should teach; the sources of target culture; classroom applications of the target culture; and related studies in the world and in Turkey.

Chapter Three consists of the methodology of the study. The setting, participants, research design, and the summary are given in detail.

Chapter Four presents the results and discussion. Findings related to the research questions of the study are described and discussed.

Finally, in the fifth chapter, the implications and limitations of the study are explained and for further studies some recommendations have been offered. References and appendices can be found at the end of the thesis.

1.9. Overview of the Methodology

1.9.1. Participants

Eighty (N=80) English language preparatory program instructors from one state (N=40) and one private (N=40) university in Turkey participated in the study.

1.9.2. Setting

The study was conducted at one state and one private university in Turkey during the first and second terms of the 2012-2013 educational years.

1.9.3. Data Collection

In this study, data were collected in three stages. In the first stage, a questionnaire was administered to the two groups of participants. The purpose of the questionnaire was to gather data about the state and private university language prep program instructors' perception about integrating target culture in an EFL classroom. The questionnaire contained two parts. The first part aimed to gather demographic information (e.g. age, gender). As for the second part of the study, instructors' perceptions in terms of integrating target culture while teachings aspects of language (e.g. speaking), focusing on sources of knowledge (e.g. films) and cultural components (e.g. the characteristics of home and family) in an EFL classroom were investigated.

The second stage of the data collection procedure comprised of a semi-structured interview. The two groups of instructors were asked to answer the questions considering their thoughts about “target culture;” which cultural components and aspects of language they perceive important to incorporate while teaching target culture in their classroom; and the sources of knowledge that help them raise their awareness about teaching target culture in their classroom. As in the questionnaires, the purpose was to gather detailed information about the perceptions of instructors on integrating target culture in an EFL classroom.

For the third stage of data collection, a stimulated recall technique was applied. The researcher asked one instructor from the state university and one from the private university language prep programs to prepare a 20-minute activity focusing on a cultural component; such as the characteristics of home and family. They were free to choose any topic they wanted. There were no restrictions because the aim of the researcher was to observe how target culture was integrated while teaching. Each 20-minute activity was recorded by the researcher. Afterwards, the researcher asked the instructors to watch their 20-minute activity videos during which the researcher asked questions to the instructors about their reasons behind focusing on cultural components in their lesson.

1.9.4. Data Collection Instruments

For the purposes of this study, data came from a questionnaire, semi-structured interviews and stimulated recalls which were administered to the state and private university language preparatory program instructors.

1. Questionnaire:

In accordance with the aims of the study, a 5-point Likert-type scale was given to the two groups of participants. The questionnaire was adapted from Şen’s (2010) study which attempted to find out the EFL instructors’ definition of target culture, their perceptions of the

epistemological sources referring to target culture, and the skills and tasks they integrate while teaching English in their classrooms. The questionnaire was given to forty (N=40) state and forty (N=40) private university language prep program instructors.

The questionnaire contained two parts. In the first part, demographic information about the instructors such as gender, nationality, educational background etc. was gathered. The second part consisted of four statements related to what the instructors thought about the concept of target culture. The instructors had to choose the statements according to their importance (e.g. very important to useless). Then they were asked to think about what aspects of language they consider to be crucial to integrate target culture while teaching. Specifically, they had to choose three out of six aspects of language (vocabulary, grammar, reading, speaking, writing and listening) and rank them according to their priorities (e.g. 1st, 2nd and 3rd). Finally, the instructors were given some sources of knowledge on target culture (e.g. films and songs) and asked to select the ones they consider effective to raise their awareness about target culture.

2. Semi-structured interview:

For this study, a semi-structured interview was given to the state and private language preparatory program instructors to gather detailed information about integrating target culture in an EFL classroom. The questions were adapted from Şen's (2010) study which aimed to find out what cultural components, aspects of language, and sources of knowledge the instructors perceived important while teaching culture. The interviews were done randomly with six (N=6) state and six (N=6) private university language prep program instructors which were recorded and transcribed by the researcher.

3. Stimulated Recall

The stimulated recall was carried out with one state and one private university language preparatory program instructor randomly chosen by the researcher. They were asked to prepare a twenty-minute classroom activity based on cultural components (e.g. soccer in the USA and football in England). The activities were recorded by the researcher. Three days after the recording process, the researcher and the instructors met to watch the activities. The researcher asked specific questions related to the cultural components emphasized during the activity. The purpose was to find out whether the perceptions of the instructors on target culture match with their classroom applications.

CHAPTER II

REVIEW OF LITERATURE

2.1. Introduction

The definition of culture varies among dictionaries, professionals, teachers and researchers. The Longman Dictionary of Contemporary English (1995, p. 330) defines culture as, “the ideas, beliefs, and customs that are shared and accepted by people in a society”. Furthermore, Oxford Advanced Learner’s Dictionary describes culture as, “the customs and beliefs, art, way of life and social organization of a particular country or group” (2000, p. 284). Lastly, the definition in the Cambridge Advanced Learner’s Dictionary (2005, p. 302) is, “the way of life, especially the general customs and beliefs, of a particular group of people at a particular time”.

Culture has been emphasized by many researchers (Adaskou et al., 1990; Brown, 2007; Goode, Sockalingam, Brown and Jones, 2000; Jernigan and Moore, 1997; Larzén-Östermark, 2008; Ritlyová, 2009).

To begin with, Adaskou et al. (1990) indicate that there are four meanings of culture: aesthetic sense; the sociological sense; the semantic sense; and the pragmatic (or sociolinguistic) sense. The aesthetic sense is culture with a “capital C” and includes the media, the cinema, music and literature; sociological sense is culture with a “small c” and includes the organization and nature of family, of home life, of interpersonal relations, material conditions, work and leisure, customs and institutions. Semantic sense is the areas culturally distinctive such as food, clothes, and institutions due to the fact that they are relevant to a particular way of life. Finally, pragmatic sense is related to the background knowledge, social skills, and paralinguistic skills that make possible successful communication.

In addition, Jernigan and Moore (1997, p. 829) claim that culture is, “people's actions, reactions, and gestures, manners of greeting; what they eat and how they live; their attitudes and beliefs”

According to the Goode, Sockalingam, Brown and Jones (2000) culture is defined by the National Center for Cultural Competence as, “integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationships and expected behaviors of a racial, ethnic, religious or social group; and the ability to transmit the above to succeeding generations.”

On the other hand, Brown (2007, p.188) examined culture in a more social perspective providing the following definition, “as a way of life, as the context within which people exist, think, feel and relate to others, as the “glue” that binds groups of together.” According to his perspective culture is one of the basic features of a society in terms of relationships and social life. Therefore, it can be said that culture is a value inherited from generation to generation. The National Center for Cultural Competence pays attention to this fact and while defining culture they also mention inheritance as a factor.

According to Larzén-Östermark (2008) culture is, “how and in what contexts you use certain expressions and how you talk to somebody you meet on the street, a stranger, and how you talk to an office clerk or with family and friends.”

Finally, Ritlyová (2009) defines culture as, “various customs, values, typical behavior, attitudes and the overall approach regarding the way of life reflected in movies, songs, fashion, literature and numerous products of art, but also in everyday use of the particular language, e.g. recognized proverbs, common idiomatic expressions or phrases which are characteristic for certain members of society and which significantly differentiate these people

according to their age, level and specific area of education, as well as their position in the society, etc.”

Based on what’s been discussed above, it is clear that culture and communication are interwoven and it is culture that decides how we communicate.

2.2. Thoughts on Culture

Studies have been done and new theories have come out regarding the new thoughts on culture (Crystal, 2003; Graddol, 2006; Kiliçkaya, 2004; McKay, 2003; Prodromou, 1992; Sysoyev and Donelson, 2002).

Prodromou (1992) expresses the fact that in today’s world English is the fundamental part of international communication which combines a whole range of cultural and cross-cultural concepts more than it did in the past. English is an international language and not only spoken by the native speakers, such as the English or North Americans.

Additionally, considering these innovations, Sysoyev and Donelson (2002) indicate that recently in most languages culture is demonstrated as an interdisciplinary principle.

Therefore, English is used in many countries as a second language or foreign language. The term, “English as a lingua franca” according to Graddol (2006), refers to the way English is used among non-native English speakers from the Expanding Circle, which is as a matter of the fact due to the reason that these speakers outnumber English speakers in either of the other two contexts. Moreover, Crystal (2003) states that approximately a quarter of the world’s English speakers actually come from English-speaking countries. This signifies that most of the ELF interaction happens among ‘non-native’ speakers of English.

While learning English, we are inevitably exposed to the language's culture. However, as English is a lingua franca and an international language, McKay (2003) claims that the cultural content of EIL materials should not exclusively include native English-speaking cultures. Considering the fact that our main aim is to enable our students to share their culture with the others, then EIL materials prepared - or the course books chosen - should provide students with the local vocabulary and knowledge. In the same respect, Kiliçkaya (2004, p. 5) claims that while including 'culture' in the curriculum and using cultural content involved textbooks; there are some issues that the teacher should pay attention to, such as socio-cultural information, students' needs, stereotypes, generalizations and intercultural communication.

2.3. Language and Culture

Apart from general definitions of culture, many researchers have emphasized the importance of language and culture (Bada, 2000; Bada and Genç, 2005; Harumi, 2002; Jiang, 2000; Kramsch, 1988; Ritlyová, 2009; Seelye, 1984).

Seelye (1984) claims that the study of language and culture cannot be separated from each other which is similar to Kramsch (1988) who states that to learn to use a language, one has to learn something about the culture of the people speaking that language.

Jiang (2000, p. 328) claims that according to some people "iceberg" is another metaphor used to symbolize language and culture. "The visible part is the language, with a small part of culture; the greater part, lying hidden beneath the surface, is the invisible aspect of culture." Furthermore, she indicates that one should consider culture and language in three aspects: 1) from a philosophical view, language and culture are living organisms; 2) from a communicative view, language and culture are swimming (communication); and 3) from a pragmatic view, language and culture are transportation (communication).

According to Bada (2000, p. 101), “the need for cultural literacy in ELT arises mainly from the fact that most language students, not exposed to cultural elements of the society in question, seem to encounter significant hardship in communicating meaning to native speakers.”

Additionally, Jiang (2000, p. 329) indicates that there is a constant interaction between language and culture and due to that factor they cannot carry on without each other. She also claims that, “Communication is like transportation: language is the vehicle and culture is traffic light. Language makes communication easier and faster; culture regulates, sometimes promotes and sometimes hinders communication. In a word, language and culture, as different as they are, form a whole.”

Harumi (2002) states that via direct or indirect experience of numerous cultures, it is possible for the students to recognize other points of views and analyze their own culture in a more objective way. Moreover, he claims that culture in language has been considered as the basic component and sometimes as the only appropriate element of culture teaching in foreign language education due to the fact that other school subjects lack in dealing with this kind of subject matter efficiently in normal class situations.

Furthermore, Bada and Genç (2005, p. 73) state that the study of culture has a crucial role in teaching a language; otherwise teaching is invalid and deficient. For language students, learning a language makes sense on the condition that they have some prior knowledge of the people speaking the target language or the country where the target language is spoken (p. 73).

Finally, Ritlyová (2009) claims that culture and language are related to each other and language is utilized as a tool to express culture and also expresses that having a better knowledge of a language will aid students in approving a foreign culture and their own culture as well.

2.4. The Place of Culture in Foreign Language Teaching

The relation between culture and language has evolved with the changes in education and ideas in the field. However, what has not changed is that language and culture cannot be separated and it is not possible to teach a language without its cultural background and features (Altay, 2005; Çakır, 2006; Ho, 2009; Larze'n-O' stermark, 2008; Lessard-Clouston, 1997; Omaggio, 1993; Önalán, 2005; Peterson and Coltrane, 2003; Prodromou, 1992; Sárdi, 2003; Sariçoban and Çalışkan, 2011; Zhu, 2010).

According to Prodromou (1992), to generate students with a more sensitive perception on the world's many cultural systems and to have students caring more for the world they live in, it is quite essential to raise students' cross-cultural consciousness.

Omaggio (1993) (as cited in Hong, 2008) indicates that a teacher not only has to impart facts about the target culture but also has to assist students with gaining the necessary skills to interpret the facts they will find out themselves while studying the target culture. Therefore, in the occasion of various cultural situations that students have never come across with, they will be prepared in advance.

Lessard-Clouston (1997, p. 136) claims that, “[C]ultural awareness is necessary if students are to develop an understanding of the dynamic nature of the target culture, as well as their own culture.” In the same respect, Sárdi (2003) claims that although some of the researchers are concerned for the fact that teaching target language exclusively may cause the students to feel alienated against the target language culture, their own language and culture, students apparently are not aware of these matters and are glad to be involved with both the target and their native culture as well as cross-cultural issues.

Peterson and Coltrane (2003) state that it is important to be aware of culturally appropriate ways of addressing people, expressing gratitude, making requests and agreeing or

disagreeing with someone and also intonation patterns and behavior are important facts since they might be different in the target language speech community than their own speech community. However, it is seen that in practice, teachers are more likely to teach students about English culture in terms of food/fashion even if they say they will look at it on deeper sociological levels (Önalán, 2005).

Altay (2005, pp. 171-172) claims that, “As far as culture is the matter of debate, teaching of culture and cultural awareness come to mind.” Furthermore he claims that, “Cultural awareness increases person’s intentional and purposive decision making ability by accounting for the many ways that culture influences different perceptions of the 171 same situation.” Being culturally competent is quite important due to social reasons.

According to Çakır (2006, p. 154) knowing and understanding a language does not only mean to acquire the knowledge of grammar and lexis, but also the features and characteristics of the culture on some level. Additionally, he claims that to communicate internationally requires communicating inter-culturally. It is therefore possible to encounter some cultural differences which happen in every language such as, “the place of silence, tone of voice, appropriate topic of conversation, and expressions as speech act functions (e.g. apologies, suggestions, complaining, refusals, etc.).”

Furthermore, to be efficient in teaching culture, instructors need to have an adequate level of cultural awareness. They have to be aware of the importance of culture in language learning and incorporate their knowledge into their classroom practices. Since textbooks may not be enough for raising the cultural awareness of the students, the teacher needs to look for appropriate, useful, beneficial and suitable extra materials including cultural knowledge (Larzén-Östermark, 2008).

Similarly, Ho (2009, p. 73) claims that having cultural awareness is beneficial for the professional development of instructors and expresses his ideas as:

A shift from a traditional to intercultural stance in EFL classrooms will contribute to teachers' professional development for a long-term plan for language teaching. It enhances their awareness of the inextricable and interdependent relationship between language and culture and teaching culture as an integral component of language teaching. It also helps to develop teachers' intercultural perspectives that may have an impact on their language teaching methodology and syllabus design. This shift is a challenge that EFL teachers and students have to deal with to meet the goals of foreign language education in our modern world.

According to what's been discussed above, it is a fact that students gain the most linguistic knowledge in the classroom, during the lesson. As culture is an important component of language teaching, instructors need to be bicultural or at least have adequate knowledge of the target culture and develop competencies in some intercultural communication skills (Zhu, 2010). Therefore, it is necessary for the instructors to develop their cultural knowledge and incorporate it into their classroom applications. They need to enable students to be aware of their own learning as well as to encourage the learner's autonomy by assessing and questioning more about the target language (Sarıçoban and Çalışkan, 2011).

2.5. Whose Culture to Teach

Due to globalization, as well as technological and economic innovations, communication between different groups of people has never been more important. Therefore, the need for an international language and the economical and political power of English

speaking countries led to English being accepted as an international language (Alptekin, 2002; Alptekin and Alptekin (1984); Harumi, 2002; Nault, 2006; Prodromou, 1992).

Alptekin and Alptekin (1984) indicate that there are two conflicting pedagogical views exist in teaching EFL abroad: one is that English teaching should be done with reference to the socio-cultural norms and values of an English-speaking country, with the aim of developing bilingual and bicultural individuals. The other view is that teaching English should be free of nationality-bound cultural context, aiming to create bilingual yet not necessarily bicultural people.

English is accepted as the foremost medium of international communication at the present time and is called upon to mediate a whole range of cultural and cross-cultural concepts, to a greater degree than ever before (Prodromou, 1992). As English is the *lingua franca*, or in other words is the world language, a global language spoken by peoples of many different cultures (Harumi, 2002), it is not only used by the countries accepting it as their native language.

Given the technological and economic power of both the United States and United Kingdom, English is the most used language in the world in the following areas: professional contacts, academic studies, commercial pursuits, sending and receiving mail, computer data, and information stored or abstracted (Alptekin, 2002). Even in Turkey, many cafeteria names, product names, hotel names, etc. are in English. Harumi (2002, p. 379) claims that, “English is a major language of international trading, commerce, broadcasting, communication, safety, traveling, transportation, sports events, academic conferences, and so on.” The whole world changes in accordance with the most powerful countries. It was discovered as early as 1985 that the number of people who used English worldwide either as their native or nonnative language was one and a half billion and in this globalized world, English has become the

language connecting the countries, the people. Furthermore, it was predicted that the number of people using English as their second or foreign language would outnumber the native speakers of English (Alptekin, 2002).

Culture teaching is an essential component of language teaching. However, due to the fact that it is used by many countries and each of them has different cultural elements and beliefs, a language instructor needs to be aware of which culture to choose and teach in the classroom. “Target culture” depends on the social context of learning and could be American culture, British culture, Australian culture, Canadian culture or New Zealand’s culture (Harumi, 2002).

On the other hand, we can say that some researchers think that a language can be taught without culture. Due to the fact that English is an international language in a globalized world, it belongs to everyone using it. Since English is accepted as free of culture by a growing number of researchers, it can be claimed that determining a country of origin for the culture is not possible. It is also stated that, ‘English is now a common property of peoples around the world for which native speakers of English cannot claim patent any more’ (Harumi, 2002). Therefore, “a new pedagogic model is urgently needed to accommodate the case of English as a means of international and intercultural communication” (Alptekin, 2002). English has a great potential, not just to overcome linguistic barriers for cross-cultural communication, but, more significantly, to foster multicultural awareness among peoples of the world via direct and indirect negotiations among different cultures. In an age of clashing civilizations this is what is needed indeed (Harumi, 2002).

In the same respect with Harumi (2002), Nault (2006, p. 315) states that, “Given that languages are usually associated with specific nations, the ‘culture of English’ may at first appear easy to pinpoint. For example, since the Japanese language is thought to belong to Japan, the Chinese language to China, the Polish language to Poland, the Vietnamese

language to Vietnam, and so on, English should logically belong to a nation as well.” Furthermore, he claims that although the ELT profession accepts and represents the United States and Great Britain as the nations to find the “target cultures” of the English language, other nations such as Canada, New Zealand, Australia and Ireland using English as their first language are also representatives of the “target culture”.

2.6. The Sources of Target Culture

Since culture teaching in the classroom is an essential component of language, and instructors are the providers of cultural knowledge for the students, their sources of target culture: what, how, and how much they know about it are all questions to be investigated and answered (Peterson and Coltrane, 2003; Şen, 2010).

According to Peterson and Coltrane (2003) cultural activities and objectives need to be handled carefully and incorporated into the lesson plans so as to expand and enlighten the teaching content. They also claim that integrating authentic sources from the native speaking community in our teaching aids to engage students in authentic cultural experiences. These sources can be films, new broadcasts, and television shows; websites; and photographs, magazines, newspapers, restaurant menus, travel brochures, and other printed materials. It is possible to adapt the use of authentic materials in accordance with the age and language proficiency level of the students. Additionally, the proverbs, role-plays, culture capsules, students as cultural resources, ethnographic studies, literature and films related to the target culture are a few of the quite effective sources of culture.

When the sources of culture have been considered, the most common ones which come to mind are: internet, realia, music, books, documentaries, photos, pictures, flashcards, television, food, clothes, holidays, festivals, and films, etc. These are the ones found via brainstorming. However, the sources of culture have not been examined much and it is not

possible to receive sufficient information. Since the instructor is mostly the only source for the students to obtain cultural knowledge, there is burden on the shoulders of the instructors do so effectively. Therefore, they need some valuable, adequate sources to gain an awareness and knowledge of culture and help students gain sufficient knowledge of culture. In the literature, this issue has not been dealt with much yet; hence sources of culture are an issue to be discussed in the following years.

Furthermore, Şen (2010) has found some sources of culture while writing his paper. Before applying the questionnaire and the interview, he questioned instructors about their target culture sources, which were:

- TV s (not including films)
- Films
- Songs
- Realia-artifacts/ Materials
- Websites
- Social networks (i.e. Facebook, MSN, Twitter etc.)
- Images/ Photos
- Native speakers themselves
- Visits to foreign countries
- Course books
- Books/ Magazines/ Journals/ Newspapers/ Comics
- Teachers training sessions/ Conferences/ Workshops

2.7. Classroom Applications of Target Culture

One of the main concerns of today is what the instructors' perceptions of culture teaching are. The debate concerning whether they agree or disagree is not an issue of debate. However, whether they lack sufficient cultural knowledge is a quite trendy research topic nowadays (Atay et al., 2009; Bada, 2000; Clouston, 1997; Çakır, 2006; Gönen and Sağlam, 2012; Karabınar and Güler, 2012; Nemni, 1992; Tomalin and Stempleski, 1993).

Tomalin and Stempleski (1993, pp. 7-8) for example, modified Seelye's (1988) 'seven goals of cultural instruction', and according to them, the teaching of culture has the following goals and is of and in itself a means of accomplishing them:

- To help students to develop an understanding of the fact that all people exhibit culturally-conditioned behaviors.
- To help students to develop an understanding that social variables such as age, sex, social class, and place of residence influence the ways in which people speak and behave.
- To help students to become more aware of conventional behavior in common situations in the target culture.
- To help students to increase their awareness of the cultural connotations of words and phrases in the target language.
- To help students to develop the ability to evaluate and refine generalizations about the target culture, in terms of supporting evidence.
- To help students to develop the necessary skills to locate and organize information about the target culture.
- To stimulate students' intellectual curiosity about the target culture, and to encourage empathy towards its people.

Clouston (1997, p. 134) claims that culture teaching should be included in our teaching and curriculum and indicated below:

First, though culture is implicit is what we teach, to assume that those who are 'learning the language' in our classes are also learning the cultural knowledge and skills required to be competent L2/FL speakers denies the complexity of culture, language learning, and communication. Second, we should include culture in our curriculum in an intentional manner in order to avoid the stereotyping and pitfalls Nemni (1992, as cited in Clouston, 1997) has outlined. The third reason for expressly including culture in our L2/FL curriculum is to enable teachers to do a better job

teaching culture and to be more accountable to students for the culture learning that takes place in our L2/FL classes.

In the same respect, Bada (2000, p. 101) states that, “Cultural literacy, or awareness, must be given room in any language teaching syllabus not only for its broad contribution to bridging gaps between cultural differences and building an atmosphere of tolerance and confidence among societies, but also for its significance in communicating simple needs and expressing meaning in ideas between individuals.” Additionally, Hardy (2004) claims that if an international language such as English is being taught, the instructors have to be concerned with, “the characteristics of such a language, the role culture plays in teaching and language teaching in specific, the role language plays in the language plays in the cultural expressions they make, and the role the teaching materials and methods they use.”

Çakır (2006) answers the question of “Why?” and claims that the reasons we ought to familiarize our students with the cultural components of the language are to:

- develop the communicative skills,
- understand the linguistic and behavioral patterns both of the target and the native culture at a more conscious level,
- develop intercultural and international understanding, adopt a wider perspective in the perception of the reality,
- make teaching sessions more enjoyable to develop an awareness of the potential mistakes that might come up in comprehension, interpretation, and translation and communication.

Furthermore, it is claimed that instructors, both pre- and in-service instructors can be provided with examples of how language and culture teaching can be involved with, and encouraged to discover various other ways of culture teaching and once they have the

adequate knowledge of culture teaching and are more proficient, they will eventually be more able to incorporate culture into their teaching (Atay et al., 2009).

Additionally, Karabinar and Güler (2012) suggest that instructors should be provided with opportunities to travel and study abroad and also attend international events, projects and organizations should be organized to support intercultural cooperation with instructors from other cultures and so develop a better intercultural understanding and awareness. They provide the following useful techniques for presenting culture in the classroom:

- Genuine Materials
- Films
- Role Play
- Proverbs
- Volunteers Cultural Resources
- Interviews
- Literature
- Newspapers
- The Study Abroad

2.8. Studies on Integrating Target Culture in an ESL/EFL Classroom Abroad

There have been several studies conducted by numerous researchers which aimed to investigate various subjects related to culture teaching, instructors' perceptions, students' perceptions, and the classroom applications of culture, cultural awareness of students and instructors, teaching culture via language skills and technology and materials used in the classroom for culture teaching (Byon, 2007; Castro, Sercu, and García, 2004; Ho, 2009; Jernigan and Moore, 1997; Jiang, 2000; Larzén-Östermark, 2008; Moore, Morales, and Carel, 1998; Prodromou, 1992; Sercu, Garcia, and Prieto, 2005; Stapleton, 2000; Tsou, 2005).

Prodromou (1992) designed a survey to investigate the views of students on what language teaching should be about. The survey aimed to test a number of hypotheses expressed by a variety of writers in *ELT Journal*: (1) bilingual, bicultural teachers; (2) native-speaker models of English; (3) the cultural content of English lessons in a context where English is a foreign rather than a second language. The participants of the study included 300 Greek students of English, mostly young adults, studying English as a foreign language in private language institutes or at the British Council Teaching Centre, Thessaloniki. The results indicated that over half of the students believed that the (native-speaker) teacher should know the students' mother tongue and know about local culture. Only 62 per cent of students overall said they would like to speak English like a native speaker and most of the students stated they preferred American English to British English.

Furthermore, Jernigan and Moore (1997) sought to find out how two teachers, one a native Brazilian teacher (T1) and the other a teacher from the U.S. (T2), of a college introductory Portuguese course taught culture. They utilized the National Standards on the teaching of culture to see if the standards were being fulfilled. The main data was based on the observation of the classes taught by two teachers for over 62 official class hours provided. To compile the data, they used responses from teacher reflection interviews, teacher career interviews, and student interviews. Teachers monitored many of the standards, and the guidelines provided a beneficial framework. The findings revealed that as they had assumed teachers placed more emphasis on cultural patterns and products than on the perspectives. However, findings revealed that students did not have enough opportunities to develop perspectives on cultural patterns and products. Much of what was taught was spontaneous which indicates that the teachers commented on cultural products and practices through ordinary comments, usually triggered by students or by a statement in the textbook. The researchers believed that they found little evidence of planned, structured instruction on

cultural perspectives and no evidence of cultural evaluation in native teacher's (T1) classroom. Nonetheless, they found that the non-native teacher's (T2) instruction was more structured. The cultural "events" in his class were noticeably dependent on more than experience or opinion: they used authentic materials, were planned, and provided students with a glimpse of variety and complexity of culture.

In another study, Moore, Morales, and Carel (1998) studied technology use in the classroom while teaching culture. The results revealed that teachers in general made little use of computer facilities such as the World Wide Web and e-mail. Although the teachers made considerable use of video materials, especially foreign films, they rarely used interactive media such as CD-ROMs and videodiscs even when these materials were part of commercially available instructional packages. Teachers' level of education and teaching experience were the reason for some of the differences in the frequency with which teachers used technology. The study also found that Japanese teachers established more frequent use of technology than teachers of other foreign languages. In addition, teachers in rural areas appeared to make very little use of interactive media learning materials. It is suggested in the study that foreign language teachers need to improve their knowledge of how to integrate technology with other activities in classroom instruction. This need could be fulfilled by integrating instructional technology issues in courses for pre-service and in-service teachers.

Jiang (2000) investigated the inseparability of culture and language, presented three new metaphors relating to culture and language, and explored cultural content in specific language items through a survey of word associations. The survey was designed for native Chinese speakers (NCS) in Chinese and also for native English speakers (NES) in English. The intimate relationship between language and culture was notably demonstrated by the survey, which certified the view that language and culture cannot exist without each other.

Stapleton (2000) conducted a study related to native English speaking teachers' views on the role of culture in TEFL. The participants were twenty-eight university-level teachers in Japan and they responded to a questionnaire providing comments about the extent and nature of culture they teach. The results revealed that the teachers thought that while culture should be part of TEFL, they incorporated it into their classes more randomly than other aspects of their teaching. Additionally, they had seriously considered and made an effort to change their teaching style based on the observation of their students' cultural style of learning. Responses to questions on ELT textbooks revealed that participants were not satisfied with the way they treated culture. Moreover, most of the teachers included cultural information as part of their language teaching and when cultural elements were discussed, there was a tendency for the teachers to prefer overt over covert culture. The most essential finding of this study, teachers clearly believed in the importance of adapting their teaching style to dovetail with the cultural expectations of the students.

Castro, Sercu, and García (2004) investigated Spanish secondary school EFL teachers' opinions on culture-and-language teaching objectives. The results indicated that teachers are eager to support the new objectives, but they experience disagreements when having to prioritize language teaching and culture teaching objectives. Moreover, it can be interpreted that teachers are eager to interculturalize foreign language education. Therefore, teacher training programs can build on this eagerness, demonstrate teachers how they can proceed and help teachers to improve their confidence to teach intercultural competence in their classroom.

In another study, Sercu, Garcia, and Prieto (2005) focused on the perceptions of Spanish foreign language teachers on culture teaching. The study aimed to discover to what extent present-day teaching practice reflects constructivist approaches. The subjects investigated in the study were actually part of a larger study on foreign-language and culture teaching, which were conducted in 2001-2002 in seven countries (Belgium, Bulgaria, Poland,

Mexico, Greece, Spain and Sweden). The participants were 424 language instructors. The data was collected by a web-based questionnaire consisting of open and closed questions. Specifically, it demonstrates the extent to which teachers diverge from what they perceive to be their students' current perception of foreign cultures when eliciting cultural contents, and to what extent their culture teaching approaches can improve the students' acquisition of independent culture-learning skills. Unsurprisingly, it reveals that the course books used in the lessons continued to play a major role in foreign language education and most of the teachers preferred to teach by the book or their own methods/approaches of teaching. The results revealed that teachers are not able to devote more time to culture teaching or intercultural competence due to lack of time, lack of suitable teaching materials and lack of training in this area.

Tsou (2005) aimed to conduct culture lessons; a combination of an anthropological process and task-oriented approach were applied. In order to see the effects of culture instruction on foreign language learning, culture instruction was implemented within two elementary EFL classrooms for one semester. The results suggested that when culture lessons were incorporated into EFL instruction, students' language proficiency significantly improved. In addition, integrating culture instruction in the language classroom could help increase students' motivation toward language learning which means they had better interests in language learning.

Students have also been the focus of research on the issue of culture teaching and learning. For example, Byon (2007) conducted a study on a case of designing, implementing, and evaluating a semester-long culture portfolio project in a Korean culture class in an American university setting. The issues discussed in the study were: (1) how does the project help the students gain insights into a particular aspect of Korean culture and encourage them to evaluate their own stereotypical impressions of Korean culture? (2) How does the project

raise students' cross-cultural awareness? (3) Does the project increase students' interest to study Korean language? (4) What are the pedagogical implications of the project? It was a qualitative study and students' written answers (e.g. pre- and post-project questionnaires) and spoken reports (e.g. classroom presentation) were analyzed. The results of the study indicated that the project helped the students gain insights into a specific aspect of the Korean culture by adjusting their own stereotypical impressions of the target culture and people. The project helps the students to be aware of their own culture learning, recognize the impacts their own first language perspectives have on learning the target culture, and thereby assist them in developing open attitudes toward the target culture. Additionally, due to positive culture learning experience, students' interest in studying the target language increased.

Larzén-Östermark (2008) aimed to find out about the attitudes of teachers at the upper level of the Finland-Swedish comprehensive school towards the treatment of culture in English foreign language (EFL) teaching. More specifically, the questions investigated how teachers interpret the concept of culture in English foreign language teaching, how the cultural goals were specified, and what teachers do to achieve these objectives. Additionally, the study aims to reveal whether or not language teaching today could be defined as intercultural in the sense that culture is taught with the aim of promoting intercultural understanding, tolerance and empathy. The data was collected via verbatim transcribed interviews with 13 Finland-Swedish teachers of English at grades 7-9. The findings indicated that most teachers found culture important. However, most of them tended to view culture as a traditional paradigm focusing on cultures related to the target culture area. Additionally, few teachers in the study felt they had the appropriate and sufficient knowledge and skills to successfully teach about culture from an intercultural perspective. This was due to the fact that they had not spent as much time in English-speaking countries as they thought they should have had or lacked the time to do so. The teachers also indicated that it was due to lack

of appropriate teaching material; lack of finances; limited possibilities of taking part in in-service training, both in Finland and abroad; heterogeneous student groups; pressure to conform to the traditional way of teaching; and lack of motivation.

Furthermore, Ho (2009) studied the presence and status of cultural content in tertiary EFL teaching in Vietnam and the effect of intercultural language learning on students' EFL learning. He thoroughly examined the fundamental assumptions about culture in two traditional EFL textbook units currently used in a Vietnamese university. Late in the study he proposed the cultural components of the units by using a set of standards for intercultural language learning drawn from the literature. The proposed cultural components aimed at raising cultural awareness among students and engaging them cognitively, behaviorally and affectively in culture learning.

Examples considering the opinions and perceptions of students and instructors from all over the world have been provided. It is obvious from the studies that culture teaching in language classrooms is a remarkable issue and needs to be taken into consideration by the language instructors. In Turkey, there have been many studies related to culture teaching too. Now, examples from Turkey related to the issue will be provided.

2.9. Studies on Integrating Target Culture in an EFL/ESL Classroom in Turkey

There are many studies related to culture teaching in Turkey. Moreover, there has been an increase in the number of the studies of culture teaching. Generally, the studies focus on two different aspects of culture teaching. They are: the perceptions of teachers and the perceptions of students (Atay et al., 2009; Bada, 2000; Bayyurt, 2006; Çelik, 2005; Genç and Bada, 2005; Gönen and Sağlam, 2012; Gülden, 2003; İter and Guzeller's, 2005; Karabinar and Güler, 2012; Kiliçkaya, 2004; Önalın, 2004; Sarıçoban and Çalışkan, 2011; Türkan and Çelik, 2007).

Bada (2000) aimed at raising cultural awareness of ELT students at the ELT Department of the University of Çukurova. Therefore, he gave a course to them to achieve his aim during the fall term of 1997-1998 academic year. At the end of the course, students made an evaluation of the course by responding to a questionnaire. The evaluations revealed that (1) students made progress in their reading and/or speaking skills, and (2) they developed a better sense of comparison between their own and the target language society.

Gülden's (2003) study, "Foreign Language Education Today and Intercultural Communication Theory" aimed to find out the cultural aspects of foreign language education. The participants of the study were 89 preparatory class students in the prep school of foreign languages. The attitudes of these students towards culture learning and native teachers were discussed. The results suggested that most of the students accepted the importance of culture learning for communicating with foreign people. However, they claimed that they were not satisfied with the amount of foreign culture they received or learned.

Kiliçkaya (2004) attempted to discover the design guidelines to evaluate textbooks as sources of cultural content in the ELT curriculum. In his study, "Guidelines to Evaluate Cultural Content in Textbooks" he pointed out that while inserting 'culture' in the curriculum and using textbooks with cultural content, it is quite significant for the teachers to be aware of factors such as socio-cultural information, students' needs, stereotypes, generalizations and intercultural communication. Before utilizing any source of cultural content such as textbooks, teachers ought to take these factors into consideration and analyze the material to interpret whether it is appropriate for their students and whether it tries to impose specific cultural information on the students.

Önalın (2004) aimed at investigating Turkish teachers' opinions and beliefs on the place of target cultural information in EFL classrooms in Turkish higher education context.

The results revealed that teachers mostly define culture in a sociological sense, such as values and beliefs. Their definition of culture in the framework of ELT slightly alters towards more visible culture, such as food and clothing. The study also reveals teachers' positive attitudes towards integrating cultural information in their instruction.

Çelik's study (2005) entitled, "Get Your Face of Mine: Culture-Oriented Distance in EFL Context" is a helpful guide for Turkish EFL teachers. The study investigated the experiences of Turkish EFL teachers in the United States regarding the differences between their understanding and use of personal space and that of Americans, and to discuss how the issue is closely related to foreign language instructions. The findings revealed that there were differences between Turkish people and Americans in the understanding and use of personal space.

Genç and Bada's study (2005) investigated the effects of the culture class the students of the ELT department of Çukurova University in Turkey attended in the fall semester of 2003-2004 academic year. The results of the study indicated that there was a significant similarity between the students' views and the theoretical benefits of a culture class as argued by some experts in the field. It was suggested that a culture class is quite beneficial in terms of improving language skills, raising cultural awareness, changing attitudes towards native and target societies, and contribution to the teaching profession.

İlter and Guzeller's study (2005) entitled, "Cultural Problems of Turkish Students While Learning English as a Foreign Language" attempted to help teachers understand and solve their students' cultural problems in the classroom. In addition, it aimed at examining the students' ideas about the cultural differences. The findings revealed that students from high schools in Turkey have a tendency to learn about different cultures by learning the target language. However, they believed that the course books used in EFL classrooms aimed at

teaching only the target language's culture. Therefore, the students wanted to see some cultural values of Turkish people in their course books.

Bayyurt (2006) tried to find out the importance of raising non-native English language teachers' awareness about different dimensions of culture in the teaching of English as an international language. The data were collected via a semi-structured interview from a small group of Turkish teachers of English working in public and private schools in Turkey. The results revealed that there was a general consensus among the participants on the practice of referring to an 'international culture' with special emphasis on English-speaking Anglo-American cultures, as well as the students' local culture in the English as a Foreign Language classroom. In addition, it was discovered that being a non-native English speaking teacher was an advantage as far as cultural and linguistic issues in the English language classroom are concerned.

In Türkan and Çelik's study (2007) entitled, "Integrating Culture into EFL Texts and Classrooms: Suggested Lesson Plans" the main aim was to draw attention to target language culture teaching ignorance by using Turkey as an example. The study argues that there would always be something missing in language students' L2 proficiency and use if culture is left out in their classrooms. They supplemented their textbooks with cultural elements, providing three sample lesson plans indicating how to teach about American holidays. They demonstrated one of the creative ways for teachers to incorporate culture into their classrooms.

Atay et al. (2009) conducted a study to discover the opinions and attitudes of Turkish teachers of English on intercultural competence teaching and to see how and to what extent these opinions and attitudes are reflected in their classroom applications. The participants were 503 EFL teachers and the data was collected via questionnaire. The results indicated that

language teachers seemed to be aware of the role of culture in foreign language education though they did not often integrate culture into their teaching in order to develop intercultural competence in their students.

Sarıçoban and Çalışkan (2011) investigated the types of cultural activities students at Çankaya University wanted to have during their study of the target language and the level at which students preferred to see those cultural components in a language classroom via questionnaire. The participants of the study were 95 preparatory school intermediate students. The findings of the study indicated that most of the students who took part in the study had positive attitudes towards the incorporation of cultural components during their study of the English language. More significantly, it was suggested that teaching culture ought to become an integral part of foreign language instruction.

Gönen and Sağlam (2012) compared sixty teachers of different educational backgrounds rather than cultural backgrounds in terms of what they think about various aspects of culture and integrating it in their classes. The data was collected via a comprehensive questionnaire and interviews. The results indicated that although there were some differences between teachers of different backgrounds about which aspects of the target culture to give priority, they were generally aware of the importance of teaching and integrating culture in the foreign language classroom. Additionally, it was discovered that all teachers had knowledge about the aspects of the target culture to some extent, but how they dealt with the target culture was affected highly by the curricular consideration and limitations.

In another study, Karabınar and Güler (2012) aimed to describe the attitudes of language teachers at Turkish universities toward culture teaching. The attitude was determined in terms of content and learner levels that were addressed, amount of cultural

information and the materials and strategies implemented in language classes in teaching about culture. Additionally, the effects of teacher-related variables included: being a native English speaking teacher or a non-native English speaking teacher, working at a state or private university, participation in professional development activities on their perceptions of culture teaching were investigated. The data were collected via survey method and the participants were 155 ELT instructors working at language preparatory schools of 17 universities in Turkey. The findings indicated that there was not any significant difference between native and non-native English speaking teachers and between the teachers working at a state or private universities in terms of overall attitude towards teaching culture. In addition, the results revealed that there was a more positive attitude towards the integration of culture. The most commonly taught cultural topics are tangible products of culture such as foods and dress then expressive products of culture such as literature, art, music and dance. Language teachers make use of a wide selection of strategies to integrate culture teaching into their language classes. While the most common strategy is encouraging students to attend international Exchanges such as Erasmus, using authentic materials written by or for native speakers was another commonly applied strategy. Using dialogues, role-plays and simulations was also preferred by language teachers to teach about culture. A variety of teaching materials was used to promote intercultural communication. Among these, textbooks and accompanying ancillaries were always preferred by the respondent teachers as the main material to be used to teach about culture.

It is obviously understood from various studies that culture is a component of language teaching and it is not possible to teach it without referring to the cultural content. To achieve this aim, the instructors need cultural awareness; to be able to incorporate target culture into classroom practices. Additionally, their classroom applications ought to reflect both their own and the students' perceptions about integrating target culture.

Based on what has been discussed above, this study mainly aims at investigating the perceptions and classroom applications of the Turkish EFL instructors working in language prep programs at state and private universities in Turkey in relation to integrating target culture in their classroom.

CHAPTER III

METHODOLOGY

3.1. Introduction

This chapter describes the methodology of the study. The remaining part of the chapter will focus on the research questions, a description of the research setting, and participants, data collection instruments, and data analysis.

The following research questions were addressed in this study:

1. What are the perceptions of the state and private university language preparatory program instructors in relation to “target culture?”
2. To what extent are the following concepts perceived to be important by state and private university language preparatory program instructors while integrating target culture in an EFL classroom:
 - a. cultural components
 - b. aspects of language
 - c. major sources of knowledge
3. Is there any difference between the state and private university language preparatory program instructors’ perceptions in relation to "target culture”?
4. Is there any difference between the state and private university language preparatory program instructors in terms of their classroom applications while integrating target culture in an EFL classroom?

3.2. Setting

The present study was conducted at one of the most prestigious state and private universities in Turkey.

Language preparatory programs are offered in almost all state and private universities in Turkey. The programs generally last for two academic semesters: Fall semester and Spring semester. In addition, some universities offer a summer program that usually lasts between 7-8 weeks.

The Private University Language Prep Program mainly comprises three proficiency levels: Level A (Advanced), Level B (Upper-Intermediate/Intermediate) and Level C (Elementary/Beginner). Students who are placed in Level A study for one semester. Level A consists of 15 hours of academic reading and writing skills per week. In addition, there are 12 hours of ESP classes per week, which include note taking and listening skills in the students' specific fields of study. At the end of the semester, they take the proficiency exam. If they get a score at least 60 out of 100, they start studying in their education program. If they fail the exam, they repeat the same level for one more semester.

In addition, students who are placed in Level B study for two semesters. The program offered at this level consists of 15 hours of academic reading and writing skills as well as 15 hours of listening and grammar per week. At the end of the semester, the students take the proficiency exam. If they get the least score of 60 out of 100, they pass on to level A, where they receive instruction for one more semester.

Finally Level C students are required to study for three academic semesters. Level C includes 12 hours of writing, listening and grammar, and 9 hours of reading. At the end of the program, students take the proficiency exam. If they get an average of 60 out of 100, they pass to Level B. After they receive instruction in Level B for one semester, they follow the same procedure to move on to Level A. After studying for three academic semesters, they take the proficiency exam and can move to their educational programs if they get at least 60 out of 100.

On the contrary, studying in a language preparatory program is not obligatory for state university students. They voluntarily attend the preparatory classes for two academic semesters. The program generally includes 28 hours in total: 20 hours of main course and 8 hours of reading and writing. At the end of the two semesters, the students are required to take the proficiency exam. If they get an average of 60 out of 100, they start their education in their own department.

Finally, at some state universities, it is either obligatory or optional for students to attend the language preparatory program which includes at least 20 hours of English instruction. At the end of the two semesters, the students are required to take the proficiency exam. If they get an average of 70 out of 100, they continue their education in the prospective departments.

3.3. Participants

For the purposes of this study, the data were gathered from one hundred and three instructors working in state and private university language preparatory programs. Specifically, forty (N=40) state university instructors and forty private (N=40) university instructors participated in this study.

According to the data gathered from the questionnaire, the participants were thirty-one males and seventy-two females. Specifically, twenty-nine (N=29) female and eleven (N=11) male State University Language Prep Program Instructors and thirty-one (N=31) female and nine (N=9) male Private University Language Prep Program Instructors participated in the study.

Furthermore, all the participants were Turkish EFL instructors who graduated from different departments. Specifically, twenty-nine (N=29) of the state university language preparatory program instructors graduated from English Language Teaching Department, nine

(N=9) from English Language and Literature, and two (N=2) from Linguistics Departments. Besides, the private university language preparatory program instructors graduated from the following departments: English Language Teaching (N=29), English Language and Literature (N=6), American Culture and Literature (N=1), Translations and Interpretation (N=1) and Linguistics (N=3).

As for the participants' degree of education thirty-three (N=33) of state university language preparatory program instructors had a BA degree. As for their graduate education, five (N=5) of the state university language prep program instructors completed their MA or were still a student of an MA program and two (N=2) either completed their PhD or were still a student of a PhD program. As for the private university language preparatory program instructors, twelve (N=12) had a BA degree, sixteen (N=16) completed their MA, and twelve (N=12) completed their PhD degree.

Finally, the two groups of participants had different teaching experiences. The teaching experience of the state university language preparatory program instructors varied from 2 to 11 years and more. Specifically, seven (N=7) of them had 2-3 years of teaching experience, five (N=5) had 4-5 years, thirteen (N=13) had 6-10 years, and fifteen (N=15) of them had 11 years and more teaching experience.

On the other hand, the teaching experience of the private university language preparatory program instructors varied from 1 year (N=3), 2-3 years (N=1), 4-5 years (N=8), 6-10 years (N=8) and 11 years and more experience (N=20).

3.4. Research Design

This study employs both quantitative and qualitative research methods. To begin with, quantitative research method was chosen to provide objectivity and clarify a cause and effect relationship. In other words, it enables a researcher to look into certain common or specified

characteristics of a selected population which, in fact, provides the researcher with the opportunity to generalize the relationship among variables in the study. (Hohmann, 2006)

Specifically, this study investigates the private and state university language prep program instructors' perceptions about integrating target culture while teaching in an EFL classroom. The quantitative data were collected via questionnaire to obtain reliable and valid results from a large number of subjects (N=80). The collection of data was fixed and designed prior to the data collection. The purpose was to indicate the quantitative results; therefore, this was descriptive research. Quantitative data were analyzed via SPSS 16.0.

Furthermore, qualitative research method was chosen for this study since it is commonly used in order to study social and cultural issues (Hohmann, 2006). This method reveals the perceptions of the instructors much more clearly and provides them with the opportunity to be free during the data collection process. Taylor (2005, p. 101) stated that qualitative research allows researchers to examine in full context and interact with participants while collecting data mostly face-to-face from them. Gass and Mackey (2005, p. 173) claimed that interviews, which are a way of collecting qualitative data, can allow researchers to investigate phenomena that are not directly observable. They are interactive and therefore researchers can elicit additional data if initial responses are vague, incomplete, off-topic, or not specific enough. The researcher utilized two different data collection methods namely, semi-structured interview and stimulated recall. First, the randomly selected instructors were provided with a semi-structured interview and the results were interpreted according to Bogdan and Biklen's (1998) framework.

As for the stimulated recall, randomly selected instructors were asked to prepare a twenty-minute classroom activity based on integrating target culture while teaching. The activity was recorded by the researcher. As for the next step, after two to three days, the instructors were asked to watch the video together with the researcher. The researcher stopped

the video and asked the instructors to clarify certain points regarding integrating culture in an EFL classroom. Data were interpreted based on Gass and Mackey's (2005) framework.

3.5. Data Collection Instruments

For the purposes of this study, data came from a questionnaire, a semi-structured interview and stimulated recall given to the private and state university instructors to find out their perceptions on integrating target in an EFL classroom.

3.5.1. The Questionnaire given to the Private and State University Instructors About their Perceptions on Integrating Target Culture while teaching in an EFL Classroom

The questionnaire was given both to the private and state university instructors to find out their perceptions on integrating target culture in an EFL classroom (See Appendix A). The questionnaire was adapted from Şen's (2010) study which aimed to identify the EFL instructors' definition of target culture, their perceptions of the epistemological sources referring to target culture, and the skills and tasks they integrate while teaching English in their classrooms. The following items were excluded: "Date of birth" (item 2), "How do you consider yourself as a user of computer technology?" (item 9), and "Do you consider yourself happy in your current job?" (item 10) in part 1, "Teaching target culture means teaching mainly American culture." (item 1), "Teaching target culture means teaching mainly British culture." (item 10), "Learning target culture has harmful effects on Turkish culture." (item 18), and "My 4-year B.A. education prepared me well enough to teach target culture." (item 37) in part 2-A, "The background knowledge, social, and paralinguistic skills that make communication successful." (item 5) in part 2-B1, "Pronunciation, consolidation, review, homework" in part 2-B2, and finally, "Supplementary instructional materials" in part 2-B3.

The reason behind this was due to the fact that they were not appropriate for the context of the present study.

The questionnaire consisted of two parts: Part 1 and Part 2. In Part 1, the demographic information was gathered based on the following criteria: gender, nationality, department of graduation, educational background, age, years of teaching experience, and the presence of the participants' abroad.

As for Part 2, there were two subcategories: A and B. The first subcategory (A) included 34 items in a 5-point Likert-type scale ranging from 'strongly disagree' (1) through 'strongly agree' (5). As for the second subcategory (B), there were four basic questions. The first question had four different statements (e.g. the characteristics of home, family nature, and interpersonal relations in a community). Specifically, the two groups of instructors were asked to choose one of the given statements according to the order of importance namely (1) extremely important and (5) useless. The second question aimed to find out which language skills the participants most commonly integrated into target culture while teaching in an EFL classroom. Specifically, they were asked to choose 3 of the language skills (e.g. speaking) and rank them as 1st, 2nd, and 3rd. Finally, the last question investigated the sources of knowledge (e.g. films) the participants had to choose in terms of target culture.

Before the questionnaire was administered to the instructors, it was piloted with seven English prep program instructors. Reliability estimate was $\alpha=0.729$ for the whole questionnaire which indicates a high internal consistency of the items in the scale (Gliem and Gliem, 2003).

3.5.2. Semi-structured Interview given to the Private and State University Instructors About their Perceptions on Integrating Target Culture while teaching in an EFL Classroom

Another primary source of data for this study were the semi-structured interviews which aimed to find out what the instructors understood of the concept of target culture. By using the semi-structured interviews the researcher tried to gather detailed information about the instructors' knowledge on target culture, and their perceptions about integrating target culture in their classrooms. The interview questions were adapted from Şen's study (2010) which aimed to gather information about the perceptions of language prep programme instructors working at a private university considering their classroom applications in relation to target culture (See Appendix B).

The interview contained four open-ended questions. Question 1 aimed to find out what state and private university language prep program instructors understood of the concept "target culture" while teaching English in their classroom. In question 2, the two groups of participants were asked to comment on the cultural components provided by the researcher. Question 3 attempted to investigate the aspects of language the two groups perceived important to integrate while teaching target culture. Finally, in question 4, the researcher provided some sources of knowledge about target culture. The instructors were asked to choose which ones they perceive to be important and briefly comment on them.

3.5.3. Stimulated recall

According to Gass and Mackey (2005, p. 78), "...[stimulated recall]... is a means by which a researcher, in an effort to explore a learner's thought processes or strategies, can prompt the learner to recall and report thoughts that she or he had while performing a task or participating in an event." Nunan and Bailey (2009, p. 289) provided the following explanation on stimulated recall:

Stimulated recall can yield insights into teaching and learning processes that would be difficult to obtain by other means. It is particularly useful in collaborative research because it enables teachers and students as well as the researcher to present their various interpretations of what happened in the moment-by-moment interactions that define a given lesson or classroom event. The interpretations can be directly linked to the classroom events that gave rise to them.

Gass and Mackey (2005) explained the process of stimulated recall as degree of guidance. For instance, learners may be shown a video-tape so they can observe themselves performing the task; or they might be provided with their second language written product so as to enable them follow the changes they made, making statements on their motivations and thought processes along the way.

In an attempt to investigate whether the perceptions of instructors on target culture match with their actual behaviors in an EFL classroom, stimulated recall technique was applied. As suggested by Gass and Mackey (2005, pp. 78-79), the instructors were minimally trained so that they would be able to carry out the procedure, the questions to be asked while watching the video were not shown beforehand to the instructors as they should not be provided with any extra aspects or unnecessary knowledge. It was also done so as to collect natural and instant responses.

To achieve this goal, one state and one private university language prep program instructors were asked to prepare a 20-minute classroom activity by emphasizing some target cultural components. Specifically, while the state university language prep program instructor chose an activity about England, the private university language prep program instructor focused on the sports of the UK and the USA in his lesson. While the two instructors applied the activity, the researcher recorded their videos. After the application, the instructors chose the most suitable day and hour according to their weekly schedule and informed the researcher to observe their classroom.

The researcher prepared the stimulated recall questions immediately after recording the lessons, and the instructors were interviewed two or three days after the event. The

researcher asked each instructor to watch the recording together and reflect on their teaching focusing basically on how they integrated target culture into their teaching along with some other aspects of their teaching. Throughout the video watching session, the researcher was in control about where to stop and ask the questions and did not interfere with the answers of the instructors.

Specifically, the data obtained through stimulated recall were interpreted according to Gass and Mackey's (2005) framework. The questions were asked and the answers were recorded. Although the process seemed more like a controlled and guided conversation rather than an informal interview, the attitude of the researcher was quite friendly and achieved to create a positive and comfortable atmosphere. So as to catch all the answers and comments of the instructors during the whole process, two voice recorders were used in case and the instructors were informed about this beforehand for ethical reasons. They were also informed and guaranteed that the recording and their answers were only going to be used for this study and that their names were going to be kept confidential. The whole interview process was conducted in English as it did not require too much time and was not complicated as the questions were quite clear.

3.6. Data Collection Procedure

For the purposes of this study, the data collection procedure included three main steps: questionnaire, semi-structure interview and stimulated recall.

In the first step, the aim of the questionnaire was to find out the state and private university language prep program instructors with respect to the concepts of "culture," "target culture" and "integrating target culture into EFL classrooms." Additionally, the researcher aimed to find out whether there were any differences between the two groups of participants regarding this issue.

For the purposes of this study, the researcher prepared an online version of the questionnaire via Survey Monkey. The questionnaire was sent to the participants (N=120) via email. The participants were asked to fill in the questionnaire and send it back to the researcher within two weeks. 40 (N=40) state and 40 (N=40) private university language prep program instructors out of 120 returned the questionnaire back to the researcher.

The second step of the data collection procedure was the semi-structured interview. The questions of the interview were similar to the questionnaire items. The instructors were asked what comes to their mind when they think of “target culture;” its components; and which aspects of language they perceived crucial to focus on while teaching target culture in their classrooms. Additionally, as the researcher was interested in which sources of knowledge the two groups of instructors helped raise their awareness on integrating target culture into their lessons.

Finally, the last step of the data collection procedure was stimulated recall. The aim of this method was to gather information on how the instructors integrated target culture with their teaching, what classroom applications they used to teach target culture, their opinions on integrating target culture in their classrooms and their perceptions on their own target culture teaching. Based on the findings the researcher tried to find out whether the perceptions of the instructors matched with their classroom applications related to target culture.

Table 3.1. Overview of the research questions and the procedures

Research Questions	Data Collection Instrument(s)	Data Analysis
<p>1. What are the perceptions of the state and private university language preparatory program instructors in relation to “target culture”?</p>	<ul style="list-style-type: none"> • A questionnaire about state and private university language preparatory program instructors’ perceptions of “target culture” (Adapted from Şen, 2010) 	<ul style="list-style-type: none"> • Descriptive statistics; (percentages, means and standard deviations)
<p>2. To what extent are the following concepts perceived to be important by state and private university language preparatory program instructors while integrating target culture in an EFL classroom:</p> <ol style="list-style-type: none"> a. cultural components b. aspects of language c. major sources of knowledge 	<ul style="list-style-type: none"> • A semi-structured interview 	<ul style="list-style-type: none"> • Pattern coding Bogdan and Biklen, 1998)

- | | | |
|--|---|---|
| <p>3. Is there any difference between the state and private university language preparatory program instructors' perceptions in relation to "target culture"?</p> | <ul style="list-style-type: none"> • Means of the the state and private university language preparatory program instructors' perceptions in relation to "target culture". • A semi-structured interview | <ul style="list-style-type: none"> • Independent samples t-test • Pattern coding Bogdan and Biklen, 1998) |
| <p>4. Is there any difference between the state and private university language preparatory program instructors in terms of their classroom applications while integrating target culture in an EFL classroom?</p> | <ul style="list-style-type: none"> • Stimulated Recall | <ul style="list-style-type: none"> • Gass and Mackey (2005) |

3.7. Data Analysis Procedure

The following section describes the data analysis procedure regarding the perceptions of state and private university language preparatory program instructors on target culture as well as their classroom applications. In an attempt to answer the first, second and third research questions, the data gathered from the questionnaire were tabulated and analyzed statistically using SPSS (Statistical Package for Social Sciences) 16.0 version for Windows. Descriptive statistics (percentages, means and standard deviations) were evaluated in order to identify the perceptions of the state and private university language preparatory program

instructors in relation to target culture and to find out whether there were any differences between the two groups.

The data collected from the questionnaire were supported via semi-structured interview carried out with six (N=6) state and six (N=6) private university language prep program instructors. According to Bogdan and Biklen's (1998) framework, the recorded answers were first transcribed, and then by reading each participant's transcripts the conceptual themes, namely: cultural components, aspects of language and major sources of knowledge were identified by the researcher according to the recurring words and ideas. These conceptual categories were used to create a matrix of major themes which were sorted under specific heading.

Finally, the data gathered via stimulated recall were first transcribed, and then by reading each participant's transcripts, it was attempted to find out whether there was any difference between the state and private university language preparatory program instructors' perceptions while integrating the following aspects of target culture: cultural components (e.g. the characteristics of home and family), aspects of language (e.g. speaking) and major sources of knowledge (e.g. films). The data gathered via stimulated recall were analyzed according to Gass and Mackey's (2005) framework.

CHAPTER IV

RESULTS

4.1. Introduction

In this chapter, the results of the statistical analysis of the data collected with the questionnaire, and the qualitative analysis of the semi-structured interview and the stimulated recall are reported by addressing the following research questions:

1. What are the perceptions of the state and private university language preparatory program instructors in relation to “target culture”?
2. To what extent are the following concepts perceived to be important by state and private university language preparatory program instructors while integrating target culture in an EFL classroom:
 - a. cultural components
 - b. aspects of language
 - c. major sources of knowledge
3. Is there any difference between the state and private university language preparatory program instructors’ perceptions in relation to "target culture"?
4. Is there any difference between the state and private university language preparatory program instructors in terms of their classroom applications while integrating target culture in an EFL classroom?

4.2. Findings of the Questionnaire related to the Perceptions of the State and Private University Language Preparatory Program Instructors about integrating Target Culture in an EFL Classroom

As it will be discussed in the following pages, the findings of the questionnaire will be presented item by item including the percentages (%) of the following subcategories: strongly disagree/disagree, not decided and strongly agree/agree for the first research question and extremely important/important, not important/not important at all and useless for the second research question.

4.2.1. Findings related to the Perceptions of the State and Private University Language Preparatory Program Instructors about Target Culture in an EFL Classroom

In this part, the findings of the questionnaire (Part 2-A) in relation to the first research question will be analyzed to reveal the perceptions of the state and private university language preparatory program instructors on what they understand about the concept “target culture”. Their percentages are shown in Table 4.1.

Table 4.1. Percentages of the perceptions of the state and private university English language preparatory program instructors in relation to “target culture”

	Strongly Disagree/Disagree		Not Decided		Strongly Agree/Agree	
	SULPPI	PULPPI	SULPPI		SULLPI	PULPPI
	Culture and language cannot be separated.	10	7.5	0	0	90
Teachers should know about target culture.	7.5	0	0	2.5	92.5	97.5
English can be taught without reference to culture.	70	80	5	5	25	15

My students ask questions about target culture.	10	5	2.5	20	87.5	75
The best way to learn something about target culture is to go and live in that country.	10	12.5	15	20	75	67.5
I do not teach target culture in my lessons.	77.5	82.5	5	7.5	17.5	10
Giving cultural information is boring for my students.	87.5	75	10	22.5	2,5	2.5
I have difficulty in giving cultural information in my lessons.	75	77.5	12.5	12.5	12.5	10
I find it useful to compare Turkish and target culture in my lessons.	12.5	15	7.5	10	80	75
I try to learn more about target culture in order to use in my lessons.	12.5	10	5	10	82.5	80
Target culture should focus on the teaching of monumental aspects of culture (i.e. famous people, famous paintings, best-sellers, buildings).	17.5	32.5	2.5	30	80	37.5

My students like learning about culture.	7.5	2.5	10	15	82.5	82.5
I feel uncomfortable when a question is asked about target culture.	35	77.5	37.5	15	27.5	7.5
ELT teachers should be equipped with cultural patterns of target language.	5	5	0	2.5	95	92.5
I tell my students what I heard (or read) about target culture.	0	2.5	10	5	90	92.5
Course curriculum should also cover the cultural information in addition to the linguistic information.	2.5	0	5	17.5	92.5	82.5
I make sure that my lesson plans include information about target culture.	12.5	5	12.5	35	75	60
I talk to my students about my own experiences in the foreign country.	15	10	12.5	15	72.5	75
ELT teachers should only teach language, not culture.	85	92.5	10	7.5	5	0
I tell my students why I find something fascinating or strange about target culture.	7.5	0	7.5	12.5	85	87.5

It is important for me to include aspects of culture as part of my classroom teaching.	7.5	2.5	15	10	77.5	87.5
Target culture should focus on the teaching of material culture (i.e. food, clothing, transportation, facilities etc.).	7.5	12.5	15	10	77.5	77.5
I try to teach the effects of culture on language (i.e. not so common <i>have a good meal</i> versus mandatory <i>afiyet olsun</i>).	7.5	0	2.5	20	90	80
I provide contrasting cultural examples (i.e. In Turkish we say this but in English they say that).	5	5	2.5	20	92.5	75
The course books I use contain a lot of cultural information.	17.5	12.5	12.5	17.5	70	72.5
The term target culture means the culture of everyone who speaks English.	52.5	50	22.5	25	25	25
I find it enjoyable to give cultural information in my lessons.	5	2.5	2.5	2.5	92.5	95

I believe culture is very important in establishing appropriate communication.	0	2.5	5	0	95	97.5
It is impossible to learn target culture without living in that country for a while.	52.5	52.5	20	27.5	27.5	20
I need to learn more about target culture.	7.5	20	10	7.5	82.5	72.5
Culture changes overtime.	17.5	12.5	12.5	20	70	67.5
I select the cultural elements according to the characteristic (i.e. age, level etc.) of my students.	12.5	5	10	10	77.5	85
Culture is often a part of my lessons.	7.5	5	15	22.5	77.5	72.5
Target culture should focus on the teaching of beliefs (i.e. religion, likes and dislikes, values, taboos etc.).	22.5	22.5	30	32.5	47.5	45

Note: SULPPI=State University Language Prep Program Instructors; PULPPI=Private University Language Prep Program Instructors

According to this table, the two groups of participants perceived the following items to be crucial to focus on (as a combination of strongly agree and agree) while teaching culture in an EFL classroom: culture and language cannot be separated (SULPPI: M=4.30, SD=0.99 / PULPPI: M=4.42, SD=1.00); teachers should know about target culture (SULPPI: M=4.35,

SD=0.69 / PULPPI: M=4.55, SD=0.55); students asking questions about target culture (SULPPI: M=3.97, SD=0.80 / PULPPI: M=3.90, SD=0.77); the best way to learn something about target culture is to go and live in that country (SULPPI: M=3.97, SD=1.02 / PULPPI: M=3.87, SD=1.01); finding it useful to compare Turkish and target culture in their lessons (SULPPI: M=3.85, SD=0.86 / PULPPI: M=3.80, SD=1.01); trying to learn more about target culture in order to use in their lessons (SULPPI: M=4.07, SD=0.97 / PULPPI: M=3.95, SD=0.95); and their students like learning about culture (SULPPI: M=3.95, SD=0.87 / PULPPI: M=4.00, SD=0.67); ELT teachers should be equipped with cultural patterns of target language (SULPPI: M=4.37, SD=0.74 / PULPPI: M=4.25, SD=0.74); telling their students what they heard (or read) about target culture (SULPPI: M=4.27, SD=0.64 / PULPPI: M=4.17, SD=0.63); course curriculum should also cover the cultural information in addition to the linguistic information (SULPPI: M=4.40, SD=0.70 / PULPPI: M=4.10, SD=0.67); making sure that their lesson plans include information about target culture (SULPPI: M=3.85, SD=1.00 / PULPPI: M=3.65, SD=0.73); talking to their students about their own experiences in the foreign country (SULPPI: M=3.90, SD=1.10, / PULPPI: M=3.82, SD=1.08); telling their students why they find something fascinating or strange about target culture (SULPPI: M=4.15, SD=0.86 / PULPPI: M=4.20, SD=0.64).

Furthermore, the perceptions of the two groups of participants indicated that the following items were also important with respect to integrating target culture in an EFL classroom: it is important for them to include aspects of culture as part of their classroom teaching (SULPPI: M=3.92, SD=0.82 / PULPPI: M=4.10, SD=0.67); target culture should focus on the teaching of material culture (i.e. food, clothing, transportation, facilities etc.) (SULPPI: M=3.75, SD=0.77 / PULPPI: M=3.72, SD=0.87); trying to teach the effects of culture on language (i.e. not so common *have a good meal* versus mandatory *afiyet olsun*) (SULPPI: M=4.10, SD=0.77 / PULPPI: M=3.95, SD=0.59); providing contrasting cultural

examples (i.e. In Turkish we say this but in English they say that) (SULPPI: M=4.15, SD=0.80 / PULPPI: M=3.87, SD=0.85); the course books they use contain a lot of cultural information (SULPPI: M=3.55, SD=1.06 / PULPPI: M=3.30, SD=0.99); finding it enjoyable to give cultural information in their lessons (SULPPI: M=4.15, SD=0.69 / PULPPI: M=4.17, SD=0.59); believing culture is very important in establishing appropriate communication (SULPPI: M=4.15, SD=0.48 / PULPPI: M=4.37, SD=0.62); needing to learn more about target culture (SULPPI: M=3.97, SD=0.80 / PULPPI: M=3.65, SD=1.16); culture changing overtime (SULPPI: M=3.60, SD=0.95 / PULPPI: M=3.82, SD=0.98); selecting the cultural elements according to the characteristic (i.e. age, level etc.) of their students (SULPPI: M=3.80, SD=0.93 / PULPPI: M=4.07, SD=0.76); and culture is often a part of their lessons (SULPPI: M=3.90, SD=0.81 / PULPPI: M=3.80, SD=0.72).

On the other hand, the two groups perceived the following items to be unimportant (as a combination of strongly disagree and disagree) to emphasize while teaching culture in an EFL classroom: English can be taught without reference to culture (SULPPI: M=2.42, SD=1.15 / PULPPI: M=1.95, SD=1.10); not teaching target culture in their lessons (SULPPI: M=2.20, SD=0.96 / PULPPI: M=1.87, SD=0.93); giving cultural information is boring for their students (SULPPI: M=1.87, SD=0.68 / PULPPI: M=1.85, SD=0.94); having difficulty in giving cultural information in their lessons (SULPPI: M=2.20, SD=0.88 / PULPPI: M=2.10, SD=0.87); and ELT teachers should only teach language, not culture (SULPPI: M=1.67, SD=0.94 / PULPPI: M=1.42, SD=0.63)

Conversely, the instructors perceived the following items neither important (as a combination of strongly agree and agree) nor unimportant (as a combination of strongly disagree and disagree): The term target culture means the culture of everyone who speaks English (SULPPI: M=2.50, SD=1.08 / PULPPI: M=2.65, SD=1.12); It is impossible to learn target culture without living in that country for a while (SULPPI: M=2.70, SD=1.09 /

PULPPI: $M=2.62$, $SD=1.03$); and target culture should focus on the teaching of beliefs (i.e. religion, likes and dislikes, values, taboos etc.) (SULPPI: $M=3.30$, $SD=1.11$ / PULPPI: $M=3.27$, $SD=1.03$). One possible explanation behind this finding might be the fact that English has become a world language, an international language and a “lingua franca” due to economical, strategic, and technical developments of the countries using English as their native language. It has been discovered that the people using English as a second or foreign language outnumbered the native speakers. However, some of the instructors consider British or American culture as the main focus of culture teaching. Therefore, the instructors were undecided on the item that target culture refers to the culture of everyone speaking English. Additionally, some instructors were not able to decide on whether it was necessary to learn target culture without living in that country for a while. Apparently, the instructors were not sure about the necessity or the consequences of living in the country of target culture or the impact of it on learning target culture. Another undecided item was on whether target culture should focus on the teaching of beliefs (i.e. religion, likes and dislikes, values, taboos etc.). A possible reason for this finding might be the fact that the instructors did not have the adequate knowledge on the cultural concepts. Therefore, they were not aware of what target culture should or should not include.

Finally, there were two items on which state and private university language prep program instructors did not share the same idea on integrating while teaching culture in an EFL classroom. First, the item indicating that target culture should focus on the teaching of monumental aspects of culture (i.e. famous people, famous paintings, best-sellers, buildings) was perceived important (as a combination of strongly agree and agree) only by the state university language prep program instructors (SULPPI: $M=3.80$, $SD=1.01$). The private university language prep program instructors perceived the item neither important (as a combination of strongly agree and agree) nor unimportant (as a combination of strongly

disagree and disagree) (PULPPI: $M=3.05$, $SD=0.93$). Additionally, item 12, “I feel uncomfortable when a question is asked about target culture.” was perceived neither important (as a combination of strongly agree and agree) nor unimportant (as a combination of strongly disagree and disagree) by the state university language prep program instructors (SULPPI: $M=2.57$, $SD=1.21$), while it was perceived unimportant (as a combination of strongly disagree and disagree) by the private university language prep program instructors (PULPPI: $M=1.95$, $SD=0.98$). A possible reason behind these findings might be the fact that the two groups of participants had different ideas on the importance of the concepts of culture and the cultural concepts of target culture due to the curriculum they have been using in their preparatory program.

4.2.2. Findings related to the Perceptions of the State and Private University Language Preparatory Program Instructors about the Importance of emphasizing Cultural Components, Aspects of Language and Major Sources of Knowledge in an EFL Classroom

As for the second research question, the findings gathered from the questionnaire were used to report the percentages considering the perceptions of the state and private university language preparatory program instructors about the importance of emphasizing the cultural components (e.g. the characteristics of home and family), aspects of language (e.g. speaking) and major sources of knowledge (e.g. films) while integrating target culture in an EFL classroom.

To begin with, Table 4.2. demonstrates the percentages of the perceptions of the two groups of participants in relation to focusing on cultural components (e.g. the characteristics of home and family) while integrating target culture in an EFL classroom.

Table 4.2. Percentages of the perceptions of the state and private university English language preparatory program instructors in relation to emphasizing cultural components while integrating target culture in an EFL classroom

	Extremely Important/Important		Not So Important		Not Important At All/Useless	
	SULPPI	PULPPI	SULPPI	PULPPI	SULPPI	PULPPI
The characteristics of home, family nature, and interpersonal relations in a community.	95	100	2.5	0	2.5	0
The system that is reflected by the media, cinema, music, literature, and art of a community.	87.5	85	10	12.5	2.5	2.5
The customs, traditions, and institutions of a country.	100	87.5	10	2.5	0	0
What people do at work, at home, in their free time and while they entertain.	92.5	87.5	7.5	10	0	2.5

Note: SULPPI=State University Prep Program Instructors; PULPPI=Private University English Prep Program Instructors

According to the table above, the two groups of participants perceived all of the listed cultural components to be important (as a combination of extremely important and important) while integrating target culture in an EFL classroom: the characteristics of home, family nature, and interpersonal relations in a community (SULPPI: $M=1.82$, $SD=0.71$ / PULPPI: $M=1.50$, $SD=0.50$); the system that is reflected by the media, cinema, music, literature, and art of a community (SULPPI: $M=1.92$, $SD=0.65$ / PULPPI: $M=1.85$, $SD=0.73$); the customs, traditions, and institutions of a country (SULPPI: $M=1.55$, $SD=0.50$ / PULPPI: $M=1.37$,

SD=0.54); and finally, what people do at work, at home, in their free time and while they entertain (SULPPI: M=1.70, SD=0.60 / PULPPI: M=1.77, SD=0.73).

Furthermore, in order to find out which aspect of language should be taken for granted while focusing on target culture in an EFL classroom, the two groups of instructors ranked the following concepts as 1st, 2nd, and 3rd according to their priority (See Table 4.3.)

Table 4.3. Percentages of the perceptions of the state and private university English language preparatory program instructors in relation to the aspects of language while integrating target culture in an EFL classroom

	Vocabulary	Grammar	Reading	Speaking	Listening	Writing
SULPPI	82.5	82.5	85	80	80	80
PULPPI	85	80	87.5	85	77.5	78

Note: SULPPI=State University Prep Program Instructors; PULPPI=Private University English Prep Program Instructors

According to the findings the SULPPI and PULPPI perceived all the aspects of language namely: vocabulary, grammar, reading, speaking, listening and writing vocabulary to be important while introducing target culture in an EFL classroom. One possible reason behind this finding might be that both groups of instructors believed it is important to provide students with the knowledge of target culture in all aspects of language while teaching English.

Finally, the two groups of participants were asked to choose from the sources of knowledge they perceived to be important while integrating target culture in an EFL classroom (See Table 4.3.).

Table 4.4. Percentages of the perceptions of the state and private university English language preparatory program instructors in relation to the aspect of language while integrating target culture in an EFL classroom

	SULPPI	PULPPI
TV programs (not including films)	72.5	75
Films	92.5	75
Songs	67.5	67.5
Realia-artifacts/ Materials	67.5	65
Websites	80	70
Social networks (i.e. Facebook, MSN, Twitter etc.)	67.5	60
Images/ Photos	72.5	67.5
Native speakers themselves	72.5	75
Visits to foreign countries	75	72.5
Course books	65	75
Books/ Magazines/ Journals/ Newspapers/ Comics	80	67.5
Teachers training sessions/ Conferences/ Workshops	67.5	67.5

Note: SULPPI=State University Prep Program Instructors; PULPPI=Private University English Prep Program Instructors

According to the findings, the most important sources of knowledge perceived important by the SULPPI while integrating target culture in an EFL classroom were films (92.5%); websites (80%); and books, magazines, journals, newspapers and comics (80%). In addition, visits to foreign countries (75%); pointed images, photos, TV programs (not including films) (72.5%); native speakers themselves (72.5%); songs (67.5%); course books (65%); realia-artifacts/materials (67.5%); social networks (i.e. Facebook, MSN, Twitter etc.)

(67.5%); and teachers training sessions, conferences and workshops (67.5%) were also among the important sources of knowledge to introduce target culture in an EFL classroom. Finally, only one SULPPI added an extra point claiming that websites like ePal/eTwinning and Skype could be a good source of knowledge in relation to integrating target culture in an EFL classroom.

On the contrary, the first three categories ranked important by PULPPI were as follows: TV programs (not including films) (75%); films (75%); and native speakers themselves (75%). Furthermore, visits to foreign countries (72.5%); websites (70%); books, magazines, journals, newspapers and comics (67.5%); realia-artifacts and materials (65%); social networks (i.e. Facebook, MSN, Twitter etc.) (60%); songs (67.5%); images and photos (57.5%); course books (75%); and finally, teachers training sessions, conferences and workshops (47.5%) were also considered to be crucial sources of knowledge perceived important by the PULPPI while integrating target culture in an EFL classroom.

4.2.3. The Results of the Semi-Structured Interviews related to the Perceptions of State and Private University Language Prep Program Instructors on Target Culture and integrating Target Culture in their Teaching

The Perceptions of the State and Private University Language Prep Program Instructors on the Concept of Target Culture

When the state and private university language prep program instructors were asked about what they understood from the concept 'target culture', both groups stated that it is the culture of all English-speaking countries. Specifically, it is the cultural characteristics of a society the language belongs to. In relation to this point, both groups made the following comments:

Although not being able to give a certain frame of target language, I think it is not solely the British, but the culture of all English-speaking countries (State University Language Prep Program Instructor 1, Interview).

Target culture may be related to the countries where English is actively spoken. This can be American culture, British culture or any culture where English is used (State University Language Prep Program Instructor 4, Interview).

Target culture refers to the cultural characteristics of a society the language belongs to (Private University Language Prep Program Instructor 2, Interview).

I think target culture means the culture of the society where the language is actively used (Private University Language Prep Program Instructor 6, Interview).

Furthermore, both groups related target language with traditions, lifestyles, customs, gestures and values of the English speaking countries as stated in the excerpts below:

I think of values, understandings, rituals, customs, traditions, lifestyles and elements as a part of daily life that belongs to the culture of those English speaking countries (State University Language Prep Program Instructor 2, Interview).

Target culture consists of gestures, customs, traditions, daily life and social values corresponding to the target language (Private University Language Prep Program Instructor 5, Interview)

Lastly, the two groups agreed on the importance and necessity of integrating target culture while teaching in an EFL classroom. They stated that they believed culture and language are intertwined and cannot be separated. Therefore, it was significant and necessary

to pay attention not only to the grammatical aspects of the language but also the cultural aspects and components. In relation to this point, both groups stated that:

Knowing that language and culture are intertwined, an EFL teacher should be fairly equipped with different aspects of the culture and the language he is supposed to teach. She/he should not only teach the grammatical rules but also exemplify gestures, responses and maybe daily situations corresponding to the target culture (State University Language Prep Program Instructor 3, Interview).

In our dynamic, multicultural world it is crucial to teach target culture and raise cultural awareness. Language and culture are so closely linked that any change within culture is reflected in the language and vice versa. Therefore, it is obvious that language teaching or learning can't be achieved without the integration of target culture and cultural components (Private University Language Prep Program Instructor 1, Interview).

Furthermore, state and private university language prep program instructors were asked which cultural components they perceived important to integrate while teaching English in their classrooms. The results revealed that they emphasized home life, family, nature, interpersonal relations, media, cinema, music, literature, art, customs, traditions, work and free time as reported below:

While integrating target culture in my teaching, I mostly pay attention to the home life, family nature, interpersonal relations, media, cinema, music, literature and art related to the target culture as I believe that culture and language are interwoven (State University Language Prep Program Instructor 3, Interview).

While teaching something related to the target culture or when I need to make reference to home life, family nature, cinema, music and free time. Also, if the subject is related to their traditions or history, I integrate the components related to their customs as well (Private University Language Prep Program Instructor 5, Interview).

Additionally, the two groups of participants were asked which aspects of language they perceived important to integrate while teaching target culture in EFL classrooms. Parallel to questionnaire, the results revealed that reading, writing, grammar, vocabulary, listening and speaking were all important aspects of language to integrate target culture while teaching English. The participants commented thusly:

While teaching target culture related vocabulary, I benefit from grammar, reading, listening, writing and speaking skills. As using the vocabulary in the appropriate context is quite significant, I make the students read, hear and write about the target culture elements (State University Language Prep Program Instructor 2, Interview).

While teaching the target language and culture, I pay attention to the productive aspects of language which are writing and speaking. Additionally, in order to provide them with the adequate knowledge I prefer integrating target culture in reading, listening and vocabulary aspects of language. (Private University Language Prep Program Instructor 6, Interview)

Finally, the state and private university instructors were asked which sources of knowledge helped them raise their awareness about teaching target culture in their classrooms. The instructors mentioned TV programs, films, songs etc. as reported below:

There are many sources I benefit from which are TV programs, films, songs, materials, course books, magazines, journals, newspapers, comics, native speakers and visiting foreign countries. Additionally, I also follow many websites and social networks. (State University Language Prep Program Instructor 1, Interview)

The sources of my knowledge are films, songs, social networks, photos, native speakers, visits to foreign countries, course books, magazines, journals, newspapers and comics. Additionally, I often attend to conferences, workshops and conferences because these are also quite beneficial and efficient sources to extend my knowledge about target culture. (Private University Language Prep Program Instructor 4, Interview)

4.2.4. The Results of the Independent-Samples T-test related to the Perceptions of State and Private University Language Prep Program Instructors on Target Culture and integrating Target Culture in their Teaching

As for the third research question, an independent samples t-test was conducted to compare the gain scores of the state and private university language prep program instructors in relation to their perceptions on target culture.

First, as shown in Table 4.5., there was not a significant difference between the perceptions of state and private university language prep program instructors on target culture. The reason the state and private university instructors' perceptions matched with each other could be due to the course books and the curriculum of the universities. It could also be that culture teaching has gained importance in the recent years, which can be noticed from the course books prepared and pressed by prestigious publishing companies.

On the other hand, there was a significant difference in the perceptions of state and private university language prep program instructors on target culture for two items. Item 11, “Target culture should focus on the teaching of monumental aspects of culture (i.e. famous people, famous paintings, best-sellers, buildings)” and item 13 “I feel uncomfortable when a question is asked about target culture”. One possible explanation might be due to the variety of ideas about the aspects of language and sources of knowledge helping them to raise their awareness about target culture in their classrooms.

Table 4.5. Independent samples t-test comparing the perceptions of SULPPI and PULPPI in terms of target culture

Gain Scores	<u>SULPPI</u>		<u>PULPPI</u>		t	df	p
	M	SD	M	SD			
item1	4.30	.99	4.42	1.00	-.558	78	.578
item2	4.35	.69	4.55	.55	-1.419	78	.160
item3	2.42	1.15	1.95	1.10	1.879	78	.64
item4	3.97	.80	3.90	.77	.425	78	.672
item5	3.97	1.02	3.87	1.01	.438	78	.663
item6	2.20	.96	1.87	.93	1.526	78	.131
item7	1.87	.68	1.85	.94	.135	78	.893
item8	2.20	.96	1.87	.93	.510	78	.612
item9	3.85	.86	3.80	1.01	.237	78	.813
item10	4.07	.97	3.95	.95	.579	78	.564
item11	3.80	1.01	3.05	.93	3.437	78	.001*
item12	3.95	.87	4.00	.67	-.285	78	.776
item13	2.57	1.21	1.95	.98	2.524	78	.001*
item14	4.37	.74	4.25	.74	.754	78	.453
item15	4.27	.64	4.17	.63	.701	78	.485
item16	4.40	.70	4.10	.67	1.943	78	.056
item17	3.85	1.00	3.65	.73	1.018	78	.312

item18	3.90	1.10	3.82	1.08	.307	78	.760
item19	1.67	.94	1.42	.63	1.389	78	.169
item20	4.15	.86	4.20	.64	-.293	78	.770
item21	3.92	.82	4.10	.67	-1.038	78	.303
item22	3.75	.77	3.72	.87	.135	78	.893
item23	4.10	.77	3.95	.59	.967	78	.336
item24	4.15	.80	3.87	.85	1.485	78	.141
item25	3.55	1.06	3.30	.99	1.088	78	.280
item26	2.50	1.08	2.65	1.12	-.608	78	.545
item27	4.15	.69	4.17	.59	-.172	78	.864
item28	4.15	.48	4.37	.62	-1.796	78	.076
item29	2.70	1.09	2.62	1.03	.316	78	.753
item30	3.97	.80	3.65	1.16	1.453	78	.150
item31	3.60	.95	3.82	.98	-1.037	78	.303
item32	3.80	.93	4.07	.76	-1.436	78	.155
item33	3.90	.81	3.80	.72	.582	78	.562
item34	3.30	1.11	3.27	1.03	.104	78	.918

Note: SULPPI=State University Language Prep Program Instructors; PULPPI=Private University Language Prep Program Instructors

4.2.5. The Results of the Stimulated Recall related to the Perceptions of State and Private University Language Prep Program Instructors on Target Culture and integrating Target Culture in Their Teaching

In this part, the responses of the instructors to the stimulated recall were reported. In order to avoid complexity, the results of each instructor were presented separately.

In order to understand whether there were any differences between the state and private university language preparatory program instructors' classroom applications in relation to integrating target culture in an EFL classroom, one instructor from private and one from state language preparatory programs were asked to reflect on their own teaching right after the researcher attended and recorded their lesson. Specifically, the state and private

university language prep program instructors were asked to prepare a 20-minute activity based on teaching cultural components (e.g. sports, English, history). The activity was recorded by the researcher. After the lesson, the instructors were asked to watch the recording of their lessons and respond to questions directed by the researcher about integrating target culture in their EFL classrooms. The primary aim was to gain in-depth information on the instructors' perceptions on their classroom applications related to integrating target culture in their classroom and to find out whether there are any differences between the two groups of participants.

4.2.5.1. Findings related to the Stimulated Recall about the State University Language Prep Program Instructors' Classroom Applications on integrating Target Culture in an EFL Classroom

As with the warm-up activity, the state university language prep program instructor asked the students where they lived and where they would like to live. She responded that the main aim of this activity was to introduce England and its culture. The instructor thought the best way to make an introduction was to begin with the students' native country by asking them some questions related to Turkish culture. Then she reflected a map of England via projector and asked the students to recognize which country it was by pointing to certain cultural elements reflecting British culture. She reflected her opinion about why she chose British culture in the following way as she said:

Because we are teaching English and our course book is based on British culture and there are lots of cultural elements in it. Generally we focus on some famous historical places like London Eye. That is something they know, something they wish to learn. So, I had to focus on England and the cities they mostly know in England, not the other cities in England (State University Language Prep Program Instructor 1).

She continued her lesson with asking some questions about England, stating that she intended to make some kind of brainstorming session. She wanted to learn what the students

knew, what they had in their background about England or London. Additionally, she stated that her aim was to go one step forward as she believed teaching to be a step by step process. She let the students answer voluntarily and when asked why she reflected her opinion about it in the following way as she said:

First of all, they may not know all cultural elements of other languages, other people. So, if I make them or ask them to just tell me, they could be ashamed. If I force them, they will feel under pressure. On the contrary, I am here to teach them what they need to communicate well which also, I believe, includes some cultural knowledge regarding the target language (State University Language Prep Program Instructor 1).

As seen from the excerpt above, the state university language prep program instructor had certain awareness regarding the fact that her questions were related to target culture and matched with her aims in relation with the integrating target culture into her lesson.

After this brainstorming activity, she used some flashcards about England. When asked to reflect on why and how she chose those specific cultural elements, she reported that the topic was England. So she chose some famous images from London such as monuments, natural beauties and some famous people from London, because by showing pictures the students could understand better. She also added that instead of talking too much, showing pictures to the students helps them understand and visualize the topic.

When asked about her rationale behind choosing the cultural elements, she reported that she chose them easily. In other words, it was assumed that she integrated some basic and well known elements of British culture in her lessons via visual aids.

After teaching the vocabulary related to British culture, the state university language prep program instructor gave a handout to the students containing the newly-learned vocabulary so as to practice what they had learned. In the handout she asked the students to work in pairs and match the words with the related pictures which they would recognize from the flashcards.

When asked about the rationale behind this activity, she reported that she tried to revise the previously learned grammatical structure, passive voice. Additionally, she said that she was happy with the students' performance, found them quite active and thought they built a good relationship. Based on her perceptions, it could be assumed that she would prefer to integrate culture while teaching.

While the students were doing the vocabulary activity, she monitored them and helped the ones who needed guidance. When she was asked to reflect on her monitoring, she stated that her teaching philosophy was based on trust between her and the students. She added that the activity she had prepared was a mixture of easy and difficult questions and knew that some of her students would need help and support. In general, she was happy with the performance of the students as stated below:

Yes, they were quite active. I enjoyed it and felt that they also like it. It is our general classroom context. I focus on some cultural elements and the students complete the activity (State University Language Prep Program Instructor 1).

Furthermore, when the state university language preparatory program instructor was asked to reflect on the interest of her students on British culture, she stated that her students were used to doing such activities and had fun as reflected below:

This was my preference. I think our curriculum focuses on teaching British culture. What I mean, our exams are based on British culture and our course book is based on British culture so I have to make something in accordance with our curriculum and our book. Also there is one more thing I like British culture because I feel like it's kind of widespread around the world (State University Language Prep Program Instructor 1).

It can be inferred from the excerpt above that she was aware of the reason why she should integrate cultural elements into her teaching and found this quite important. Due to the curriculum and the course books being based on British culture, the state university language prep program instructor integrated the cultural components while teaching.

When the state university language preparatory program instructor was asked to comment on whether language and culture cannot be separated, she stated that if there were people, then there was language. She added that people actively gave importance to certain things reflected in the language and responded as follows:

How can we separate language and culture? They're interwoven. Culture teaching is a component of language teaching (State University Language Prep Program Instructor 1).

At the end of the lesson, the state university language prep program instructor gave the students an assignment in order to make them review what they had learned that day. The following words from the instructor show what she thought about the contribution of the assignment containing target cultural elements in her teaching and her students' learning:

The assignment is to write a paragraph about England by using the new words they learned. The aim is to make them revise the vocabulary they have newly learned by writing a paragraph including elements of British culture and also they get the chance to revise the grammar points they have learned (State University Language Prep Program Instructor 1).

Finally, when asked to add anything regarding her perceptions on integrating target culture in an EFL classroom, she emphasized that teaching a language involves teaching the culture. She said:

I like teaching language and culture. I feel that while teaching a language you also teach the culture. If you want to learn a language you have to learn about its culture (State University Language Prep Program Instructor 1).

Looking at the excerpt above, it can be inferred that the state university language prep program instructor emphasized cultural elements while teaching. She enjoyed teaching target culture in her lesson, and believed if the language originally belonged to a country; it should involve the culture of the people living there.

4.2.5.2. Findings related to the Stimulated Recall about the of the Private University Language Prep Program Instructors' Classroom Applications on integrating Target Culture in an EFL Classroom

As with the warm-up activity, the private university language prep program instructor asked the students some questions related to soccer and football. When asked the reason behind choosing such a warm-up activity she responded her aim was to show that there were differences in the vocabulary use in the USA and England. She thought it would be a nice topic since all students are generally interested in sports.

However, when she was asked whether she was happy with her choice of pre-vocabulary activity and whether she could think of another pre-vocabulary activity which could be more culturally engaging for the students, she stated that using visual aids such as flashcards or videos focusing on sports in these two countries would have been more appealing and more culturally engaging for the students. She reflected on her dissatisfaction about the pre-vocabulary teaching activity to her responses in the following way as she said:

I could have used some visual aids such as flashcards or videos about British and American sports. I think it would be more appealing and stimulating because asking questions without using some visual aids was not so effective (Private University Language Prep Program Instructor 1).

Furthermore, when the private university language prep program instructor was asked to reflect on the performance of the students while answering the questions, she reported that only a few of the students were aware of the differences between these two concepts namely, soccer and football.

After the pre-vocabulary teaching, she divided the students into groups of four and provided them with a vocabulary game worksheet. The she gave a set of dice to each group. The students followed the orders of the game and by using the dice the students had to find the correct word moving from square to square until they reached the final step. When she

was asked the reason behind choosing this game, she responded that her main aim was to introduce the topic in an enjoyable way.

Besides, when asked to reflect on the idea why she chose to compare American and British sports, she responded in the following way:

Because as many of our students love football, I thought, it would be a good tip to show them that there are a lot of different types of football; soccer vs. football. That's why I chose to compare them (Private University Language Prep Program Instructor 1).

Regarding the way she grouped the students, she said that the students needed some interaction among each other. Additionally, she stated that while working in groups, they could share their cultural backgrounds related to soccer and football as they watch TV, use the internet, read and listen, etc. out of the classroom.

Considering the fact that most of the students like playing games while learning or practicing, she was asked to reflect on the performance of the students while playing the game. She stated that although they liked the game their performance could have been better:

They liked the game but if we talk about the performance it was not a one hundred performance game. It could have worked better if I had a pre-vocabulary teaching activity and also if I could have added other cultural elements such as the eating, living styles, traditions, etc. of British and American people (Private University Language Prep Program Instructor 1).

Looking at the excerpt above, it can be inferred that although the private university language prep program instructor had some awareness of culture teaching and thought it should be integrated in her lessons, she thought it could have been better if she had integrated more cultural components while teaching.

Furthermore, when she was asked what came to her mind when she thought of target culture, she stated it is the culture coming from the language we teach. She reflected upon her perceptions of the definition in the following way:

In fact, the target culture in my mind is the culture that comes from the language that we observed from the people that used the language that we teach (Private University Language Prep Program Instructor 1).

As for the definition of target culture, it can be inferred that she thought that culture belongs to the target language and should be taught together. In this respect, when she was asked to state which countries target language and target culture involve, she responded that because of their teaching methods or course books, the first two countries were the USA and the UK. In fact, she sometimes loved giving examples from Australia as reported below:

Because of our teaching methods or let's say books especially, the first two countries are the USA and the UK but in fact I love sometimes giving examples from Australia as well (Private University Language Prep Program Instructor 1).

Finally, regarding the fact that the private university language prep program instructor had certain awareness about target culture, she was asked to respond on whether culture and language can be separated. She stated that language and culture form a society and without teaching the target culture, you cannot teach the language. She remarked on her perception on teaching target culture as follows:

They can exactly not be separated because culture forms the language. Without the culture you cannot teach the language (Private University Language Prep Program Instructor 1).

Consequently, it is obvious that the private university language prep program instructor had awareness on target culture and thought it was crucial to integrate cultural elements while teaching in an EFL classroom. However, unlike the state university language prep program instructor, she believed that target culture includes not only British culture but also American and Australian cultures. Lastly, it was also noticed that the private university

language prep program instructor was confident with integrating target culture in her classroom only if she had the adequate knowledge about it.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1. Introduction

The purpose of this study is to investigate the perceptions and classroom applications of the Turkish EFL instructors working in language prep programs at state and private universities in Turkey in relation to integrating target culture in their classroom.

In relation to examining the perceptions of the state and private language prep program instructors in terms of target culture, the returned questionnaires and semi-structured interviews indicated that the two groups of instructors thought that language and culture cannot be separated, that target culture was related to the English-speaking countries, and that it was important to integrate target culture while teaching in an EFL classroom.

Furthermore, the study aimed to find out whether there were any differences between the state and private university language prep program instructors' perceptions in relation to their classroom applications on integrating target culture in an EFL classroom.

To begin with, the data obtained through the questionnaires and the semi-structured interviews reported that both groups of instructors believed culture was an important component of language teaching. It was often a part of their lessons and that it was crucial for a language instructor to integrate target culture while teaching in EFL an classroom.

Besides, the findings revealed that target culture was perceived as the culture of all English-speaking countries by both groups of instructors.

Additionally, according to the independent samples t-test, there was not a significant difference between the perceptions of state and private university language prep program instructors on target culture.

Finally, the findings of the stimulated recall indicated that there were some differences in the classroom applications by the state and private university language prep program instructors while teaching target culture in an EFL classroom.

The remaining part of this chapter first discusses the findings of the perceptions and classroom applications of the state and private university language prep program instructors on target culture. After that, the pedagogical implications are briefly explained. In the final section, the limitations of the present study are included followed by suggestions for further research.

5.2. Perceptions of the State and Private University Language Preparatory Program Instructors in Relation to Integrating Target Culture in an EFL Classroom

As previously discussed, a questionnaire and semi-structured interview were administered to the state and private university language prep program instructors to identify their perceptions in relation to integrating target culture in an EFL classroom.

According to the obtained data, target culture was perceived as an important component of language teaching both by state and private university language prep program instructors.

The two groups of instructors believed that language and culture are intertwined and that they cannot be separated.

Moreover, the two groups defined target culture as neither mainly British culture nor mainly American culture. Rather, they referred to it as the culture of all English speaking

countries. This may be because the instructors are aware of the developing and globalizing world which requires the students to improve their linguistic and intercultural competence. Additionally, though their course books are based on British culture, it has been noticed in the recent years many course books include other cultures (e.g. Australian). Therefore, both groups were aware of the fact that their students need to be informed about other cultures to interact with people from other cultures.

Furthermore, the results indicated that both groups found the following cultural components to be important to focus on in their lessons: the characteristics of home, family nature, and interpersonal relations in a community; the system that is reflected by the media, cinema, music, literature and art of a community; the customs, traditions and institutions of a country; what people do at work, at home, in their free time and while they entertain.

Moreover, the results of the independent samples t-test revealed that there was no significant difference between the state and private university language prep program instructors' perceptions on cultural components.

According to the findings, both groups related target culture with traditions, lifestyles, customs, gestures and values of the English speaking countries. Additionally, they stated that home life, family, nature, interpersonal relations, media, cinema, music, literature, art, customs, traditions, work and free time are also components of target culture. This may be due to the fact that most of the instructors mainly follow the course books and teach the target culture the way it is presented. This might also be due to the fact that when target culture is considered, these cultural components generally occur. Lastly, the variety of cultural components perceived important by both groups may be due their sources of knowledge helping them raise their awareness about teaching target culture in their classrooms.

Moreover, based on the results of this study, all aspects of language, vocabulary, reading, writing, listening, grammar and speaking were perceived important to integrate while teaching target culture in an EFL classroom. It can be inferred from these results that cultural components can be introduced to the students while helping them improve their four language skills, and their grammatical and vocabulary knowledge as well.

According to the findings, it can be also inferred that there were no significant differences between the state and private university language prep program instructors' perceptions on target culture and cultural components, and aspects of language they focus on while integrating target culture in an EFL classroom. In other words, both the state and private university language prep program instructors perceived target culture as an important part of language teaching and believed in its necessity and efficiency in integrating it while teaching English.

5.3. Classroom Applications of the State and Private University Language Preparatory Program Instructors in Relation to integrating Target Culture in an EFL Classroom

Lastly, stimulated recall results indicated that there were some similarities and differences between the classroom applications of the state and private university language prep program instructors on integrating target culture in an EFL classroom.

As for the similarities between the two groups of participants, they both perceived integrating target culture components while teaching as a crucial part of language teaching. Additionally, both groups considered culture and language as intertwined and cannot be separated.

Considering the aspects of language, both groups focused on teaching vocabulary related to the target culture. The topics both groups chose were according to the students' interests and daily life.

Conversely, there were some differences between the classroom applications of the two groups of instructors on integrating target culture in an EFL classroom. The state university language prep program instructor stated that she considered British culture as the target culture due to the fact that all the course books mainly focused on British culture. However, the private university language prep program instructor claimed that England, the USA and Australia were also related to the target culture teaching since English is actively used in these countries as well.

All in all, the findings of this study revealed that both state and private university language prep program instructors considered target culture as a crucial part of target language teaching. Additionally, both groups indicated that they considered home life, family, nature, interpersonal relations, media, cinema, music, literature, art, customs, traditions, work and free time as crucial cultural components to integrate culture while teaching in an EFL classroom. Furthermore, target culture can be integrated while teaching all aspects of language namely, reading, writing, grammar, vocabulary, listening and speaking. In addition, the preferred sources of knowledge helping instructors' raise their awareness about teaching target culture in their classrooms were as follows: TV programs, films, songs, materials, course books, magazines, journals, newspapers, comics, native speakers and visiting foreign countries. Finally, the results of the stimulated recall indicated that both groups of instructors focused on vocabulary related to target culture and the daily life while teaching target culture in their classroom and considered it an important part of language teaching.

5.4. Implications

The present study has both descriptive and practical implications for integrating target culture in an EFL classroom. To begin, this study provided insights into identifying the

perceptions of the state and private language preparatory program instructors on integrating target culture in their classrooms and finding out whether there were any differences between their classroom applications related to target culture. According to the findings obtained through the questionnaires, semi-structured interviews and stimulated recall, target culture is related to all English speaking countries. Additionally, the obtained data provided evidence for identifying the cultural components that need to be paid attention to in EFL classrooms, the aspects of language to integrate target culture while teaching, and the sources of knowledge to be used to raise awareness on target culture.

According to what has been discussed above, instructors should gain information on target culture and have the knowledge adequate to raise the students' awareness on target culture. Specifically, instructors should integrate target culture while teaching in an EFL classroom by paying attention to the cultural components, aspects of language and different sources of knowledge. In this sense, the results of this study can be taken for granted while designing and evaluating language preparatory programs for EFL students.

5.5. Limitations

Although the present study revealed some interesting and significant findings, they should be taken as suggestive rather than definitive due to following limitations.

First, the data collection instruments designed for the purposes of this study simply rely on the perceptions of the state and private university language prep program instructors on integrating target culture in an EFL classroom. The intercultural or local culture awareness of instructors was not included which might have affected the results of the study.

Data collector bias might also be considered as another limitation of this study. Since the researcher worked at the same department, the particular participants working there might have been hesitant to reveal their genuine opinions about the subject and might have felt anxious during the stimulated recall process considering her teaching not just how she integrated target culture while teaching might be judged by the researcher, her colleague.

Furthermore, it is possible that the camera might have affected both the instructors and the students, they might have considered it obtrusive and this might have caused them to change their ordinary behaviours. Any modifications or changes in the ordinary behaviours of the instructors might affect and hinder the reliability of this study which is due to the fact that the usual approach of instructors towards integrating target culture while teaching is of crucial importance for this study. Moreover, the students might have been affected due to the camera and remained silent or on the contrary much more actively.

Additionally, the instructors might not have responded to questions regarding their classroom applications sincerely and objectively which should also be an issue of consideration.

Finally, the present study focused on the perceptions of forty state and forty private university language prep program instructors in Turkey. Thus, it has limited external validity which prevents generalization of the results to different contexts.

Despite these limitations, the present study is significant for the field of integrating target culture while teaching in an EFL classroom since it provides foundation for the further research.

5.6. Recommendations for Further Research

This study has several recommendations for further research. First of all, the perceptions of the state and private university language prep program instructors vary. Therefore, it is recommended to replicate the present study by also comparing the differences between the EFL instructors' perceptions at different language prep programs in Turkey.

Additionally, future research should also investigate students' perceptions on target culture and target culture integrated lessons which would provide insights into whether the objectives of the instructors' and the universities' match with what students actually require.

Finally, a group of participants can be trained before examining them and there can be a control group which does not get any education or training on integrating target culture while teaching. The results of this empirical study can be compared regarding the fact that whether there are any differences between the previously trained and non-trained groups.

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APPENDICES

APPENDIX A

THE QUESTIONNAIRE GIVEN TO THE STATE AND PRIVATE UNIVERSITY LANGUAGE PREPARATORY PROGRAM INSTRUCTORS ABOUT THEIR PERCEPTIONS ON TARGET CULTURE AND THEIR CLASSROOM APPLICATIONS

Dear colleague,

I am doing my Masters degree at the Faculty of Education, English Language Teaching Department at a private university in Turkey. The aim of my thesis is to investigate the state and private university language preparatory program instructors' perceptions on target culture about integrating target culture in an EFL classroom and also find out about their classroom applications related to teaching target culture. As an EFL instructor, your ideas are of utmost importance to this study.

This questionnaire has been prepared to serve as a data collection instrument for my study. The questionnaire consists of two main parts. The first part aims to get information about your personal profile which is important for the research, while the second includes two sub parts which aim to identify your perceptions on target culture and your classroom applications related to teaching target culture.

Frank and sincere answers that you are going to mark will affect the results of the study positively. The information will be coded, remain confidential and used for research purposes only. I appreciate your cooperation and hope you will seriously consider taking part in this study.

I will be happy to answer any questions. You can reach me via email address or phone number written below.

Thank you for your kind cooperation.

Ezgi AYDEMİR
Namık Kemal University
School of Foreign Languages
aydemirezgi@gmail.com
0 282 250 30 20 / 3020

PART 1

Please tick the appropriate choice yourself.

- 1. Gender Male Female
- 2. Nationality _____
- 3. Department of Graduation
 - a. English Language Teaching
 - b. English Language and Literature
 - c. American Culture and Literature
 - d. Translations and Interpretation
 - e. Linguistics
 - f. Other_____

4. Educational background (please specify the university and the program)

- a. BA

- b. MA completed/ MA in progress
- c. PhD completed/ PhD in progress

5. Teaching Experience (in general)

- a. 0-1 year
- b. 2-3 years
- c. 4-5 years
- d. 6-10 years
- e. 11 years and more

6. Have you ever been abroad?

- a. No
- b. Yes

If yes, please specify which country and how long?

Part 2

A. Please tick the appropriate choice.

		STRONGLY DISAGREE	DISAGREE	NOT DECIDED	AGREE	STRONGLY AGREE
1.	Culture and language cannot be separated.					
2.	Teachers should know about target culture.					
3.	English can be taught without reference to culture.					
4.	My students ask questions about target culture.					
5.	The best way to learn something about target culture is to go and live in that country.					
6.	I do not teach target culture in my lessons.					
7.	Giving cultural information is boring for my students.					
8.	I have difficulty in giving cultural information in my lessons.					
9.	I find it useful to compare Turkish and target culture in my lessons.					
10.	I try to learn more about target culture in order to use in my lessons.					
11.	Target culture should focus on the teaching of monumental aspects of culture (i.e. famous people, famous paintings, best-sellers, buildings).					
12.	My students like learning about culture.					
13.	I feel uncomfortable when a question is asked about target culture.					
14.	ELT teachers should be equipped with cultural patterns of target language.					
15.	I tell my students what I heard (or read) about target culture.					

		STRONGLY DISAGREE	DISAGREE	NOT DECIDED	AGREE	STRONGLY AGREE
16.	Course curriculum should also cover the cultural information in addition to the linguistic information.					
17.	I make sure that my lesson plans include information about target culture.					
18.	I talk to my students about my own experiences in the foreign country.					
19.	ELT teachers should only teach language, not culture.					
20.	I tell my students why I find something fascinating or strange about target culture.					
21.	It is important for me to include aspects of culture as part of my classroom teaching.					
27.	I find it enjoyable to give cultural information in my lessons.					
28.	I believe culture is very important in establishing appropriate communication.					
29.	It is impossible to learn target culture without living in that country for a while.					
30.	I need to learn more about target culture.					
31.	Culture changes overtime.					
32.	I select the cultural elements according to the characteristic (i.e. age, level etc.) of my students.					
33.	Culture is often a part of my lessons.					
34.	Target culture should focus on the teaching of beliefs (i.e. religion, likes and dislikes, values, taboos etc.).					

B.

1. When you think of culture, which of the following is suitable. Please put a tick.

		EXTREMELY IMPORTANT	IMPORTANT	NOT SO IMPORTANT	NOT IMPORTANT AT ALL	USELESS
1.	The characteristics of home, family nature, and interpersonal relations in a community.					
2.	The system that is reflected by the media, cinema, music, literature, and art of a community.					
3.	The customs, traditions, and institutions of a country.					
4.	What people do at work, at home, in their free time and while they entertain.					

2. Which of the following do you incorporate culture into while teaching English?

(Choose any three areas and rank them as 1st, 2nd, and 3rd according to their priority.)

___ Vocabulary

___ Grammar

___ Reading

___ Speaking

___ Listening

___ Writing

3. What are the sources of your knowledge about target culture? (Choose all applicable)

- TV programs (not including films)
- Films
- Songs
- Realia-artifacts/ Materials
- Websites
- Social networks (i.e. Facebook, MSN, Twitter etc.)
- Images/ Photos
- Native speakers themselves
- Visits to foreign countries
- Coursebooks
- Books/ Magazines/ Journals/ Newspapers/ Comics
- Teachers training sessions/ Conferences/ Workshops
- Other: _____

APPENDIX B
THE SEMI-STRUCTURED INTERVIEW GIVEN TO THE STATE AND PRIVATE
UNIVERSITY PREPARATORY PROGRAM INSTRUCTORS ABOUT THEIR
PERCEPTIONS ON TARGET CULTURE AND THEIR CLASSROOM
APPLICATIONS

1. What do you understand from the concept “target culture” while teaching English in your classroom? Briefly explain, please.

2. Which of the following culture components do you perceive important to incorporate while teaching target culture in your classroom? Briefly explain, please.
 - a) Home life, family nature, interpersonal relations
 - b) Media, cinema, music, literature, and art
 - c) Customs, traditions
 - d) Work, free time

3. Which of the following aspects of language do you perceive important to incorporate while teaching target culture in your classroom? Briefly explain, please.
 - a) Reading
 - b) Writing
 - c) Listening
 - d) Speaking
 - e) Vocabulary
 - f) Grammar

4. Which of the following sources of knowledge help you raise your awareness most about teaching target culture in your classroom? Briefly explain, please.
 - a) TV programs (not including films)
 - b) Films
 - c) Songs
 - d) Realia-artifacts/ Materials
 - e) Websites
 - f) Social networks (i.e. Facebook, MSN, Twitter etc.)
 - g) Images/ Photos
 - h) Native speakers themselves
 - i) Visits to foreign countries
 - j) Course books
 - k) Books/ Magazines/ Journals/ Newspapers/ Comics
 - l) Teachers training sessions/ Conferences/ WorkshopsOther: _____