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**THE INFLUENCE OF BIAS AGAINST TARGET
CULTURE ON MOTIVATION OF YOUNG LEARNERS
TO LEARN ENGLISH**

MA THESIS

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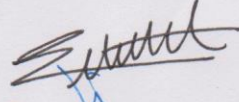
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THE INFLUENCE OF BIAS AGAINST TARGET CULTURE ON
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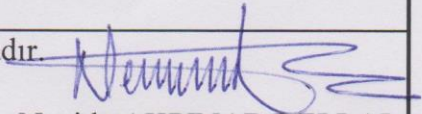
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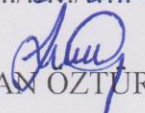
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Yüksek Lisans tezi olarak sunduğum “The Influence of Bias against Target Culture on Motivation of Young Learners to Learn English” adlı çalışmanın, tarafımdan bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurulmaksızın yazıldığını ve yararlandığım eserlerin Kaynakça’da gösterilenlerden oluştuğunu, bunlara atıf yapılarak yararlanmış olduğumu belirtir ve bunu onurumla doğrularım.

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2. Öğrencilerin cinsiyetlerinin öğrenme motivasyonları ve tutumları üzerine etkisi
3. Diğer kültürlerle deneyimlerin o kültürlere karşı tutuma etkisi
4. Kültürel olarak zenginleştirilmiş tekrar derslerinin çocukların dil öğrenme tutum ve motivasyonlarına etkisi

TÜRKÇE ANAHTAR KELİMELEER :

- 1.Çocuklar
2. Motivasyon
3. Tutum
4. Ön yargı
5. Kültür

İNGİLİZÇE ANAHTAR KELİMELEER:

1. Young learners
2. Motivation
3. Attitude
4. Bias
5. Culture

1- Tezimden fotokopi yapılmasına izin vermiyorum O

2- Tezimden dipnot gösterilmek şartıyla bir bölümünün fotokopisi alınabilir O

3- Kaynak gösterilmek şartıyla tezimin tamamının fotokopisi alınabilir X

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ABSTRACT

The main purpose of this research is to find out the influence of bias against target culture on motivation of young learners to learn English through two-week culturally enriched revision classes for the 5th and 7th graders. The study was carried out at Selimiye Primary School, Milas in the education year 2011-2012. The study is limited to its sampling 122 students, 56 of them are 5th grade and 66 of them are 7th grade students. 8 groups were formed: 2 experimental and 2 control groups for both 5th and 7th grade. The study was carried out for 2 weeks; 8 hours for the 7th graders and 6 hours for the 5th graders in the second term of the 2011-2012 education year. The experimental groups had culturally enriched revision classes. The topics chosen for the revision classes are food and festivals. These cultural elements were integrated to the ordinary syllabi to review the structures and vocabulary they learnt previously.

Data were collected via three different instruments: an attitude and motivation questionnaire, semi-structured interview and the field notes taken by the researcher throughout the culturally enriched revision classes. The data were gathered before, during and after the experimental activities. The results were analysed by taking into the role of some factors such as gender, age and experience if any.

The results show that the students are generally highly motivated; however, younger learners are more motivated. Their levels of motivation have meaningful difference according to gender to some extent. The field notes and interview results show that most of the students are not biased against other cultures. Nevertheless, some of their negative attitudes changed after culturally enriched classes. The revision classes also have a remarkable positive effect on students' cultural knowledge. In addition, it is observed that students are more aware of the lingua franca status of English after the revision classes.

KeyWords: Attitude, bias, culture, motivation, young learners.

ÖZET

Bu çalışmanın amacı 5. ve 7. sınıflarda iki haftalık kültürel olarak zenginleştirilmiş tekrar derslerinden sonra hedef kültüre karşı ön yargının çocukların İngilizce öğrenme motivasyonlarına etkisini bulmaktır. Çalışma 2011-2012 eğitim-öğretim yılında Milas, Selimiye İlköğretim Okulu'nda uygulanmıştır. Çalışmanın örneklemi 56'sı 5. sınıf ve 66'sı 7. sınıf olmak üzere 122 öğrenciyle sınırlıdır. Hem 5. hem de 7. sınıflarda 2 deney, 2 kontrol grubu olmak üzere toplam 8 grup oluşturulmuştur. Çalışma 7. Sınıf öğrencileri için 8, 5. sınıf öğrencileri için 6 saat olarak 2011-2012 eğitim-öğretim yılının ikinci döneminde 2 hafta süresince uygulanmıştır. Deney gruplarına kültürel olarak zenginleştirilmiş tekrar dersleri uygulanmıştır. Tekrar dersleri için seçilen konular yiyecekler ve bayramlardır. Bu kültürel öğeler önceden öğrenilen kelime bilgisi ve yapıları tekrar etmek amacıyla normal müfredatla birleştirilmiştir.

Veriler tutum ve motivasyon anketi, yarı yapılandırılmış görüşme ve kültürel olarak zenginleştirilmiş tekrar dersleri boyunca araştırmacı tarafından alınan notlar olmak üzere 3 farklı veri toplama aracıyla toplanmıştır. Veriler uygulama etkinliklerinden önce, etkinlikler süresince ve sonra toplanmıştır. Sonuçlar cinsiyet, yaş ve deneyim gibi faktörler dikkate alınarak analiz edilmiştir.

Sonuçlar öğrencilerin genellikle motivasyon düzeylerinin yüksek olduğunu göstermiştir ancak daha küçük öğrencilerin motivasyonlarının daha yüksek olduğu görülmüştür. Öğrencilerin motivasyon düzeyleri ile cinsiyetleri arasında belli bir ölçüde anlamlı farklılıklar gözlemlenmiştir. Görüşme sonuçları ve araştırmacı tarafından alınan notlar birçok öğrencinin diğer kültürlerle karşı ön yargılı olmadığını göstermiştir, yine de bazı olumsuz tutumlar kültürel olarak zenginleştirilmiş derslerden sonra değişmiştir. Tekrar dersleri ayrıca öğrencilerin kültürel bilgilerine dikkat çekici şekilde olumlu etki etmiştir. Ayrıca tekrar derslerinden sonra öğrencilerin İngilizce'nin ortak dil olma durumu hakkında farkındalık düzeylerinin arttığı gözlemlenmiştir.

Anahtar kelimeler: Çocuklar, kültür, motivasyon, ön yargı, tutum.

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

For years, many theories have been put forward to explain how people acquire their first language. It has been accepted that there is a critical age period in first language acquisition which is ideal time period for acquiring the language properly, however, it is still debatable whether there is such a period in second language acquisition or not. However, it is generally accepted that the earlier the better. With the developments in the political, social, economic, and technological areas, today world is getting smaller, so people need to be in contact with other countries and to do this they need a medium language which is mostly accepted today, English. For these reasons, with the educational reform in Turkey in 2012-2013 education year, teaching English in Turkey was agreed to be started at the 2nd grade.

Up to now, various approaches and methods have been introduced to teach and learn a second language. There has been a continuum starting with Grammar Translation Method and ending with Communicative Language Teaching. Grammar Translation Method is the most traditional one for second language teaching including memorization of the formulae of the structures of the language and long vocabulary lists. Written language is seen superior to the spoken language. However, from Grammar Translation Method to Communicative Language Teaching much has been changed step by step. With the introduction of Communicative Language Teaching, all four skills gained importance. It has been understood that to know a language, just mastering its structures and vocabulary was not enough.

Hymes (1972) introduces the term “communicative competence” encompassing all types of language knowledge that are employed to interact successfully and effectively. Canale and Swain (1980) define four components of communicative competence. The first one is grammatical competence, knowledge of lexical morphological, syntactical and phonological features of language, provides the linguistic basis for the rules of usage which normally results in accuracy in performance. The second one is strategic competence that includes communication strategies which we may call into action to compensate for communication breakdowns due to performance variables or insufficient competence. The third one including the ability to deal with the extended use of language in context with keeping the cohesion and coherence of the communication is called discourse competence. The last one is sociolinguistic competence which deals with social rules of language use. Using the appropriate language according to such factors as the role of the participants in a given interaction, their social status, the information they share, and the function of the interaction are important (Alptekin, 2002). As teachers try to make communicatively competent learners, they should pay attention to all the components; however, sociolinguistic competence is more abstract than the others for both learners and teachers as it requires experiencing rather than learning.

For sociolinguistic competence, we need to make a distinction between *cultural knowledge* and *cultural awareness*. Tomlinson and Masuhara (2004) define cultural knowledge as being “external, static, stereotypical and reduced; being knowledge passed on to a learner from someone else, rather than arising from the learner’s own experience. It may include broad generalisations often based on a narrow selection of evidence. Therefore, it can be misleading.” Whereas cultural awareness “emphasises not information about a culture but skills in exploring, observing and understanding difference and sameness, and perhaps most centrally, suspension of judgement, i.e. not being instantly critical of other people’s apparently deviant behaviour” (cited in Broady, 2004: 68-69). So as teachers, we should promote our students’ cultural awareness. While teachers are raising their students’ cultural awareness they should distinguish between three distinct views put forward by Chambers (2004). The first one is *monocultural* perspective which refers to target culture as homogeneous, static and monolingual by neglecting the diversity of the cultures. Secondly, *multicultural*

perspective compensates for the one dimensional bias of the monocultural perspective but does not fully recognise the dynamic features of the cultures. The last perspective is the *intercultural* one taking both the dynamic process of change and the diversity of the cultures into account (cited in Rantz and Horan, 2005).

Intercultural awareness “emphasises that cultures can only be defined in relation to each other. It implies both a ‘window’ on the culture/cultures of the target countries and a ‘mirror’ where we discover ourselves in the process of discovering the other culture.” Also it implies a shift from ‘ethnocentrism’ to ‘ethnorelativism’ which is the ability to decentre, to see things from someone else’s perspective, to develop ‘empathy’ as well as an awareness of the intercultural process of change of both individuals and societies arising out of the dynamics of encounters between them (Rantz and Horan, 2005: 210-211). Rantz and Horan (2005) explain ‘intercultural communicative competence’, or ‘intercultural competence’ in short as a combination of ‘intercultural awareness’ with ‘communicative competence’ (2005: 211).

While developing intercultural awareness at primary level, we should develop activities that trigger the child’s natural curiosity about other cultures, make the child active in learning process, get the child to have not only knowledge but also the critical thinking ability about the target culture/s as well as his/her own culture and consider the social and emotional responses of the child in dealing with culture (Rantz and Horan, 2005).

The main purpose of this study is to identify the influence of bias against target culture on motivation of young learners to learn English. Not until the introduction of communicative language teaching, language learning was not seen as mastering the structures and vocabulary of the target language by ignoring the other factors that are indispensable parts of real communication. Alptekin (2002) argues that “Communicative competence, with its standardized native speaker norms, fails to reflect the lingua franca status of English” (2002: 60). He explains that “Given the lingua franca status of English, it is clear that much of the world needs and uses English for instrumental reasons such as professional contacts, academic studies, and commercial pursuits. In this context, much communication in English involves (and will increasingly involve) non-native speaker/non-native speaker interactions”

(Alptekin, 2002: 61). Following this point it is impossible to talk about target culture from a monocultural perspective. Culture is not static or homogeneous. Therefore, teachers of English may seek the ways of opening new windows for their students by making them aware that other cultures exist all of which bring variety to our world. As English does not represent a certain culture due to its current function all over the world, its cultural aspect cannot be taught like the other components of the language.

In Turkey, most teachers neglect the communicative function of English and teach it just to make the students pass such exams as TEOG, YDS etc. From my experience, this kind of teaching makes students have just extrinsic motivation and the teachers whose one of the roles is opening new windows for the students cannot help them to cope with their bias against both English and different cultures apart from theirs. Therefore, it is found worthy to study on cultural awareness and motivation of young learners via culturally enriched English classes with the 5th and 7th graders.

1.2. The Scope of the Study

Teaching and learning a language is like an ocean and this study is a drop which includes recognising the characteristics and motivations of young learners between the ages of 11-13, their level of cultural awareness and their attitudes towards other cultures and English classes. Topics of the study are given below:

- (a) Motivation levels of the participants at the beginning and at the end of the study
- (b) Their attitudes towards other cultures before, during and at the end of the study

1.3. Aim of the Study

The aim of the study is to find out the effects of two-week culturally enriched revision classes for the 5th and 7th graders on their motivation to learn English and

their attitudes towards other cultures. With this purpose the results of attitude and motivation questionnaire, semi-structured interview and field notes taken by the researcher were analysed by taking into the role of some factors such as gender, age and experience if any.

1.4. Research Questions

The study seeks to find out answers to the following questions:

1. How does age factor affect the students' motivation to learn English and their attitudes towards other cultures?
2. How does gender factor affect their motivation to learn English and attitudes towards other cultures?
3. How does experience with the other cultures, if any, affect their attitudes towards other cultures?
4. What kind of difference has occurred between the students who have two-week culturally enriched classes and who do not?

1.5. Significance of the Study

This study might be seen as significant in several ways. Firstly, in most schools in Turkey, the communicative teaching of language has still been neglected due to some compulsory exams to be taken by the students. Another main field of the study is cultural awareness and attitudes towards other cultures. This field is relatively untouched when compared to the other fields of language teaching. Another topic is bias and children, although there are various studies on young learners and children, there are quite limited data about this. The study may provide data about the attitudes (biased or unbiased) of the participants with different cognitive developmental levels and different genders. Communicative activities used in culturally enriched classes may be effective in diminishing prejudices, if any. Another significant point is that

three different data collection tools (questionnaire, semi-structured interviews and field notes) were used to collect more reliable data.

1.6. Limitations of the study

The study is limited to its sampling of 56 5th graders and 66 7th graders of Selimiye Primary School. The study was carried out for 2 weeks and 8 hours for the 7th grades, 6 hours for the 5th grades participants in the second term of the 2011-2012 education year. However, at least, a-three-week study is suggested, as the researcher has been the teacher of the experimental groups for two years, a-two-week study was thought to be enough.

1.7. Operational Definitions

Young learners refer to the learners aged between 2 and 13 onwards (Pinter, 2011).

Motivation refers to one of primary causes of being successful or failure in second language learning (Richards and Schmidt, 2002).

Culture “refers to the common values and beliefs of a people and the behaviours that reflect them” (Gebhard, 2009: 119).

Intercultural communicative competence refers to the attitudes; curiosity, openness and suspending disbeliefs; knowledge about one’s own and others’ behaviours; skill of interpreting his existing knowledge or discovering the knowledge in the process of communication (Byram, 1997).

Bias against something or someone refers to preferring one group of people to another and behaving unfairly as a result (*Advanced Learner’s English Dictionary*, 2004: 125).

CHAPTER II

REVIEW OF LITERATURE

2.1. Who are young learners?

There are many different definitions for young learners. For instance, Scott and Ytreberg (1991) assume that they are between the ages of five and ten or eleven. McKay (2006) states that they are the learners whose ages are from five to twelve. However, Nunan (2011) puts forward a larger span between the ages three and fifteen. On the other hand, Pinter (2011) suggests that as there are many variations of the age span of starting and leaving school among countries, it is difficult to put the definition between certain age brackets. Nevertheless she divides them into three different groups: preschool (2-5 years old), primary school years (6-12 years old) and early adolescents (13 onwards).

For teachers, being knowledgeable about the characteristics and the developmental levels of our students is highly important for addressing them properly. Thus, indicating the differences between three age groups of learners is crucial for getting the general reflections about the learners. The Table 2.1. below is adapted from Harmer (2001).

Table 2.1. Differences between young children, adolescents and adult learners: Adapted from Harmer (2001)

Young Children	Adolescents	Adult Learners
<ul style="list-style-type: none">• They respond to the meaning even so they don't understand each word.• They can learn from everything around them indirectly rather than what they are being taught directly.	<ul style="list-style-type: none">• Although they are good at language learning, they make teachers feel hopeless due to their problematic developmental behaviours.	<ul style="list-style-type: none">• They can engage with abstract thought.• They have a wide range of life experiences.

Table 2.1. (Continuation)

Young Children	Adolescents	Adult Learners
<ul style="list-style-type: none"> • They understand not only with explanations but also significantly from seeing, hearing, touching and interacting. • Usually, they are enthusiastic for learning and curious about their surroundings. • They are in need of getting attention individually and approval from the teacher. • They are fond of talking about themselves and learn better with the individualized topics. • Due to their limited attention spans, they get bored easily and lose their interests after five or ten minutes • The classroom needs to be bright and colourful and have enough space for the kinaesthetic activities. 	<ul style="list-style-type: none"> • Although they are good at language learning, they make teachers feel hopeless due to their problematic developmental behaviours. • Searching for individual identity makes them less lively, humorous and cause discipline problems. • Peer approval is more important than the teacher's. • If they are engaged with the activities interesting for them, they have a fabulous capacity of learning and creativity. • Teachers need to foster their self-esteem. • Teachers need to link teaching with their interests. • They are good at abstract learning activities. • Despite the risk of being humiliated, they should be given the tasks relevant for their capability. 	<ul style="list-style-type: none"> • They can engage with abstract thought. • They have a wide range of life experiences. • They have expectations about learning and their own way of learning. • They are more disciplined and don't get bored easily unlike the other age groups. • They know why they are learning and what to get out of this, so they can sustain their motivation levels even if it is a distant goal. • They can be critical of unfamiliar teaching patterns. • They may have unsuccessful learning experiences which make them anxious with their current learning process. • They may worry that their intellectual powers decreasing by age.

As it is presented above, the learners from different age groups have several different characteristics, needs, interests, strengths, and weaknesses. As teachers of language we should be aware of those and adjust our teaching methods and materials to our students.

2.2. How Young Learners Learn

As teachers of young learners, we should be aware how our students make sense of the world. Namely, we should be knowledgeable about their developmental levels cognitively and personally as well as their language development and characteristics. Up until now, many psychologists and educators have put forward several theories in order to explain how children think and learn. Yet the most significant ones that had tremendous effects on contemporary education were formed by Piaget, Vygotsky and Bruner.

On the contrary to behaviourists' stimuli and response and blank slate theory, Cameron (2001) states that Piaget acknowledges children actively construct knowledge by interacting with their surroundings around them and by coping with the problems presented by their environment. She also adds that "thought is seen as deriving from action; action is internalised, or carried out mentally in the imagination and in this way thinking develops" (Cameron, 2001: 3).

Piaget describes the two cognitive stages of knowledge of children as assimilation and accommodation (Cameron, 2001). The most common example for this is doggies and kitties. A child who has previously the knowledge of kitty might also call the other four legged animals like doggies, as kitties, too. This stage is called assimilation. However, out of his/her own explorations and experiences he/she accommodates the knowledge. Initially assimilation and accommodation take place as behaviour but eventually they become more clear thinking processes.

Piaget also asserts that children undergo some stages of cognitive development during some certain age spans. McCloskey (2002) summarizes those stages as at sensorimotor stage which is from birth to two years old; children develop ideas about how things happen by interacting with their environment. When they are at the age of between two and seven, this stage is called as pre-operational when children still do not have capability of thinking abstractly but they are in need of concrete situations to proceed the ideas. From the age of seven to eleven, although they still do better by doing or experiencing, they can solve some abstract problems. That stage is called concrete operations. The final stage of Piaget is formal operations at which children are capable of thinking abstractly between the ages of eleven and fifteen.

Although Piaget has been criticised in some aspects, his contributions are precious ones to be considered while teaching young learners. A very significant idea to be considered is that children are active learners and thinkers and sense-makers from their own experiences.

Another major theorist is Vygotsky. He is distinguished from Piaget by his emphasis on the influence of social interaction on the intellectual development of children. While the child learns actively but lonely in an environment of objects in Piaget's theory, the child learns actively, too in Vygotsky's theory, but he/she is in a world full of people who help him/her to learn (Cameron, 2001). Cameron (2001) states that "in a whole range of ways, adults *mediate* the world for children and make it accessible to them" and "with the help of adults, children can do and understand much more than they can on their own" (Cameron, 2001: 6). Vygotsky (1997) puts forward the term zone of proximal development and defines it as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1997: 33). Children do the things in a social context with the help of other people; gradually move from reliance on others to independent thinking and action (Cameron, 2001).

Like Piaget, Vygotsky made important contributions for teaching young learners. His emphasis on adult help and peer collaboration that make children's learning processes facilitated are major implications for our classrooms.

Lastly, Bruner (1983, 1990), also perceives the child as an active learner and endorses the role of social context and interaction in the development of children. He indicates how the adult uses 'scaffolding' to guide a child's learning through finely-tuned talk. (cited in Cameron, 2001). Cameron (2001) also summarizes Bruner's studies on American parents scaffolding effectively.

- They created interest in the task
- They broke the task into smaller steps.
- They kept children 'on task' by reminding them the goal.

- They showed other ways of completing the parts of the task.
- They controlled the frustration of children.

Like American parents, teachers of language can make use of good scaffolding, too. Wood (1998) suggests that teachers can help students by suggesting, praising, supplying focusing activities, encouraging rehearsal, being explicit about organisation, reminding, modelling, and providing part-whole activities. (cited in Cameron, 2001).

How children think and learn are summarized from the perspectives of three major theorists in this section. Mostly it is believed that we should not only consider the way children think and learn, but also we should take into account their characteristics that will be disputed later which will give us handy tips for teaching them more appropriately.

2.3. Characteristics of Young Learners

Young learners differ from the adults in terms of their several characteristics. It is important for the teachers to consider them while teaching young learners.

Firstly, Slattery and Willis (2001) claim that young learners cannot understand grammatical rules. Namely, they do not analyse the language, they just grasp the meaning. Even if they do not understand every single word they can understand what is being told them with the help of intonation, gestures and facial expression. By this general understanding of the message, they start to understand the language itself (Halliwell, 1992). Thus, the teachers should use their body language and intonation as much as possible to make them understand what you mean.

Young learners enjoy playing and using their imagination (Slattery and Willis, 2001). It is sometimes hard for them making a distinction between the real world and the fantasy world built by them easily due to their developmental stages (Lobo, 2003). Halliwell (1992) claims that if we accept and stimulate their imagination it will lead a way to real language use as far as we find out how to build it. For instance, we can ask them to describe an imaginary best friend from outer space. They will use their imagination, have fun by sharing their creativity and use the language.

Besides these, Lobo (2003) points out that young learners are very receptive, curious, motivated and willing to participate in the activities. They generally appreciate the activities and the materials offered by the teacher. Especially, anything new interests them as they are curious. Learning English is also something new, but familiar to them as their older brothers or sisters have been learning it, which makes them curious and motivated. Also they like participating in the activities unlike the older learners (Lobo, 2003). Therefore teachers can trigger their curiosity and make them more motivated for participating the activities by bringing novelty to the class by his/her materials or activities even with the help of simple ones.

Slattery and Willis (2001) add that young learners are able to imitate the speech of adult speakers accurately. Lobo (2003) notes that being great imitators is a big advantage for the teachers of young learners as older learners find it difficult to produce some certain sounds that don't exist in their first language.

Young learners have a limited attention span; therefore, the activities should be various. In addition, they are developing their personality and they have different intelligences (Lobo, 2003). These also require variety in the classroom activities. Especially kinaesthetic activities can work well with young learners, because they are energetic and they learn better by doing (Lobo, 2003).

All in all, the materials and the activities should be varied and interesting, should include movement to burn their energy and trigger their curiosity. Teachers should not expect them to analyse the structures of the language and shouldn't worry about their mistakes, nevertheless they should take them to their destination by considering their characteristics and developmental levels.

2.4. Motivation

There are many factors making teaching difficult for teachers. Motivation is one of the most important of them. Richards and Schmidt suggest that "Motivation is generally considered to be one of the primary causes of success and failure in second language learning" (2002: 344). It is a desire to learn and the biggest problem for teachers in the classroom is the students lacking of desire to learn. Human beings are

curious. Learning new things makes people curious, but if they realize that they do not learn something interesting and useful for them, they start to get bored and demotivated. Therefore, teachers should keep their enthusiasm and be innovative.

Harmer (2001: 51) defines motivation as “At its most basic level, motivation is some kind of internal drive which pushes someone to do things in order to achieve something”. Another definition suggested by Cheng and Dörnyei (2007: 153) is that “Motivation serves as the initial engine to generate learning and later functions as an ongoing driving force that helps to sustain the long and usually laborious journey of acquiring a foreign language.” Williams and Burden (1997) identify motivation within not only a cognitive but also a social constructivist framework as “a state of cognitive and emotional arousal which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal (or goals)” (1997: 120). This definition is visualised with Figure 2.1. below:

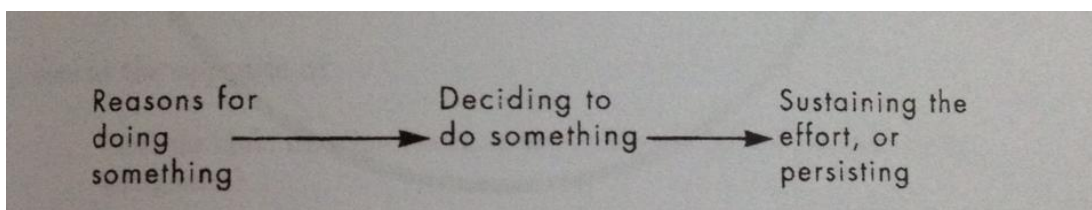


Figure 2.1. A three-stage model of motivation (William and Burden, 1997: 121)

According to the figure above, you should have reasons for doing something at the first stage. For the second stage, if you have reasons you can decide to do it. The last stage is sustaining the effort which is the most important one that takes you to your goal.

For the first stage, reasons that push us to decide to do something can be either internal or external factors. Dörnyei (1994) explains the two types of motivation as the behaviours for receiving some extrinsic rewards like good grades or for avoiding punishment are extrinsically motivated behaviours whereas the rewards of intrinsically motivated behaviours are the internal ones like satisfying one’s curiosity. Harmer (2007) suggests that the learners with intrinsic motivation enjoy their learning processes and feel themselves better. Most studies in this field claim

that the tasks that trigger the intrinsic motivations of the learners are important for initiating and sustaining their motivations (William and Burden, 1997). So the teachers should enhance their students' intrinsic motivations.

William and Burden (1997) make some suggestions for the teachers of language: Teachers should be aware of the importance of initiating and sustaining the motivation in order to take them to their targets. They should also give opportunity to the students to discuss the aim of the activities and to involve the students in the processes of decision making and goal setting. They claim that these help learners' autonomy. William and Burden (1997) also make further suggestions that teachers should enhance intrinsic motivation; create a supportive learning environment, and give constructive feedbacks to help their learners move one more step forward towards their goals.

2.5. What is Culture?

Culture has been defined in different ways by different people. Kramersch (1996) mentions the two definitions of the term culture. The first one comprises the representations of a social group itself and others through their works of art, literature, social institutions, or artefacts of everyday life, and the mechanisms for their reproduction and preservation through history. The second one has been defined by Brislin (1990: 11) as "culture refers to widely shared ideals, values, formation and uses of categories, assumptions about life, and goal-directed activities that become unconsciously or subconsciously accepted as "right" and "correct" by people who identify themselves as members of a society."

Culture is a way of life and our collective identity (Brown, 1994: 176). Brown (1994) also makes the simile that culture is like the glue binding a group of people together. It shapes the way we behave in a group, makes us know the expectations of the other members of the group and our sensitivity towards some matters (Larson and Smalley, 1972). Brown (1994) explains that culture is a template for us and despite the increase in the interaction between people around the world; they are still inclined to perceive that their own reality is correct. However, perception is subjective and it has

the traces of someone's own culture. So something you perceive as correct may be unpleasant for another person from another culture. Therefore misunderstandings between people from different cultures stem from these differences their perceptions (Brown, 1994).

If we think a person is like a piece of dough, we may call the culture in which he was born as the baker who shapes it and the oven that cooks it. Considering the definition of Gebhard (2009: 119) "Culture refers to the common values and beliefs of a people and the behaviours that reflect them".

Risager (1998) shares the definitions of the teachers' for culture. About half of the teachers that participate in the project called 'Language Teachers' Identity and the Process of European Integration' define the culture in a nationally oriented way as it is the way how people live their lives. In addition to this definition, few teachers define the culture by associating more than one society as the way of living in a country and its relationships with other countries around the world. A very few teachers considers the cultural diversity within one country. Almost half of the respondents express themselves in accordance with these categories without being aware of cultural diversity like daily life, social conditions, religious conditions, holidays and festivities.

Risager (1998) also mentions another study carried out in 1994 by Frederiksen (Roskilde University) whose results are different from the previous one. These participants' definitions are less nationally oriented unlike the previous study with foreign language teachers. Therefore she concludes that second language teachers are in the middle of the society that they teach about so they are more aware of the cultural diversity in one society (Risager, 1998: 252-253).

2.5.1. Language and Culture

Language is the medium for both oral and written communication. While people are exchanging information they do not only speak, they also see each other's social or cultural identities. Therefore, they adjust the way they communicate according to these identities. Communicative competence deals with this aspect by assuming that

language learner need sociolinguistic competence as well as grammatical competence.

Byram (1997) states that the concept of communicative competence is developed by Hymes (1972); but he does not emphasise cross-cultural communication as he does not write for foreign language teaching profession, he analyses the social interaction of a group using one language. Communicative competence is interpreted by Canale and Swain (1980) in North America and by van Ek (1986) in Europe independently from each other. Canale and Swain based their study on the work of Hymes and others. However, van Ek introduces his work as a project of Council of Europe (Byram, 1997). Both of the studies have a lot in common. van Ek (1986) claims that foreign language teaching is concerned with personal and social development of the learner as well as training in communication skills. It includes references to ‘social competence’, ‘the promotion of autonomy’ and ‘the development of social responsibility’ (cited in Byram, 1997).

Byram (1997) also gives further details for van Ek’s ‘communicative ability’ which has six competences. The first one is linguistic competence which is the capability to produce meaningful utterances according to the rules of the language. The second one is sociolinguistic competence that is the awareness of the appropriate language forms for setting, communicative intention etc. The next one is discourse competence which is related to using appropriate strategies to interpret the texts. Another competence is strategic competence which is necessary to get the meaning by using such strategies as asking for clarification. Socio-cultural competence is the fifth one which requires the foreign language learner to have a familiarity with the context to which that language belongs. The last competence is social competence involving “both the will and the skill to interact with others, involving motivation, attitude, self-confidence, empathy and the ability to handle social situations (van Ek, 1986: 65; cited in Byram, 1997: 10).

In terms of linguistic and sociolinguistic competence, Byram (1997) claims that van Ek shows native speaker as a model in his definition implicitly. However, this native speaker model is criticised for two reasons. Firstly, it is criticised as it ignores the conditions under which a native speaker acquires the language. Secondly, even if it

were possible to be competent like a native speaker, it would create linguistic schizophrenia as it requires abandoning their own language and culture to be accepted as a native speaker by other native speakers. Byram (1997) also suggests that rather than imitating a native speaker, the learner should be able to see the differences and similarities and between their own and the other systems.

Ruben (1989) defines cross-cultural competence concerning language minimally; considers cross-cultural problems in terms of psychology. This model has three facets. First one is relational-building and maintenance competence which is related to establishing and maintaining positive relationships. The next one is information-transfer competence that is about transmitting information with minimal loss and distortion. The last one is compliance-gaining competence persuading compliance and co-operation. This model extends 'social competence' and 'sociocultural competence' as it emphasises that foreign language teachers should view linguistic competence in a wider context (cited in Byram, 1997).

Gudykunst (1994) argues that "the processes operating when we communicate interculturally are the same as when we communicate intraculturally" (Gudykunst, 1994: x; cited in Byram, 1997: 15). He claims that we can judge the competency in communication by considering the context. He calls it 'perceived competence' with some components. 'Motivation' for a sense of security, predictability, group inclusion, a common shared world and so on; 'knowledge' of personal similarities also understanding differences, interpretation of behaviour and how to gather information; 'skills' about decreasing uncertainty and anxiety including ability to tolerate ambiguity, manage anxiety, to empathise, to adapt behaviours to the others' expectations and so on (Gudykunst, 1994; cited in Byram, 1997).

By considering all the aspects, the teachers of English should aim to raise their students' intercultural awareness which implies a shift from ethnocentrism to ethnorelativism. Intercultural awareness (intercultural communicative competence) means developing knowledge, attitudes, skills, and education not just acquiring the knowledge.

	Skills interpret and relate (savoir comprendre)	
Knowledge of self and other; of interaction: individual and societal (savoirs)	Education political education critical cultural awareness (savoir s'engager)	Attitudes relativising self valuing other (savoir être)
	Skills discover and/or interact (savoir apprendre/faire)	

Figure 2.2. Factors in intercultural communication (Byram, 1997: 34)

The first factor in intercultural communication is attitudes. Byram (1997) summarizes it as curiosity, openness and suspending disbelief about others' behaviours, beliefs and meanings on the other hand he suggests that willingness to suspend their own, too in order to build empathy. Another factor is knowledge about their own behaviours, beliefs and meanings, and others'. He explains that the first one is present to some extent while another one is about processes in interaction which is a prerequisite for successful communication. The third factor is skills. Byram (1997) states that the learners' existing knowledge can help his/her interpreting and relating skills and if the learner has no existing knowledge the skill of discovery comes into play. In the light of those factors, Byram (1997) claims that intercultural speaker is distinguished from the native speakers as they can both establish a relationship to act between their social identities and those of interlocutors and can act as a mediator between people from different origins.

Risager (1998) describes four approaches to foreign language teaching inspired by the concepts of culture from philosophical aspects by Welsch (1995).

The first approach is the foreign-cultural approach. It widely focuses on the target countries in which the language is spoken by neglecting the learners' own country and the relationships between the target country and the learners' countries or other countries (Murphy (1988) calls this approach monocultural). It considers the variations such as geographic social or subcultural within one culture (Risager, 1998: 243). The second approach is the intercultural approach. Like the foreign-cultural

approach, the main focus is on the target country or countries in the intercultural approach but it also takes the learners' own country, and relations between the target countries and the learners' and the other countries into consideration. Both in the foreign-cultural approach and in the intercultural approach target language is taught as though it were a first language, however the aim is to develop a competence that a learner functions as a mediator between the two cultures, and to use the target language to communicate with the native speakers (Ammon (1991) called this usage as asymmetrically dominant in which a native speaker of the target language and a speaker of as a foreign language take part) (Risager, 1998: 244-245). This approach considers the each culture as homogeneous by neglecting geographical and social variations. However, most countries have a multicultural and multilingual character. Another approach is the multicultural approach. The multicultural approach assumes that culture embodies many cultures within the same borders of one country where the national language is first language of some groups, it is a second language for another group of people and also it is a foreign language for the others. Like the intercultural approach, the multicultural approach aims to develop intercultural and communicative competence of the mediator. However, the mediator can use the target language as a lingua franca while speaking with the speakers of the target language as their first language and also with the speakers who come from a different cultural background and may also speak a different language as their first language (Risager, 1998: 246-247). The last approach is the transcultural approach. The departure point of the transcultural approach is the cultures intertwined by migration, tourism, communication systems, and economic relations by using a number of lingua francas. The teaching considers the target language as first, second and international language. The approach still aims to develop intercultural and communicative language, but it takes into account the use of the contact language in different situations characterised by different cultural complexity and also as a lingua franca in international and interethnic communication (Risager, 1998: 248-249).

As a conclusion, the teachers of languages should be aware of the characteristics of their students and seek ways to help them set goals, initiate and sustain effort to reach this goal. Also they should keep in mind the function of language as a bridge between different cultures; therefore they should make the students gain insights into

different cultures. In this study, the transcultural approach was adopted as it considers lingua franca status of English and using it in international and interethnic communication. Therefore, the countries (Japan, China, Russia, Egypt, Turkey, The UK, The USA, and Spain) were chosen among different parts of the world to represent several cultures which students can meet.

CHAPTER III

METHODOLOGY

3.1. Method

The data of the study were collected via both qualitative and quantitative research methods. Before conducting a research study there are many things we should consider, such as deciding on the field, topic, research question and etc. of our study. After deciding on the field, topic and our research questions, we should adopt the appropriate research methods and methodology for our study. Cohen, Manion and Morisson (2007) make it clear that by the term methods, it is meant that range of approaches used in educational research to collect data to be utilized as a basis for inference and interpretation, for explanation and prediction, whereas methodology helps us to understand the process of the research rather than the products of it.

Hatch and Lazaraton (1991: 4) highlight that “There is never a ‘one and only one’ way to carry out a project” (cited in Dörnyei 2007: 307). Dörnyei (2007) makes some suggestions which will help us decide on our ways. Firstly, he draws attention to the relationship between research question and the topic and suggests us to choose the method that will enlighten our way to the answer of our research question. He also explains the term exploratory purpose which arises when we have little knowledge about the target problem as studying insufficiently or inadequate resources in that field. In such a condition, it is necessary to make explorations for getting the general picture of the problem. Thirdly, he claims that there can be an existing research tradition in the area and gives example from his own PhD studies on language learning motivation in which quantitative methods are generally adopted. Besides these, as researchers, we may decide our methods by considering our audience to achieve advancement in our environment. However, Todd et al. (2004) call this ‘illegitimate motives’ (cited in Dörnyei, 2007). Dörnyei also suggests considering practical factors, such as supervisor, available support, resources, and sample while

adopting the method. Lastly, personal style, training, and experience with an approach affect our choice. For instance, a researcher may choose quantitative method for his research in that he believes he is better at it rather than the qualitative one or like the argument in second language education ‘nature or nurture’, there is such a debate in scientific research area; our training can be effective on our choice rather than our personal characteristics. All of those do not imply opting for only quantitative method or qualitative method in our researches. We can also make use of a mixture of them. But before mentioning the mixture of them, it is necessary to make a distinction between quantitative and qualitative methods. Reichardt and Cook (1979) exhibit the divergences between them. Qualitative research is concerned with understanding human behaviour from the researcher’s perspective, process-oriented, discovery-oriented, exploratory, inductive, valid, ungeneralizable, naturalistic, and uncontrolled observation. However, quantitative research investigates facts of social phenomena without the individuals’ traces, is product-oriented, justification-oriented, confirmatory, deductive, reliable, generalizable, obtrusive, and controlled measurement (cited in Nunan, 2004). However, those methods can be used in a supportive way to reinforce the research which is called triangulation. Qualitative and quantitative methods together can make our research more valid or each can be complementary for another. Each method, of course, has some weaknesses, by using them together, one’s strengths can compensate for another’s weaknesses. Besides, as Dörnyei (2007) demonstrates by using them together we can make our work more acceptable for the larger audiences. But he warns us against the danger of lacking of methodological proficiency at the both and he suggests that he cooperates with the researchers who are proficient at the qualitative methods to make up for his lacking in that one.

Throughout this research both quantitative and qualitative methods were used. The purpose for using a mixed method is to validate the findings got out of quantitative one. We worked with young learners, whose personal world view have not reached a certain maturity, thus, they can be affected by their peers; i.e., they can be ashamed of advocating a different view and behave in the same way with their peers. As a quantitative method, questionnaires were used. As qualitative methods, interviews with the students chosen from the sampling group were carried out; also field notes

were taken during the implementations of the activities in order to deepen and validate the results of the questionnaires administered before and after the implementation of the culturally-focused lessons during two weeks.

3.2. Participants

The participants of the study are four classes of the 5th graders whose ages are 11 and four classes of 7th graders who are at the age of 13 at Selimiye Primary School in 2011-2012 education year. All the students started learning English at the 4th grade. They are approximately from the similar social background. They are from Selimiye and several villages near Selimiye. They generally learn English to pass the exam that they will have at their last year in their primary education. All the students learn English as a foreign language and the first language of the all students is Turkish.

The participants are both female and male learners attending two different levels and eight different classes. The classes 5/A, 5/B, 7/A, and 7/B are experimental groups who had culturally enriched revision classes during 2 weeks and 5/C, 5/D, 7/C, and 7/D are the control groups. As gender was considered as a variable in this study, it is helpful to illustrate the percentages of gender below with the Table 3.1.

Table 3.1. The Distribution of the participants according to gender, grade and group

		Experimental			Control			
Grade	N	Gender	N	Percentage	N	Gender	N	Percentage
5 th graders	28	Female	12	42,857%	28	Female	17	60,714%
		Male	16	57,142%		Male	11	39,285%
7 th graders	39	Female	22	56,41%	27	Female	18	66,67%
		Male	17	43,589%		Male	9	33,33%
Total	67				55			
Percentage	54,918%				45,081%			

The distribution of gender and the number of students according to experimental and control groups is illustrated above. Experimental group constitutes 54,918% of the study whereas the control group makes up 45,081% of it. At the experimental group of 5th grades, female students are 42,857% while the male students are 57,142%. The percentages of gender at the 7th grades are 56,41% female students and 43,589% male students. The 5th grade female students at the control group are 60,714% whereas the male students are 39,285%. The percentages of 7th grades of control group are 66,67% female students and 33,33% male students.

3.3. Instrumentation and Data Collection Procedures

The data required for the research was collected via three different instruments an attitude and motivation questionnaire, semi-structured interview and the field notes taken by the researcher throughout the culturally enriched revision classes.

3.3.1. The Attitude and Motivation Questionnaire

Questionnaires are widely used to collect data for scientific studies. They supply the researcher with a wide range of information in a relatively short time; even without the presence of the researcher they can be administered. In this study, Likert scales were used to measure the young learners' attitudes towards target culture to get a more thorough picture of their attitudes. That is to say, attitudes cannot be so strict as to mark just like or dislike etc. Cohen et al. (2007) explain that Likert scales supply a wider range of responses to a question or statement.

The attitude questionnaire developed by Kara (2003) was administered in this study both before and the after the two-week revision classes. This is a five-point Likert scale ranging from "strongly agree" to "strongly disagree". The reliability of the measuring instrument is high (Cronbach Alpha 0,946). The questionnaire has 54 items related to four categories: love of English, interest in learning English, desire for and expectations from learning English and concerns about learning English.

Table 3.2. Distribution of the items in motivation and attitude questionnaire according to the categories

Categories	Number of items
Love of English	9
Interest in learning English	17
Desire for and Expectations from Learning English	8
Concerns about Learning English	20

The questionnaire has 25 negative, 29 positive and totally 54 items. The possible lowest score which could be taken by the students is 54 while the highest score is 270. The students are expected to respond to each item by showing the degree of agreement or disagreement.

Table 3.3. Options for Attitude and Motivation Questionnaire

Turkish Version	English Version	Value for Positive Items	Value for Negative Items
Tamamen katılıyorum	Strongly agree	5	1
Kısmen katılıyorum	Partly agree	4	2
Kararsızım	Uncertain	3	3
Çoğunlukla katılmıyorum	Mostly disagree	2	4
Hiç katılmıyorum	Strongly disagree	1	5

As it could be seen at the table, there are five choices of strongly agree, partly agree, uncertain, mostly disagree and strongly disagree for each item. Positive items are graded from 5 to 1 whereas negative items are graded from 1 to 5. High scores taken from the attitude questionnaire represent high motivation level in learning English while low scores represent low motivation level in learning English. Figure 3.1.

shows an item from the questionnaire. The questionnaire has items at the left side and the options for the items at the right side. The students choose one option that they think it fits best.

Adı-Soyadı:	Tamamen katılıyorum	Kısmen katılıyorum	Kararsızım	Çoğunlukla katılmıyorum	Hiç katılmıyorum
Sınıfı:					
Numarası:					
1. İngilizce çalışmaktan hoşlanırım					

Figure 3.1: Sample from Attitude and Motivation Questionnaire

In order to prevent any possible misunderstanding the attitude questionnaire was administered in the mother tongue of the students, namely, in Turkish.

The questionnaires were administered to the students by the researcher on different days. Since the attitude questionnaire has 54 items which is considered to be too long for young learners, the researcher helped them by explaining each item for them. Before the administration, the participants were informed about the aim and scope of the study and reassured that the results and their answers would not affect their grades to prevent any possible unreliable data. They had no time limit for answering.

3.3.2. Interviews

Interviews are one of the data collection tools which are frequently used in qualitative researches. Yıldırım and Şimşek (2008) put forward that as a first impression interviews can be thought to be a simple data collection way as they require the ordinary skills such as listening and speaking that we use in our daily lives, but that is not the case. In a good interview, the mistakes, such as prejudices, not listening efficiently etc. that frequently take place during our daily communication processes, do not occur. It is rather a controlled and disciplined process. There are three types of interviews; unstructured, semi-structured and structured interview. Nunan (2004) explains that responses of the interviewee direct

the unstructured interviews whereas, in a semi-structured interview the general route of the interview is decided by the interviewer but the topics guide the interview rather than the predetermined list of questions. On the other hand, the course of the interview is totally predetermined by the interviewer in a structured interview; there are predetermined questions in a certain order.

In this study, semi-structured interview was used. Here are the reasons for this choice; if unstructured interview is used, we cannot get what we have intended as it will be carried out with young learners and due to their limited attention span and their being self-centred, the interview can end up with different data, such as their holiday memories as a family rather than their experiences with the foreigners. If structured interview is to be used, it can create anxiety; they can feel shy and can't share their opinions freely. It should be kept in mind that young learners need a relaxed atmosphere to learn and share better. Therefore, semi-structured interview was decided as it would create a relaxed conversation atmosphere without deviating from the purpose of the interview thanks to the smooth guidance of the interviewer.

The interview has 52 main questions most of which are adapted from the study of Byram (1991b). The questions are related to 5 main categories: Experience (*with the target culture*), interest (*in other cultures*), attitude (*towards other cultures*), knowledge (*about other cultures*) and awareness (*of their own and other cultures and the target language*). There are 2 questions to find out if they have any experience with other cultures. To identify their interests in different cultures or learning English 7 questions are asked. The participants are asked 16 questions to figure out their attitudes towards other cultures. Besides, 18 questions are asked to identify how much knowledge the participants have about other cultures. Lastly, to find out their awareness of their own culture and the role English 9 questions are asked.

Table 3.4. The Distribution of the Interview Questions According to the categories

Categories	Question Items
Experience	1, 2

Table 3.4. (Continuation)

Interest	3, 6, 7, 27, 46, 47, 50
Attitude	4, 10, 16, 21, 26 (c,d), 31, 33, 35, 36, 39, 40, 41, 42, 43, 45, 51, 52
Knowledge	5, 8, 11, 12, 13, 14, 15, 20, 22, 23, 26, 28, 29, 30, 37, 38, 48, 49
Awareness	9, 17, 18, 19, 24, 25, 32, 34, 44

Interviews were carried out in the mother tongue of the participants as they are not proficient enough to understand and answer in English and the interviews were carried out after the pre-test applied via the attitude questionnaire so as to support the results of the questionnaire and after the post-test, again interviews were applied in order to validate both the field notes taken during the application of the activities and the results of the questionnaire.

The participants for the interviews were chosen according to the results of the questionnaire. The scores, 220 or lower than 220, were considered as low motivation group. There were 8 5th graders, 5 of which were the member of experimental group and there were 23 7th graders, 13 of which were the members of experimental group. The scores, 260 or higher than 260, were considered as high motivation group. There were 21 5th graders 7 of them were the members of experimental group and 14 of them were the ones from the control group while there were 8 students of 7th grade. 5 of them were the members of the control group and 3 of them were from the experimental group.

Table 3.5. Distribution of the interview participants according to their motivation levels, groups and grades

Motivation level	Group	5th grade	7th grade
Low motivation	Experimental group	5	13
	Control group	3	17

Table 3.5. (Continuation)

High motivation	Experimental group	7	3
	Control group	14	5

The participants were chosen randomly by just considering their classes. Namely, both for the low and high motivation group one participant was chosen from each class among 5/A, 5/B, 5/C, 5/D, 7/A, 7/B, 7/C and 7/D. For the high motivation group of 7th grade there are not any students from 7/D as there was no one who has a score higher than 260.

Table 3.6. Distribution of the interview participants according to gender, grade, motivation levels and group

Participants	Gender	Grade	Motivation	Group
Participant 1	Male	5 th	Low	Experimental
Participant 2	Male	5 th	Low	Control
Participant 3	Male	5 th	Low	Experimental
Participant 4	Male	5 th	Low	Control
Participant 5	Male	5 th	High	Experimental
Participant 6	Female	5 th	High	Experimental
Participant 7	Female	5 th	High	Control
Participant 8	Female	5 th	High	Control
Participant 9	Female	7 th	Low	Control
Participant 10	Male	7 th	Low	Experimental
Participant 11	Female	7 th	Low	Control
Participant 12	Female	7 th	Low	Experimental
Participant 13	Female	7 th	High	Control
Participant 14	Male	7 th	High	Experimental
Participant 15	Male	7 th	High	Experimental

3.3.3. Field Notes

Field notes are used frequently during the observation process. Yıldırım and Şimşek (2008) put forward that the researcher tries to take notes by making use of the abbreviations and symbols he developed before the observation. It is impossible to take long and detailed notes during the observation, otherwise ongoing events can probably be missed. Thus, the researcher should balance note taking and observation, he can note short tips to be completed in detail after the observation.

For observation video cameras and recorders can also be used. They can be better than the field notes as they are permanent and can be viewed for several times, but these techniques can destroy the spontaneity of the study. If we consider we are working with young learners and their attention span these can be more risky. For these reasons, field notes were preferred primarily.

3.4. Data Analysis

The data of the study were analysed with both qualitative and quantitative methods. The data collected via motivation and attitude questionnaire were analysed with SPSS 20.0 (Statistical Package for Social Sciences).

Firstly, the attitude and motivation questionnaire prepared by Kara (2003) was administered to find out the motivation levels of the students at the beginning and end of the process. The questionnaire has made up of 54 items; 25 of which are negative, 29 of which are positive items. Positive items rank from 5 to 1, whereas negative items rank from 1 to 5. The total scores of the students were typed in SPSS 20.0 computer software program and they were computed. The mean and standard deviation of their scores, minimum and maximum scores got by the students were also computed. The analyses include both the results in general and the results for each group. The same process was applied for the post-test results. Afterwards pre-test and post-test results of learners were compared in order to find out the possible changes of the motivation levels and attitudes of the students. Besides, Independent Samples T-test was used to identify whether there was any significant relationship between age, gender and the attitudes and motivations of the students.

Secondly, the participants for semi-structured interview were chosen according to their scores for the attitude and motivation questionnaire. There are 52 questions adapted from Byram (1991b). The replies of the participants were recorded before and after the revision classes. The results were analysed under 5 categories and for each question, their responses were analysed and sample transcriptions were presented.

Lastly, field notes were used to verify and support the data collected via the questionnaire and interviews.

CHAPTER IV

RESULTS

4.1. Findings and Results

Three different data collection instruments were used in the study. In this chapter, the data collected via the attitude and motivational questionnaire, semi-structured interviews and field notes taken by the researcher during two-week culturally enriched revision classes are presented.

4.1.1. The Attitude and Motivation Questionnaire

The questionnaire designed by Kara (2003) has 54 items. Firstly, the questionnaire was administered to find out the motivation levels of the students in both experimental and control groups of the 5th and 7th grades. Then, the experimental groups had culturally enriched classes during two weeks. Lastly, the questionnaire was administered again in both experimental and control groups. The results were analysed with SPSS 20.0 software program. The arithmetical mean, standard deviation, minimum and maximum scores got by the students were estimated and they are presented in the Table 4.1. below:

Table 4.1. Pre and post-test results of the students in general

	N	Mean	Std. Deviation	Minimum	Maximum
Pre-test total	122	235,8	29,72	136,00	270,00
Post-test total	122	231,8	35,07	119,00	270,00

It could be seen in Table 4.1. above that the mean of the pre-test is 235,8 ($x=235,8$) out of 270,00 points. This shows us that the motivation levels of the students are high

in general. The standard deviation is 29,72 which shows us the difference between the students' scores is high. The minimum score is 136,00 whereas the maximum score is 270,00. According to the results of the post-test, the mean is 231,8 ($x=231,8$). Though their motivation levels are still high when it is considered that the maximum score is 270,00 it is apparent that there is a decrease in their motivation levels. The standard deviation is 35,07 which shows that the difference between the students' scores is higher than the results of the pre-test. The minimum score is 119,00 while it is 136,00 according to the pre-test.

It is necessary to estimate the results of the experimental and control groups to see the difference between pre and post-tests if any. The pre-test and post-test scores of the experimental and control groups of the 5th grades are presented below in Table 4.2.

Table 4.2. Pre and post-test results of the 5th graders

Tests	Groups	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	Experimental Group	28	199,00	270,00	244,0	20,14
	Control Group	28	136,00	270,00	248,4	29,52
Post-test	Experimental Group	28	159,00	269,00	240,6	31,22
	Control Group	28	119,00	270,00	238,4	35,12

It could be seen in Table 4.2. above that the mean of the pre-test in experimental group is 244,0 ($x=244,0$) whereas in the control group, it is 248,4 ($x=248,4$). The standard deviation is 20,14 in experimental group while it is 29,52 in control group. Although, general motivation level is higher in control group, the difference between the scores of the students is higher than the experimental group, too The minimum score is 199,00 in experimental group whereas it is 136,00 in control group. The maximum score is 270,00 in both groups.

According to the post-test results, the mean score of the experimental group is 240,6 ($x=240,6$) while it is 238,4 ($x=238,4$) in the control group. There is a decrease in their motivation levels of both experimental and control groups. The standard deviation is 31,22 according to the results of the post-test in experimental group while it is 35,12 in the control group. The difference between the scores is higher than pre-test results both in experimental and control groups. The minimum score of the experimental group is 159,00 whereas it is 119,00 in the control group. The minimum scores also decrease according to the post-test results in both groups. The maximum scores are almost the same as the results of the pre-test. It is 269,00 in the experimental group while it is 270,00 in the control group.

It is also necessary to investigate the results of the 7th graders. The pre-test and post-test scores of the experimental and control groups of the 7th grades are presented below in Table 4.3.

Table 4.3. Pre and post-test results of the 7th grade students

Tests	Groups	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	Experimental Group	39	157,00	270,00	229,0	31,83
	Control Group	27	155,00	264,00	224,3	29,21
Post-test	Experimental Group	39	162,00	270,00	234,3	28,62
	Control Group	27	130,00	264,00	212,1	41,13

It is represented in Table 4.3. above that the mean of the pre-test in experimental group is 229,0 ($x=229,0$) whereas in the control group, it is 224,3 ($x=224,3$). The motivation levels of both groups are similar according to the results of the pre-test. The standard deviation is 31,83 in experimental group while it is 29,21 in control group. Despite of the fact that general motivation level is higher in experimental group, the difference between the scores of the students is higher, too. The minimum

score is 157,00 in experimental group whereas it is 155,00 in control group. The maximum scores are 270,00 in experimental group, whereas it is 264,00 in control group.

According to the post-test results, the mean score of the experimental group is 234,3 ($x=234,3$) while it is 212,1 ($x=212,1$) in the control group. There is an increase in the motivation levels of experimental group while the decrease in the scores of the control group is remarkable. The standard deviation is 28,62 according to the results of the post-test in experimental group while it is 41,13 in the control group. The difference between the scores of the experimental group is closer than the results of the pre-test. However, in the control group, the difference between the scores is higher than that of the pre-test. The minimum score of the experimental group is 162,00 whereas it is 130,00 in the control group. The minimum score in the experimental group increases according to the post-test results whereas it decreases in the control group. The maximum scores are exactly the same as the results of the pre-test.

As a conclusion, there are many factors that affect the motivations of the students. For the experimental groups, although, two-week culturally enriched classes had an effect on the increase in the motivation levels of the 7th graders, there was a slight decrease in the motivation levels of the 5th graders. As the factors affecting motivation and the topics interesting for the students change according to many aspects like the developmental levels of the students, these rates of decrease and increase may stem from this. Because it was seen when the results of the semi-structured interviews were analysed that 7th graders were more interested in other cultures and they were more knowledgeable than the 5th graders. Therefore, the two-week revision classes might affect 7th graders' interest and motivational levels in a positive way. On the other hand, there was a remarkable decrease in the motivation levels of both 5th and 7th graders in the control groups. It is thought that it may be derived from the fact that their English language teacher resigned at the end of the first term and they had another teacher for the second term and when their replies for Question item 9 it becomes more obvious. Q9 in the questionnaire is that "*I love my English teacher very much*"; the results of the control groups of both the 5th and 7th graders for this item are illustrated below in Table 4.4.

Table 4.4. Pre and post-test results of control groups for question item 9

Test	Grade	Score	Frequency	Percent
Pre-test	5 th Grade	2,00	1	3,6
		5,00	27	96,4
		Total	28	100,00
	7 th Grade	4,00	2	7,4
		5,00	25	92,6
		Total	27	100,00
Post-test	5 th Grade	1,00	4	14,3
		2,00	1	3,6
		3,00	4	14,3
		4,00	5	17,9
		5,00	14	50,00
		Total	28	100,00
	7 th Grade	1,00	5	18,5
		3,00	5	18,5
		4,00	8	29,6
		5,00	9	33,3
		Total	27	100,00

As it could be seen above, according to the results of the pre-test, 1 student (3,6%) out of 28 students in control group of the 5th graders has 2,00 and 27 students (96,4%) have the score of 5,00 for this question. However, 4 students (14,3%) have 1,00, 1 student (3,6%) has 2,00, 4 students (14,3%) have 3,00, 5 students (17,9%) have 4,00 and 14 students (50%) have 5,00 according to the post-test results.

According to the pre-test results of the 7th graders, 2 students (7,4%) have the score of 4,00 and 25 students (92,6%) have 5,00. When the post-test scores of them are analysed, 5 students (18,5%) have 1,00, 5 students (18,5%) have 3,00, 8 students (29,6%) have 4,00 and 9 students (33,3%) have 5,00.

In the light of those data, it is obvious that the replacement of another teacher has an effect on the motivation of the students in control groups.

4.1.2. Semi-structured Interviews

The students are interviewed before and after the two-week culturally enriched revision classes. There are 52 semi-structured questions and they are categorised as *'Experience, Interest, Attitude, Knowledge, and Awareness'*. The results are discussed under these categories and according the answers given by the students for each question.

4.1.2.1. Experience

Before and after two-week culturally enriched revision classes, two questions (Q1, Q2) were asked to the students to find out if they have any experience with other cultures.

Question1: Have you ever been abroad? Have you ever met with other people from different countries?

Question2: Which countries are they? Which countries are they from?

With the first interview it was found that none of 15 students had been abroad before, however, 6 of them met with other people from different countries 3 of which were from England and the others were from Japan, France and Germany. 9 students had never met with other people from different countries.

After two-week culturally enriched revision classes, no change occurred with the students' being abroad, namely none of 15 students had been abroad before. But it was observed that 9 students met with other people from different countries 4 of which were from England. It is supposed that as they live near touristic places this may be the reason for this increase. Because most of them told that they met with them in Didim, Bodrum or Köyceğiz.

4.1.2.2. Interest

There are 7 questions in the interview that search for the interest of the students in other cultures and countries.

Question3: If you had plenty of money would you like to visit any other country? Which countries? Why?

13 (86,6%) of the students would like to visit other countries if they had enough money. When they were asked which countries they would like to visit, the most frequent answers were Germany, France and Spain because of the fact that some of them have relatives living there, some of them wonder The Eiffel Tower and the others are interested in football, hence, they would like to watch the football matches of Barcelona and Real Madrid. The least frequent answers were Japan, England, Canada and Saudi Arabia. There were 2 students out of 15 who did not prefer going other countries for the reason that they love their own country.

Student9: *“I want to go to Japan and go on my education there. I like their cartoons”.*

Student1: *“I want to go to Canada and see Niagara Falls, I watched it on TV”.*

Student3: *“I want to go to England because of its natural beauties”.*

Student15: *“I want to go to the USA, as it is a developed country”.*

Student7: *“I don't want to go to other countries because I love my country”.*

The utterances given above show us that the students have many different reasons for visiting other countries and getting in touch with other cultures. However Student9 and 15 are the 7th grade students and they were more realistic and rational about going abroad as they wanted it for their education and better life conditions. On the other hand, it could be concluded that almost all the students were not prejudiced against other cultures or ethnocentric except for two students.

After two-week culturally enriched revision classes, all of the 15 students (100%) stated that they wondered other cultures. They gave 22 different answers about which countries they would like to visit, the most frequent answer was France, (6 students;

27,27% of 22 different answers), whereas Russia, China, Dubai and the USA were the least frequent ones (1 student for each; 4,54% of 22 different answers).

Although, the number of the students who would like to see other countries increased, there was no dramatic change in the names of the countries. However, the reasons they gave for their curiosity changed after the culturally enriched classes. 7 students (33,3% of 21 different answers) stated that they wondered the cultures of those countries.

Student6: *“I would like to go to England, because we learn their language so we understand each other easily, also I would like to go to Paris. I wonder natural beauties and their culture”*.

Student15: *“I would like to go to Germany and Japan. They are developed countries and I wonder their lifestyles”*.

Student12: *“I would like to go to Paris and see the Eiffel Tower. Also I would like to go to Japan because I would like to taste their dishes and see their clothes”*.

All these students given above were the members of experimental classes. It can be concluded from this change that cultural elements in our lessons can raise the curiosity of our students in other cultures.

Question6: Do you wonder the lives of other people living in different countries? Which ones are they? Which aspects of them do you wonder most? Why?

They were also asked if they wondered the life of other people living in different countries. 14 (93,33%) students wonder other countries and they gave different reasons for these. They wonder Japan and China most (26,6% for each). The least frequent answers were Russia, Somalia and Spain (6,6% for each). Their most common reason for their preference was that they found them different. Some of them said that their food was different; some of them said their religion was different and some of them found their clothes different. Some of their replies are given below:

Student6: *“I wonder Japan most. I want to see what kind of clothes they wear and how their meals are”*.

Student 11: *“I wonder Japan because they don’t use fork while eating something”*.

Student 10: *“I don’t wonder any countries because they aren’t interesting for me”*.

As it could be seen above, the students do not mention European countries or the countries where English is spoken as a first language. They wonder and would like to explore what they find interesting and different for them.

After the culturally enriched classes the number of the students who said they wondered the life of other people living in other countries did not change (14 students; 93,33%). They gave 16 different answers, 4 of which were Japan (25%), when they were asked which countries they wonder most. The least frequent ones were Russia, China, Turkmenistan, Azerbaijan, Canada, Africa, and the USA (1 student for each; 6,25% of 16 different answers). The most frequent answers, given by them when they were asked especially which aspects they wonder most, were food and festivals (4 for each; 26,66%), whereas the least frequent ones were natural beauties, their language, education system and daily life (1 for each; 6,66%).

Student5: *“I wonder England, Russia and the USA. I wonder their cultures, games, and food”*.

Student6: *“I wonder other countries, especially why we do not eat pork but they eat”*.

Student12: *“I wonder Japan and China, especially how their festivals are”*.

After the two-week revision classes, it could be seen above that the aspect that the students wonder most are food and festivals which were the themes of the revision classes. Therefore, it can be inferred that the two-week classes have a role on triggering the students’ awareness and curiosity about the some cultural elements of other countries.

Question7: Do you know anything about the lives of other people living in different countries? Where did you learn this/these?

They were also asked if they had any knowledge about lifestyles of different people living other countries. 10 (66,6%) students confirmed that they had some knowledge

about other cultures and 6 of these 10 students (60%) stated that they learnt these on TV.

Student1: *“Yes, I know. For example, Chinese eat by using chopsticks; I saw this in a film”.*

Student12: *“Japanese people have slanted eyes and they wear long dresses; I saw this on TV”.*

Especially there were two students who had special interest in other cultures especially Japanese culture; they asserted that they searched on the internet and read books about this culture.

Student9: *“I know many things about Japanese food, religion and language. They have beautiful temples. I searched and read books and encyclopaedias”.*

Student15: *“For example Chinese speak quite differently, Japanese are very hardworking and they sleep three or four hours a day. I searched on the internet”.*

When they were asked the same question after the culturally enriched classes, 14 students (93,33%) told that they had some ideas about the lives of people living other countries. 8 students (53,3% of 15 answers) stated that they learnt these from TV. It is necessary to specify that 4 students (26,66%) told that they learnt these at school.

Student12: *“Japanese eat sushi, at breakfast they eat rice, I learn these at your lessons”.*

Student14: *“Chinese people eat fish for breakfast, Americans eat small snacks, I learnt these from you”.*

Although they have some confusion about remembering correct matching of names of the countries and the food, nevertheless, they learn about other cultures thanks to the classes with cultural themes.

Question27: Does learning English raise your interest in other cultures?

In order to reveal the role of learning English on triggering their curiosity of other cultures, they were asked whether learning English increased their interest in other

cultures or not. 14 students (93,33%) of 15 students admitted that it affected their interest. Just 1 student rejected this idea.

Student 4: *“No, I just want to learn and study English”*.

The number of the students accepting the role of English classes in their interest in other cultures did not change after the culturally enriched classes, just one student did not agree that English classes affected his/her interest in other cultures.

Question46: Have you ever read any foreign writer’s book translated in Turkish?

Question47: Have you ever watched a foreign film on TV or at the cinema?

Question50: Do you know any foreign singer or actor/actress?

Three similar questions (Q46, 47 and 50) were asked to reveal their interests in books, TV/cinema and music. With Q46 they were asked whether they read books of foreign writers translated in Turkish. All the 15 students (100%) stated that they read the books of foreign writers, but 10 of them said that they did not remember the names of them. The answers of other students were Stephenie Meyer, Tolstoy and Dostoyevski.

When they were asked the same question once more after two-week classes, the number of the students reading the books of foreign writers did not change. However, 7 students (46,66%), all of whom were 5th graders, expressed that they remembered neither the name the writer nor the book. The answers of the others (8 students; 53,34%) were Mobydick, Tolstoy, Dostoyevski, Jules Verne, Treasure Island, Two Years’ Vacation, Crime and Punishment, and Charlaine Harris.

They were also asked (Q47) whether they watched any foreign films or not. All the students told that they watched foreign films, however, 11 students (73,33%) stated that they did not remember the names of them. The answers of others were Merlin, Terminator, Hanna Montana, and Snakes on a Plane.

14 students (93,33%) noted that they watched foreign films, 3 of whom did not remember the names of them. The answers of the other students were Twilight, Robin Hood, Peter Pan, Terminator, Jurassic Park, Hanna Montana, Merlin etc.

With Q50, the students were asked whether they knew any foreign singer or actor/actress or not. 7 of the students (46,66%) admitted that they had no idea whereas the others gave the answers of Jennifer Lopez, Brad Pitt, Jonas Brothers, Hanna Montana, Pitbull, and Kesha. 6 students (40%) noted that they did not remember the names or listen. The answers of other 9 students (60%) were Shakira, Hanna Montana, Jennifer Lopez, Angelina Jolie, Selana Gomez, Pitbull, Alexandra Stan, and 50 Cent.

Student15: "*Dostoyevski and Tolstoy*" (for Q46).

"*Merlin*" (for Q47).

"*50 Cent and Angelina Jolie*" (for Q50).

Student10: "*Jules Verne*" (for Q46).

"*Johnny Bravo*" (for Q47).

"*Angelina Jolie*" (Q50).

Student6: "*I read but I do not remember*" (Q46).

"*Robin Hood and Peter Pan*" (for Q47).

"*I do not know, I do not listen*" (Q50).

Student3: "*I read but I do not remember*" (Q46).

"*Jurassic Park*" (for Q47).

"*I don't remember*" (for Q50).

Student 15 and 10 are 7th graders. Therefore, for Q46, 47, and 50, it could be concluded that younger learners are less interested in foreign music, films or books. However, 7th graders are more interested in these and they usually give more specific examples without any hesitance.

4.1.2.3. Attitude

The students were asked 17 questions in order to find out their attitudes towards the target language and other cultures.

Question4: Have you ever imagined living abroad? If you imagine living abroad as a Turkish person, where would you most and least like it to be? Why?

The first question about their attitudes is Q4 asking whether they have ever imagined living abroad or not, if so, which country/countries they would like to live most and least. With this question, it was aimed to gather information about if they have any positive attitudes towards other cultures or any prejudice against them.

According to the first interview, 8 students (53,33%) admitted that they dreamt about living abroad while 7 of them (46,66%) did not. 8 students gave 12 different answers to the question of which country/countries they would like to live most. The most frequent answers were Germany (33,33% of 12 answers) due to the job opportunities and England (33,33% of 12 answers) as they learn their language and wonder its natural beauties. Other answers were Japan for education, the USA for job opportunities, Spain for football, and Canada for Niagara Falls.

When they were asked if there were any countries they did not want to live or not, 8 students (53,33%) stated that they wondered everywhere whereas 5 students did not want to live in Africa because of famine (3 students; 20%) and drought (2 students; 13,33%). Different from other students' reasons, 1 student said that he/she did not want to live in Greece and another student did not want to live in Syria. Both of them had the same reason that they thought those countries were our enemies.

Student4: "I do not want to live in Greece. Because they conquered the Aegean Region and also there is a Greek football player, I do not like him, either".

Student1: "I do not want to live in Syria because they burnt Turkish flag, I saw on TV".

When they were asked the same question once more, 14 students (93,33%) dreamt of living abroad, just 1 student stated that he/she did not want to live abroad though he/she might go for a holiday; he/she also expressed his/her reason that Turkey was more beautiful than the others. 14 students had 6 different answers. Paris was the most frequent answer (4 students; 28,571%.) due to its beauty. The USA (3 students; 21,428%) was the second place because of its education and job opportunities. Japan (for education and wondering it), England (learning their language) and Spain for

football (2 students for each; 14,285%) were the other common answers. Lastly, Germany (1 student; 7,142%) was the least frequent one and h/she preferred it as he/she had relatives there.

They were asked whether or not there were any countries that they did not want to live. 6 students (40%) stated that they wondered and could live everywhere. 4 students did not want to live in Africa due to famine and Syria because of war (2 students for each; 13,33%). The other answers were Egypt, Arabia, Japan, the USA and Somalia (1 student for each; 6,66%).

Student 4: *"I don't want to live in Somalia, it is so bad, and the skin of people is very dark and they speak a language that I cannot understand"*.

Question10: Would you like to live with a foreign family in another country for a few weeks? Why /Why not?

They were also asked whether they would like to live with a foreign family in another country for a few weeks or not. 8 students (53,33%) noted that they did not want it while 7 students (46,66%) would like to live. 4 students (50%), who did not want to live, expressed the reason for their idea that they loved their country and the other 4 students (50%) stated that those people were different; their food and cultures were different from their own. 5 (71,428%) of 7 students who would like to live there to learn their culture while 2 (28,571%) of 7 students wanted it to see different countries.

After the culturally enriched classes, the number of the students who responded 'yes' and 'no' did not change. The reasons why the students did not want to live in another country, were that they loved their own families (3 students; 37,5%), they were different and foreigners (3 students; 3,5%), their language and food were different (2 students; 25%). However, 7 students (46,66%) would like to live with a foreign family because they wondered their culture and traditions (4 students; 57,142%) and they would like to see different countries as they found it interesting (3 student; 42,857%).

Before and after the classes their attitudes seemed unchanged, but when it was investigated in detail, there were two students who changed their mind. Both of them were the members of experimental group of the 7th grade.

Student14: *“I would like to live in order to see there”* (The first interview).

“No, I do not want to live because I have got a family here and I can learn about the others without going there” (The second interview).

Student12: *“No, because I am happy with my family and being Turkish”* (The first interview).

“If I can speak with them, why not? I would like to see their country and to learn about their culture” (The second interview).

It is necessary to underline that Student14 has high motivation while Student12 has low one. This seems a little bit complex. It is apparent that Student12 developed positive attitudes after the culturally enriched classes and he/she became curious about other cultures. For Student14, however, there are no clear data about his/her attitude change, those classes helped them learn about other culture and countries. But, there may be something he/she has learnt throughout these classes, makes him/her change his/her mind. On the other hand, there may be an external reason for him/her like an event that he/she has seen on TV.

Question16: Do you think they (foreigners) like Turkish dishes?

Before the culturally enriched classes, the students were asked whether foreigners liked our dishes or not. 12 students (80%) claimed that foreigners liked Turkish dishes. 2 students (13,33%) cited that they might like some of them or find their tastes strange as their dishes are different, 1 (6,66%) student told that he/she had no idea about this.

When they were asked the same question, the results were almost the same. 13 students (86,66%) agreed that foreigners liked Turkish dishes. 1 student (6,66%) had no idea, another student (6,66%) thought that they did not like them.

As it is illustrated above, most students thought that other people liked Turkish dishes. Apart from the answers of 2 students, others may think egocentrically because of their developmental levels.

Student 15: *“They like because Turkish cuisine is largely the heritage of Ottoman cuisine and the Ottoman Empire comprises 72 states so it has the traces of different cultures”*.

Student 9: *“They may find it strange because their taste is different”*.

Question 21: Would you like to taste this? Why?

In Q21 the students are shown some pictures and they asked whether they would like to taste them or not.

For the first picture 10 students (66,66%) responded ‘yes’, and 5 students (33,33%) responded ‘no’. For the post-interview, 14 students (93,33%) wanted to eat it while 1 (6,66%) did not. The reason why this student did not eat it was that he/she did not like eating meat.

For the second picture, 14 students (93,33%) would like to eat it as most of them think that it was a Turkish dish. 1 student (6,66%) did not want to eat it as he/she did not like its appearance. After culturally enriched classes, 7 students (46,66%) would like to taste it. Also 4 students (26,66%) stated that they could only eat the beans. 4 students (26,66%) said that they could not eat it as there was pork in it and it seemed jumbled. The decrease in the number of the students who would like to taste this could be due to they learnt about it during the culturally enriched classes.

For the third picture, 6 students (40%) would like to taste it while 9 students (60%) would not. The reason why they do not taste it is that it contains raw fish. When they are asked again, the results are the same as the first one. However this time the students give more conscious answers than before.

Student 10: *“I cannot eat it even if I die. It is Sushi, different nationalities eat it”* (First interview).

“I can eat it. It is a Japanese dish” (Second interview).

When it comes to fourth picture, all of the 15 students (100%) did not want to taste it both before and after the culturally enriched classes as there was an insect in it.

For the fifth picture, 9 students (60%) did not want to taste it because of its appearance and ingredients whereas 6 students (40%) wanted to taste it as it included sea food. The number and the percentages of the answers did not change at second interview. However, some students were more conscious about the ingredients and the homeland of this dish this time.

Student14: *“This is Japanese or Chinese, I do not want to taste it”* (First interview).

“I do not want to taste it, it is Spanish” (Second interview).

Student6: *“No, I do not taste it, there are worms in it”* (First interview).

“No, I do not eat it, there are shrimps in it” (Second interview).

Lastly, they were shown the sixth picture, 9 students (60%) would like to taste them, because 5 of them thought that they looked nice and 4 students thought that it was a Turkish food. 6 students (40%) did not want to eat them because of their appearance. When they were asked the same question after the classes, 11 students (73,33%) would like to taste them, but some of them noted that they could eat some of them if they did not contain raw meat, fish or pork. 4 students (26,66%) stated that they did not taste them because of the appearance and the ingredients. As it could be inferred from their answers that besides the increase in the number of the students who would like to taste these, they are more conscious about the ingredients of them when compared to their answers of the first interview.

Question26 c/d: What do you think about their festivals? Do you want to celebrate them, too?

There are 8 students who were knowledgeable about the festivals in other countries which will be mentioned later. 5 students out of 8 (62,5%) found those festivals lovely while others implied that they were crazy, comic and enjoyable (1 student for each; 12,5%). 6 students out of 8 (75%) would like to celebrate these kinds of festivals while 2 students (25%) would not like to.

There were 11 students according to the results of the second interview having knowledge about the festivals in other countries. 10 of them (90,909%) would like to celebrate those festivals while 1 of them (9,090%) would not. 7 students out of 11 (63,63%) found the festivals lovely while others (1 student for each; 9,090%) thought that they were enjoyable comic and interesting.

According to the results of the both interviews students did not have any negative opinions about the festivals of the other countries. There was only 1 student who would not like to celebrate the festival of the other countries while there were 2

students before the culturally enriched classes. Another student was the member of the control group. So it is not surprising that there was no change in his/her attitude.

Student14: *“I would not like to celebrate them because they are so crazy”*
(First interview).

“If they are applicable for our country I would like to celebrate. For example, Christmas may be celebrated but The Emperor’s Birthday cannot be celebrated as because there is no emperor in republics. I would like to celebrate Halloween, too but my family do not celebrate it” (Second interview).

Question31: Learning English is compulsory in our schools. What do you think about this?

The students were asked some questions to reveal their attitudes towards learning English and English classes at school. They were asked (Q31) what their opinions were about compulsory English lessons at school. 15 students (100%) claimed that learning English was good and necessary for them. 14 students (93,33%) did not change their opinions while 1 student thought the students should have been given a chance to choose when he/she was asked the same question for the second time.

Student9: *“I agree that it is a good thing. When we consider other countries, more languages are taught which means having more cultural knowledge and information exchange”* (First interview).

“It shouldn’t be compulsory, because those who do not want to learn English try to interrupt the lesson and this makes us discouraged” (Second interview).

This student was the member of the control group of the 7th grade and it is necessary to explain that as the second interviews were carried out on the second term of the year, the teacher of the control groups was changed. This may be the reason of change in his/her.

Question33: Do enjoy learning English? Have you always liked/disliked? Why?

Next question about their attitudes towards learning English is Q33. They were asked if they liked learning English or not. 12 students (80%) stated that they liked it while

3 students (20%) did not like it so much. 7 students out of 15 told that they always liked it; however, other 8 students, 3 of whom still did not enjoy it that much, express that they found it difficult at the beginning. The number and the reasons given by the students were exactly the same after the culturally enriched classes.

Question35: Would you like to learn another language instead of English? Which one? Why?/Why not?

Another question was asked to the students whether or not they would like to learn another language instead of English. 11 students (73,33%) did not want it, however 4 students noted that they would like to learn all the languages or Japanese (2 students for each; 26,66%).

In second interview, all the students did not want to learn any other languages instead of English like the results of the first interview, but 8 students (53,33%) stated this clearly, while 7 students (46,66%) stated that they would like to learn all the languages, Japanese or Chinese together with English. Especially they preferred Japanese and Chinese as they found them interesting and different.

Question36: What do your family think about your learning English? What do your family think about peoples of other countries?

When they were asked about the opinions of their families about their learning English, 12 students (80%) acknowledged that they supported and encouraged their learning while 3 students (20%) implied that they were not interested in their language learning. The results of the second interview were the same as the first one's. It is not surprising as the opinions of the families are unlikely to change because it is independent from the culturally enriched classes.

Question36 a/b) How do they react if your family/relatives and friends learn that you can speak English?

12 students (80%) stated that if they could speak English, their families would be happy; other 3 students (20%) noted that they would not be interested (1 student), surprised (1 student) as they knew that he/she could manage this and another student had no idea about their reaction. Mostly, they also thought that their friends would be

happy for them (5 students; 33,33%), but 2 students (13,33%) claimed that their friends would be jealous of them or would not be surprised.

For the second time, no dramatically change occurred in their replies. 13 students (86,66%) asserted that their families would be happy and 2 students (13,33%) admitted that their families were not interested in their learning. For the reactions of their friends, 5 students (33,33%) claimed that their friends would be jealous of them, while 1 student (6,66%) stated that his/her friends would not be surprised as they knew that he/she could do it.

Question39: Does learning English affect our country, language and culture? How?

Question40: What would you think if you learnt another language instead of English?

Q39 and 40 were combined in the interviews. 9 students (60%) thought that learning English affected these while 6 (40%) students did not agree with this idea. Those who agreed that it affected our country, language and culture noted that more tourists would visit Turkey (8 students; 88,88%) if they learnt English; 1 student (11,11%) thought that it affected Turkish language negatively.

After the culturally enriched classes, 14 students (93,33%) agreed that it affected our country, language or culture both positively and negatively. Just 1 student (6,66%) did not agree that it had an effect.

Student15: “Yes, it does. The number of people speaking English increases and the interests of people in speaking English also increase and they start to envy them. Yet our language is affected by this negatively, it loses its value. We should learn English just to speak with foreigners and to develop our country, when our country develops we do not learn it anymore”.

Student9: “Yes, it affects in a positive way in terms of economy, culture and science”.

The replies of the students above are the most interesting ones. The most frequent reply about how learning affects our country, culture or language was that it affected in a positive way as the tourists would visit Turkey and they could communicate with

them easily, so the number of tourists visiting Turkey would increase and it would affect the economy.

Student6: *“It affects economically; the tourists visit our country, we can help them and introduce our country”*

Question41: Does learning English or any other language break away us from our traditions and language?

13 students (86,66%) did not think that it made us break away from our traditions and language while 2 students (13,33%) claimed that it did.

When they were asked the same question for the second time, 12 students (80%) confirmed that learning English did not break us away from our traditions and language. 2 (13,33%) students were not sure about it while 1 (6,66%) student thought it did.

Student3: *“It does not make us forget them because we always celebrate our festivals or use our language”.*

Student13: *“Our speech may change (Using English words)”.*

Question42: Does learning English affect our Turkish lesson negatively?

14 (93,33%) students did not agree that learning English affects their Turkish lessons negatively whereas 1 (6,66%) student stated that it might affect by making him/her feel confused.

11 students (73,33%) still did not agree that learning English had a negative effect on their Turkish lessons while 4 students thought that it might affect our speech.

Student3: *“It does not affect, because Turkish is our mother language”.*

Student14: *“It does not affect like the Maths does not, either”.*

Student12: *“It affects negatively in time, for example; we say our friends ‘hello’”.*

Question43: Do people who are good at English forget their own culture?

11 students (73,33%) thought that people, who were good at English, did not forget their own culture while 4 students (26,66%) claimed that they might forget. The results of second interview were the same as the first one's.

Student4: *"Maybe, there are some people who forget even their own birthday"*.

Student11: *"Maybe it depends on that person"*.

Student9: *"No, culture means richness so we should get something from other cultures"*.

Question45: Do you approve using the words taken from English in Turkish?

13 students (86,66%) approved of taking words from English and using them, as they thought that it helped us to learn English more easily. However, 2 students (13,33%) thought that it affected our language negatively and if we used these words, other people, who do not know English, would not understand exactly what we say.

According to the results of the second interview, 10 students (66,66%) thought that it was a good thing for them to learn English easily. 5 students (33,33%) claimed that it was bad for our language. It is necessary to underline that all the 5th grade students thought that using English words directly in Turkish helped their learning. However, it could be inferred from the examples above (Student 14 and 15), the 7th graders are more conscious about both the negative and positive effects of this.

Student6: *"It is helpful for us while learning English"*.

Student7: *"To me, we learn more easily"*.

Student15: *"It is absolutely not good for our language, it spoils our language"*.

Student14: *"It needs to be translated in Turkish before taking them, it is not understood if we call handball 'el topu' now, nobody will understand it any longer"*

Question51: If you were staying with a foreign family and you didn't understand something someone said, how would you feel?

13 students (86,66%) expressed that they would feel awful as they did not understand their language 2 students (13,33%) noted that they would feel sad and excluded. When they were asked the same question again after the culturally enriched classes, 11 students (73,33%) stated that they would feel awful, sad or strange as they did not not understand them. 4 students (26,66%) admitted that they would feel helpless and feel angry with themselves.

Student11: *"I would feel bad but also I would feel happy as it would be an opportunity to learn"*.

Student10: *"It would make me feel sad because he/she may say something bad"*.

Student3: *"I would feel strange as I did not understand them"*.

Student12: *"I would feel bad as I would not know whether they say something good or bad for me"*.

Student4: *"I would feel bad, they may swear to me"*.

Those answers above are the most significant ones. There were some students who were prejudiced against others, they think others may be swearing or saying bad things about them when they do not understand them.

Question52: What does it feel like to be a foreigner in another country?

They gave 18 answers in total. 7 students (38,88% of 18 answers) asserted that they would feel strange as they were different from the people in that country. While the others noted that they would feel special (5; 27,77% of 18 answers), sad (2; 11,11% of 18 answers), frightened (2; 11,11% of 18 answers), excluded (1; 5,55% of 18 answers) or lonely (1; 5,55% of 18 answers).

For the second interview, there were 17 answers in total. They stated that they would feel special (5; 29,4117% of 17 answers), awful (4; 28,5714% of 17 answers), lonely (4; 28,5714% of 17 answers), strange (2; 11,7647%), sad (1; 5,8823% of 17 answers) and frightened (1; 5,8823% of 17 answers).

Student11: *"It is very nice as it makes me feel unique"*.

Student15: *“This breaks away us from being Turkish. Because if we live there, we have to learn their language, they do not learn ours. This makes me feel strange”*.

Student6: *“I feel alone among the foreigners, I try to get used to their culture as I do not know it, but I can get accustomed to that culture”*.

Student10: *“This is a nice thing for me, I feel proud”*.

Student5: *“It is a nice thing. I try to learn their language and they try to learn mine, too”*.

There is no change in answers of the students before and after the culturally enriched classes. Namely, those who consider this situation as a negative or positive one do not change their opinion. Also age or gender has no effect on their attitude towards this situation.

4.1.2.4. Knowledge

There 18 questions were asked to the students to find out the extent of their knowledge about other countries/cultures some terms like ‘culture’.

Question5: What does ‘culture’ remind you?

Before the culturally enriched classes, when the students were asked this question their most frequent answer was food (6 Students; 40%), while the least frequent answers were life style, festivals, houses and pictures (1 students for each; 6,66%).

When they were asked the same question again after the culturally enriched classes, they gave 28 answers in total. The most frequent ones were ‘traditions’ (8 ; 28,5714% of 28 answers) and ‘food’ (5; 17,8571% of 28 answers). They also gave such answers as weddings, clothes, songs, our natural heritages (1 for each; 3,5714% of 28 answers).

All the students gave accurate definitions or examples about culture; it could be state that they know the scope of the term culture both before and after the first and second interviews. In addition, they tried to explain ‘cultural entities’ in terms of their schemata as they are young learners.

Question8: What is the same and different in your opinion? Which nationalities resemble us most and least?

They tried to define 'the same' by using 'alike' most (10 students 66,66%) and they mostly (12 students; 80%) used 'not alike' to identify 'different'. They chose 'common' least frequently to define 'the same' and also 'not common, not going together well, and opposite' are the least frequent ones for their definition of 'different'.

After the culturally enriched classes, their definitions were similar to the first one. 'Alike' was the most frequent word (8 students; 53,33%) used to define 'the same' and 'not alike' was the most frequent one for their definition of 'different' (9 students; 60%). 'No difference' and 'not having common qualities' were the least frequent answers for the definitions of 'the same' and 'different'.

Upon the results of the first interview, they stated that Azerbaijani people resembled Turkish people most (5 students; 33,33%) while they claimed that Africans were the most different nationality when compared to Turkish people (5 students; 33,33%).

For the results of the second interview, most students stated that Middle Asia countries (Azerbaijan, Kazakhstan, and Turkmenistan) resembled Turkish people (9 students; 60%). Also the most different people were Japanese when compared to Turkish people (5 students; 33,33%).

Though there was no change in their answers of the similar countries to Turkey, they thought that Japanese people were the most different nationality after the culturally enriched classes; this may be due to the fact that they study about Japanese food and festival during two weeks.

Question11: What do you think about the dishes of other countries, what do they eat or drink?

Question12: Do you think they eat these every day? What about the special day like birthdays or Christmas?

According to the first interview, their most frequent answer was insects (7 students; 46,66%) while the least frequent one was meat and vegetables (1 student; 6,66%). 2 students (13,33%) stated that they had no idea about this.

When they were asked whether they ate these every day or not (Q12), 8 students (53,33%) told that they had no idea about that while 4 students (26,66%) thought so. However, 3 of them did not know what they ate on their special days. Just 1 student stated that they ate local or traditional food.

According to the second interview, their most frequent answer was sushi (7 student; 46,66%) while the least frequent ones were hamburger, pancake and dog fries (1 student for each; 6,66%).

Student12: *“I heard that Chinese eat insects”* (The first interview).

“They eat sushi. For the breakfast, they eat rice, fish or pork”
(Second interview).

“They eat turkey on Thanksgiving Day” (The second interview for Q12).

Student10: *“They eat snail, frog and rice”* (The first interview).

“In the USA, they eat hamburger and pancake” (The second interview).

Student6: *“Japanese eat raw fish”* (The first interview).

“They eat pork, this drew my attention most” (The second interview).

As it could be inferred from the examples above, they gave more specific and accurate answers to the Q11 and Q12. For Q12 after the two-week revision classes, 5 students (33,33%) stated that they ate turkey on a festival day. The least frequent answer (1 students; 6,66%) was pickle.

Question13, 14 &15: What do they have for breakfast, lunch and dinner?

According to the first interview, 6 students (40%) claimed that they ate the same things with us. They thought that they ate similar things for both lunch and dinner, too. Therefore, the results of these questions were presented together. 5 (33,33%) students stated that they ate rice while 5 (33,33%) students told that they had no idea.

After the culturally enriched classes, 5 students (33,33%) said that they did not know their breakfast routines. Other different answers for breakfast, lunch and dinner were

fish (5 students; 33,33%), pork (4 students 26,66%), rice (3 students; 20%), pancake (3 students; 20%), crisps, coffee and green tea (1 for each; 6,66%).

Student15: *“The same things with us”* (The first interview)

“They do not eat a heavy meal. The Americans eat pork and pancake”. (The second interview).

Student12: *“I saw that Chinese people were eating insects. They eat rice”* (The first interview).

“They eat Sushi; for breakfast they eat boiled rice and fish or pork” (The second interview).

After the culturally enriched revision classes, it was seen that they gave more accurate answers rather than their own personal experiences via TV programs.

Question20: Which country’s meal is this do you think? (By showing them some pictures)

Picture1: 6 students (60%) thought that it was a Turkish dish and the other answers were American, Indian, Asian and Arabian dish (1 student for each; 6,66%).

According to the second interview, 8 students (53,33%) claimed that it was a Turkish dish and 3 students stated that it was an Egyptian dish which was the correct answer. Other answers were Spanish, Indian, American and Far Eastern dish (1 student for each; 6,66%). All these answers were the countries which they learnt about their cultures during two weeks.

Picture2: 11 students (73,33%) guessed that it was a Turkish dish while others claimed that it was French dish (2 students; 13,33%), African (1 student; 6,66%) and Middle Asian dish (1 student; 6,66%).

After the culturally enriched classes, 7 students (46,66%) still thought that it was a Turkish dish as it includes beans. Some students (3 students; 20%) stated that it was an Egyptian dish and 3 students (20%) told that they knew it but they did not remember which countries dish it was.

Picture3: 9 students (60%) noted that it was a Japanese dish. The least frequent answer was German dish (1 Student; 6,66%).

When they were asked again, 13 Students (86,66%) claimed that it was a Japanese (9 students) or Chinese (4 students) dish. The other answers were English and Spanish (1 student each; 6,66%).

Picture4: For this picture, 6 (40%) students stated that they had no idea about which country's dish it was and 5 students (33,33%) guessed that it was a Chinese dish. While other students stated that it was an African dish (2 students; 13,33%), a Russian or Japanese (1 student for each; 6,66%).

According to the second interview, 7 students (46,66%) asserted that it was a Chinese dish, which was the correct answer, while 4 students (26,66%) responded that it was a Japanese dish. However, other students claimed that it was an African or English dish (2 students for each; 13,33%).

Picture5: 6 students told that they did not have any idea about which country's dish it was however some students tried to guess that it was the dish of Turkey, Japan and a country by the seaside (2 students for each; 13,33%).

For the second interview, their answers were quite various. They thought that it was the dish of China (3 students; 20%), Africa (3 students; 20%), England (2 students; 13,33%), Turkey, Spain, Japan, Egypt, Russia and Holland (1 student for each; 6,66%) and 1 student (6,66%) admitted that he/she did not have any idea about that.

Picture6: 4 students (26,66%) stated that it was a Turkish dish while 4 students (26,66%) did not have any idea. Other answers were Russia, Japan, England, Somalia and Brazil.

According to the second interview, 4 students (26,66%) still stated that they had no idea while 4 students (26,66%) told that it was Spanish dish which was the correct answer. Others responded that it was the dish of Turkey (3 students; 20%), England (2 students ; 13,33%), the USA and Japan (1 student for each; 6,66%).

After the culturally enriched classes, there was an increase of their answers which were more accurate and conscious, though some of them confused the names of the countries; it is usual because they are young learners and they forget the things easily.

Question22: What is festival?

Question23: What kind of day is it?

Those two questions were combined and asked together. 7 students (46,66%) described that it was a special day on which they felt happy. Also they told that it was a day on which they celebrated something or visit their relatives (1 student for each; 6,66%).

After the revision classes, 8 students (53,33%) defined the festivals as the days they felt happy and another student (6,66%) told that it was a day on which offended people come together and make up.

No significant change is expected for these questions as they are subjective definitions.

Question26: Do you think there are such festivals in other countries, too? What are they? How are they celebrated?

8 students (53,33%) agreed that other countries had festivals, too while 7 students (46,66%) were not sure about it. 5 students (62,5%) replied as Halloween when they were asked the names of the festivals of other countries and the other answers were Sakura, St. Patrick's Day and St. Valentine's Day (1 student for each; 12,5%). 4 students out of 8 (50%) stated that they celebrated those festivals by wearing different costumes and masks while others claimed that they celebrated them by decorating the Christmas tree, visiting older family members, dancing and using the green colour (1 student for each; 12,5%).

According to the results of the second interview, 11 students (73,33%) stated that there were different festivals in other countries while 4 students (26,67) admitted that they did not have any idea about it. When they were asked to give examples for the festivals they gave 26 answers in total while the number of their answers was 8 at the first interview. It illustrated that there was a dramatic increase in their levels of knowledge. Their answers were Halloween (8 students), Christmas (4 students), Easter (4 students), Thanksgiving (3 students), St. Patrick's Day (2 students), Emperor's Birthday (2 students), Chinese New Year (2 students), and Sakura (1 student). They also gave more various answers than the first one about what people

do on those days. They stated that people wore different costumes (4 students), and visited the neighbours to collect candies by saying 'trick or treat' (4 students) on Halloween; people wore green and dyed the rivers green on St. Patrick's Day (3 students); on Easter, people dyed eggs and went to churches (3 students); on Thanksgiving, they ate special meals like turkey (3 students); on Christmas, they decorated the Christmas tree and hang stockings on fireplace (2 students); on Chinese New Year, every year they celebrated a different animal year and performed dragon dances (2 students).

It is important to emphasize that all those 4 students were the members of the control group who stated that they had no idea about the festivals in other countries. 3 students out of 7 students, who were the members of the experimental group and stated that they did not have any idea about the festivals in other countries according to the results of the first interview, they gave some specific answers about the festivals in other countries when they were interviewed again.

Student6: *"Maybe, but I have not heard about it"* (The first interview).

"There are Halloween, Easter and St. Patrick's Day. On St. Patrick's Day, They wear green and dye the rivers green. On Halloween they say 'trick or treat' and collect candies like we do. On Easter, they dye eggs and there is Easter rabbit" (The second interview).

Student3: *"There may be, but I do not know"* (The first interview)

"On St. Patrick's Day, they wear green; on Christmas the day on which Jesus was born, they hang stockings and decorate the Christmas tree" (The second interview).

Student5: *"There may be, but I have not heard"* (The first interview).

"Emperor's Birthday, Easter eggs, dragon dance, and cooking turkey" (The second interview).

Question28: Do you learn anything about the cultures of other countries in English lessons at school?

14 students (93,33%) admitted that they learnt about other cultures at school while 1 student (6,66%) rejected this. The result did not change according to the second interview.

Almost all the students admitted that English lessons had a role on their knowledge about other cultures except from just 1 student. He/she was a member of the control group and it was not possible to illustrate a clear reason for this but it is normal that there was no change in his/her opinion.

Question29: Which country or countries' mother language is English?

They gave many answers (25 answers) to this question, but the most frequent answer was that it was the mother language of England (12; 48% of 25 answers). The least frequently, they stated that it was the mother language of Spain, Russia, Colonial countries; Europe or he/she had no idea about it (1 for each; 4% of 25 answers). Other answers were Germany (3; 12% of 25 answers), the USA (3; 12% of 25 answers), and France (2; 8% of 25 answers).

According to the second interview, they gave 27 answers. The most frequent ones were England (14; 51,8518% of 27 answers) and the USA (7; 25,925% of 27 answers). The other answers were Canada (2; 7,407% of 27 answers), Holland (2; 7,407% of 27 answers), Germany and Australia (1 for each; 3,703% of 27 answers).

They had an activity about English speaking countries all over the world during the culturally enriched classes. They gave more accurate answers for the second time as it could be seen above.

Question30: If we know English with whom can we communicate?

They gave 21 answers, 10 of which (47,619% of 21 answers) was English people. Other answers were that anyone who knew English (4; 19,047% of 21 answers), French people (3; 14,2857% of 21 answers), Americans, Brazilians, Japanese people and Germans (1 for each; 4,7619% of 21 answers).

According to the second interview results, 23 answers were given to this question. They stated that they could speak with English people (11; 47,826% of 23 answers),

Americans (4; 17,3913% of 23 answers), anyone who knew English (4; 17,3913% of 23 answers), Germans (2; 8,695% of 23 answers), Dutch people (1; 4,3478% of 23 answers) and Canadians (1; 4,3478% of 23 answers).

Like their answers in Q29, their answers were more accurate than the first one.

Question37: Is English taught in other countries, too?

Almost all 15 students claimed that English was taught in other countries, just 1 of them was not sure about it. The result of the second interview for this question was the same with that of the first one; 15 students agreed that English was taught in other countries.

Question38: When do children begin learning English in other countries?

According to the result of the first interview for this question, 8 students (53,33%) claimed that they began earlier than Turkey while others stated that they began at the same time with Turkish students (5 students; 13,33%), later than Turkish students (1 student; 6,66%) and he/she had no idea about this (1 student; 6,66%).

According to the second interview; they claimed that they began learning earlier (11 students; 73,33%) and 4 students (26,67%) claimed that starting age for learning English in other countries was the same with the one in Turkey.

Question48: Is there any world-famous buildings or monuments that you know or you have seen?

Most students (9 students; 60%) told The Eiffel Tower when they were asked about any world-famous buildings, the least frequents answers were the Seven Wonders of the World and the Great Wall of China (1 student for each; 6,66%).

Like the result of the first interview, their most frequent answer (11 student; 73,33%) was the Eiffel Tower, while the other answers were The Statue of Liberty, Pisa Tower, The Pyramids and the Seven Wonders of the World (2 students for each; 13,33%).

As they were not given any specific information about this topic, any change is not expected after the second interview.

Question49: Do you know any famous foreign scientists?

Their most frequent answer was Einstein (9 students; 60%) while the least frequent ones were Pasteur and Newton (1 student for each; 6,66%)

The most frequent answers were Einstein (10 students; 66,66%) whereas the least frequent ones were Newton and Galileo (1 student for each; 6,66%).

4.1.2.5. Awareness

There were 9 question asked to the students in order to reveal their awareness level of their own culture and other cultures.

Question9: I will go to another country and stay with a family there. How can it be without interfering with their daily lives? What kind of differences and similarities can there be?

7 students (46,66%) claimed that daily routines might be similar however, 6 students (40%) stated that food might be different. The students claimed least frequently that other similarities might be between their houses, art and literature (1 students for each;6,66%). The students also added that their languages, daily routines, games, and relationships between the family members might different from the students' own culture (1 student for each; 6,66%).

According to the second interview, there was not a dramatic change when compared to the first one. 8 students (53,33%) noted that daily life routines might be one of the similarities and other might be games and family relationships. 7 students (46,66%) told that their food were different from Turkish food. They also stated that clothes, games, language, daily routines and festivals might be different.

Some students considered some topics like food and daily routines as similarities whereas some of them considered them as differences. After the culturally enriched classes, they mentioned the festivals, too.

Question17: What do we have for breakfast?

Question18: Could you give a few examples for our dishes?

Question19: What are our drinks?

These questions were asked in order to reveal to what extent the students were aware of their own culture. They gave 64 answers for Q17, 12 (18,75%) of which was cheese. The least frequent answers were butter, milk, cucumber and simit (1 for each; 1,56% of 64 answers). Among other answers the most interesting one was that they thought that chocolate was a part of typical Turkish breakfast (3 students). For the second interview, they gave 50 answers. Their most frequent answers were olive (13; 26% of 50 answers) and cheese (12; 24%). The least frequent answers were milk, jam, and fruit juice (1 for each; 2% of 50 answers).

They gave 30 answers about traditional Turkish dishes. Their most frequent answer was 'keşkek' (6; 20% of 30 answers) which is a local dish in Muğla. They mentioned about mantı, baklava, börek, and meat (1 for each; 3,33% of 30 answers) the least frequently. They gave 21 answers according to the second interview. Their most frequent answers were sarma/dolma (8; 38,095% of 21 answers) and 'keşkek' (6; 28,5714% of 21 answers). The least frequent answers were Kebap, börek, meat, and pumpkin dessert (1 for each; 4,7619% of 21 answers).

For drinks, they gave 20 answers the most frequent of which were ayran, fizzy drinks, and fruit juices (4; 25% of 20 answers). The least frequent answers for this question were şalgam, coffee and water (1 for each; 5% of 20 answers).

Question24: What do we do on those days (festivals)?

11 students (73,33%) asserted that they visited their relatives. Other students (1 student for each; 6,66%) stated that they paraded, fasted, and collected candies.

According to the second interview, 8 students (53,33%) told that they visited their relatives and kissed their hands. Other answers were visiting cemeteries, sacrificing animals, dancing, and reading poems.

Question25: Which festivals are there in our country?

When they were asked about the festivals in Turkey, they gave 39 answers for this question. Mostly, Sacrifice Feast (9; 23,0769% of 39 answers) and National Sovereignty and Children's Day (9; 23,0769% of 39 answers) were the first ones that came to their minds. The least frequent answer was Commemoration of Atatürk Youth and Sports Day (3; 7,692% of 39 answers).

According to the results of the second interview, they gave 23 answers to this question and the most frequent answer was Ramadan Feast (8; 34,7826% of 23 answers) while the least frequent ones were Victory Day and Commemoration of Atatürk, Youth and Sports Day (1 for each; 4,3478% of 23 answers).

Question32: Do you think learning English is necessary? Why? For whom?

All of the students agreed that learning English was necessary. They gave 20 answers for the reason why they should learn English in total. 9 students thought that they needed to learn English to go abroad. Their least frequent answer (1 student) was that they needed to learn English to develop their own country.

According to the second interview results, they gave 21 answers in total. Mostly (9 students) they agreed that they should learn English to speak with the tourists. Other answers were that it was necessary for their jobs or career (7 students) and for going abroad (5 students).

Student1: *“It is necessary; we can keep in touch with other countries and we can trade with them”*

Student15: *“I would like to be a genetic engineer and there is not many schools for this in Turkey. So I need to go abroad”*

As it could be inferred from the examples above, both 5th graders and 7th graders have realistic reasons to learn English.

Question34: Why do not we learn another language instead of English?

8 students (53,33%) claimed that they learnt English because it was the most widely used language. In addition to this, 5 students (33,33%) admitted that they did not have any idea about this. Lastly, 2 students (13,33%) stated that as English was simple, they learnt it.

According to the results of the second interview, there was a decrease in the number of the students who stated that they had no idea about this. While there were 5 students according to the first interview, there were 2 students according to the second one.

Upon the role of English as a lingua-franca all over the world, it could be said that older students are more conscious.

Student15: *“It is the most widely used language. After the industrial revolution, England taught her own language where she went. She has got many colonies”*.

Student9: *“It is a global language”*.

Student3: *“Our relations are better with England”*.

Student6: *“It may be because of the fact that it is easy. There are some words that are the same with the ones in Turkish”*.

Question44: Do you know that there are some words in Turkish that are taken from English? Could you give a few examples for them?

They gave 23 answers for this question which are quite various. However, 4 students stated that they did not have any idea about that; other most frequent answers were hamburger (3; 13,043% of 23 answers) and pizza (2; 8,695% of 23 answers). Others were café, sitcom, show, advantage, zebra, television, sport, train, bank, stop, pardon, yoghurt and pilot (1 for each; 4,3478% of 23 answers).

They gave 29 answers to this question when they were asked for the second time. Every student gave an answer unlike the first one. The most frequent answers were football, basketball, pizza (3 times for each; 10,344% of 29 answers). Others were volleyball (2; 6,896% of 29 answers), hamburger (2; 6,896% of 29 answers), handball, sport, café, activity, OK, train, centimetre, surprise, potato, tomato, television, yoghurt, zebra, advantage, disadvantage, and show (1 for each; 3,448% for 29 answers).

As a conclusion, when all the categories and each question are analysed, it could be concluded that there is a remarkable increase in students' level of knowledge about other cultures, especially on the topics of 'food' and 'festivals'. Generally the students are not found biased against other cultures or unaware of the importance of English for their lives.

4.1.3. Field Notes

During two weeks, field notes were taken by the researcher. In this section, some remarkable points are presented shortly. Other details are discussed with the research questions in the next section.

First week, both the 5th and 7th grade students had revision lessons around the theme of food in other cultures. Their first activity was about lingua franca status of English. This was a good point to start in order to show them how widely English is used all around the world and how various cultures they can meet with. Almost all the students were not aware of the global language role of English. They thought that it was the first language of England. Very few of them gave the answer of the USA. However, they also gave some strange answers like Germany, French etc. When they were asked why they thought so, they explain these out of their experiences with the tourists from those countries.

Week1: "Today we started with the map activity and Kachru's (1997) 3 circles to illustrate the usage of English all around the world. Just one student from the 7th grades was aware of that it was widely used due to colonial countries of England. I asked them why we learn English and I got various answers. The 7th graders thought that we learnt it to learn other languages easier if know English; majority of the people spoke English; the population of English people was more crowded. The 5th graders thought that we learnt it because English tourists visited Turkey and English people were curios and they travelled constantly."

As it could be seen above that the 7th grade students were more aware and had more rational explanations about the status of English. Also 7th graders had a broader point of view whereas 5th graders just think about the tourists visiting Turkey. They were also asked where or when they would need English for their lives.

Week1: "When I asked them whether they would need English in the future or not they gave many replies. The 5th graders mostly thought that they could help tourists or speak with other people when they went abroad. Some of them told that they would need it for their education as their sisters or

brothers did so. The 7th graders thought that they would need English for finding job as they saw the adverts in newspapers. They also thought that they needed it for their education. One of them wanted to study genetic engineering at university and he told me that “I need to go to Middle East Technical University for this and its education is in English and after that I want to go the USA for further education”. He was conscious about what he wanted and needed to reach his target.”

Like their replies for lingua franca status of English, the 5th graders thought starting from the closest surroundings of their own. Whereas the 7th grade students had more concrete reasons to learn English, some of them had already set some goals for their lives.

Second week, the theme was festivals in other countries to review their previous learnings. Before starting the lessons of the second week, an activity called ‘Inclusion/Exclusion’ was carried out both in the 5th and 7th grades. By this activity, they experienced how they would feel if they were included or excluded.

Week2: “This week, before starting the lessons of festivals in other countries, they participated in ‘inclusion/exclusion’ activity. I wanted to make them understand the ‘others’ that they were biased against and thought how they would feel if they were excluded. For the activity, we were in the garden. It was harder with the 5th graders to explain and apply the rules at first, but the result was acceptable. Both in the 5th and 7th grades, the most common answers for how they feel when they exclude their friends or how the excluded students feel, were that they felt lonely, excluded, and furious. Others who excluded their friends told that there was no problem for them; they even did not think the feelings of their friends and they explained why they excluded their friend that they were different.”

This activity was a good start for making them consider the feelings of others who are different from them.

4.2. The Discussion of the Research Questions

The research questions are discussed in the light of the data collected via the attitude and motivational questionnaire, semi-structured interviews and field notes taken by the researcher during two-week culturally enriched revision classes.

4.2.1. How does age affect the students' motivation to learn English and their attitudes towards other cultures?

Each people from different age groups has different cognitive development level, needs and motivation for learning. Because of this, the relationship between the age and motivation is investigated in this study. Table 4.5. below shows the pre- and post-test scores of 5th and 7th graders.

Table 4.5. Results of the independent t test between 5th and 7th graders

Tests	Groups	N	Mean	Std. Deviation	T	Sig. (2-tailed)
Pre-test	5 th Grade	56	246,2	25,14	3,722	0,00
	7 th Grade	66	227,1	30,64		
Post-test	5 th Grade	56	239,5	32,94	2,274	0,025
	7 th Grade	66	225,2	35,73		

Table 4.5. above shows that the mean of the pre-test of the 5th grade students is 246,2 (x=246,2) out of 270,00 points. The standard deviation is 25,14 which shows us the difference between the students' scores is high. On the other hand, the mean of pre-test of the 7th graders is 227,1 (x=227,1) and the standard deviation is 30,64. It is clear obvious that 5th grade students are more motivated than the 7th grades. t value is 3,722 and Sig. 2-tailed value is 0,00 which illustrates that it is highly significant. Namely, there is a strong relationship between age and motivation levels of the students.

According to the results of the post-test, the mean of the 5th graders is 239,5357 (x=239,5). Though their motivation levels are still high when it is considered that the

maximum score is 270,00, it is apparent that there is a decrease in their motivation levels. The standard deviation is 32,94 which shows that the difference between the students' scores is higher than the results of the pre-test. The mean score of the 7th grade students is 225,2. Their motivation levels are almost same. t value is 2,274 and Sig. 2-tailed value is 0,025. When all these data are considered, their post-test motivation scores are lower than the pre-test's, as mentioned before, there are many factors affecting the motivation of learners. However, it can be concluded that age is effective on the motivations of learners.

In terms of attitudes of the learners, it could be said that the students are not biased against target cultures in general. However, there are some students who have negative attitudes towards other countries as mentioned before.

Student4: *"I do not want to live in Greece. Because they conquered the Aegean Region and also there is a Greek football player, I do not like him, either"*.

Student1: *"I do not want to live in Syria because they burnt Turkish flag, I saw on TV"*.

Those two students are the ones who have low motivation to learn English and they are the 5th graders. Student1 is the member of experimental group and for the second interview, his/her reply for Q4 is presented below:

Student1: *"Yes. I would like to live in Paris most as it is a beautiful city. I can live in all countries"*.

As it is presented above the results of the interview show that the 5th grade students have some negative attitudes towards other cultures, but this case changes after the culturally enriched classes. Their answers for the interview questions are related to their attitudes towards other cultures. There are also question items that aim to find out the attitudes of the students towards English language and lessons. The numbers of those items are 1, 2, 3, 4, 5, 6, 7, 8, and 9. Table 4.6. and 4.7. below show the attitudes of the 5th and 7th grade experimental groups.

Table 4.6. The pre-test and post-test scores of the 5th grade experimental groups for question items of attitudes

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	28	35,00	45,00	42,03	2,58
Post-test	28	24,00	45,00	41,00	4,65

Table 4.6. shows that 5th grade experimental groups are generally have high attitude scores towards English. They can get 45 out of 9 items. There are 28 students in the 5th grade experimental groups. According to their pre-test results, the mean of their attitude is 42,03 while it is 41,00 according to the post-test. Like their total motivation scores, their attitudes towards English decreased slightly. In order to reveal the effect of age, it is necessary to investigate also the scores of the 7th grade experimental groups.

Table 4.7. The pre-test and post-test scores of the 7th grade experimental groups for question items of attitudes

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	39	26,00	45,00	38,6	4,94
Post-test	39	32,00	45,00	39,5	4,20

As it is presented above, there are 39 students in the 7th grade experimental groups. The mean of the pre-test is 38,6 (x=38,6) whereas it is 39,5 (x=39,5) according to the results of post-test. The attitude scores of the 7th grades are in line with their total scores. Namely, the attitude scores of the 7th grade experimental groups increased after culturally enriched classes. Like their motivation levels, their attitudes towards English language decreased slightly in the 5th graders whereas the 7th graders' increased.

Attitude and motivation are so complex patterns that they cannot be generalised firmly out of those data presented above. But the data points out that the 5th graders have higher motivation levels and more positive attitudes towards learning English,

however, according to the results of interview they were found biased against some countries and their attitudes decreased slightly after the culturally enriched classes.

4.2.2. How does gender affect their motivation to learn English and attitudes towards other cultures?

Lots of studies are carried out to find out relations between gender and motivation. Mostly female students are found to have higher motivation levels than male students. Table 4.8. illustrates the results of this study in terms of gender.

Table 4.8.: Results of the independent t test between female and male students

Tests	Groups	N	Mean	Std. Deviation	T	Sig. (2-tailed)
Pre-test	Female	68	238,4	30,09	1,069	0,287
	Male	54	232,6	29,20		
Post-test	Female	68	237,9	32,22	2,200	0,030
	Male	54	224,1	37,25		

It could be seen in Table 4.8. above that the mean of the pre-test of female students is 238,4 ($x=238,4$). The standard deviation is 30,09 which shows us the difference between the students' scores is high. The mean of score of male students is 232,6 ($x=232,6$) and the standard deviation is 29,20. According to the mean scores of the pre-test, female students have higher score than male students. t value is 1,069 and Sig. (2-tailed) is 0,287. According to these values there is no significant difference between their scores.

When the results of the post-test were analysed, the mean of the female students is 237,9 ($x=237,9$). Their motivation levels are almost the same as the results of the pre-test. The standard deviation is 32,22 which shows that the difference between the students' scores is higher than the results of the pre-test. The mean of the male students is 224,1 ($x=224,1$). Their motivation became lower according to the post-test results. The standard deviation is 37,25 which shows there is a quite high difference between their scores. t value is 2,200 and Sig. 2-tailed value is 0,030.

Unlike the results of the pre-test, these values show us that there is a significant difference between the scores of female and male students in terms of their motivation to learn English.

When it comes to their attitudes, the results of the interviews illustrate that female students do not have any specific negative attitude towards other cultures. The answers of the students to the question item 10 *“Would you like to live with a foreign family in another country for a few weeks? Why?”* are presented below:

Student1: *“No, I would not as we do not speak the same language”*.

Student2: *“No, I would not as their dishes are different”*.

Student3: *“No, because I know my own family but I do not know that family”*.

Student4: *“Our country is better, even if I can speak English I would not like. They are different and it is not a secure place”*.

Student10: *“I have never thought about it, I would not like as I do not know their lives and what they will do”*.

Student14: *“No, I have got a family so I can learn about them without going there”*.

Student15: *“No, not much. I love my family”*.

Those are all the male students from both experimental and control groups of the 5th and 7th grades. Here are the replies of the female participants:

Student6: *“Yes, because I wonder their lives”*.

Student9: *“Absolutely. I would like to learn their culture (Japan). The more knowledge and experience is better”*.

Student11: *“Absolutely, I would like it to see there”*.

Student12: *“If I can speak, why not? In order to learn their cultures and see how those places are”*.

As it could be seen above, almost all the male participants show negative attitudes towards another culture while females are positive about visiting other countries staying with a foreign family. Also field notes taken by the researcher support this.

Week1: *“...When I stated to show the pictures of the dishes of other countries they found eating pork quite strange and they were strict about eating pork or bacon, especially the 5th graders are strict about eating pork and bacon. One student from the 7th graders stated that he/she could eat it as he/she wondered the taste of it. Until he/she stated his/her opinion about that every student agreed about not eating it. But after his/her explanation, the number of students who would like to taste it increased and that was a girl.”*

It could be concluded from all the data presented above that female learners were found to be more positive towards other cultures.

4.2.3 How does experience with the other cultures, if any, affect their attitudes towards other cultures?

None of the participants have been abroad before or have friends from other countries. Therefore, there are not any data about this variable to make a conclusion.

4.2.4. What kind of difference has occurred between the students who have two-week culturally enriched classes and who do not?

Several differences were observed throughout this study. As the data related to those changes are presented in detail in the sections 4.1.1, 4.1.2, 4.1.3., 4.2.1., and 4.2.2., it will be discussed briefly.

In terms of motivation levels of the students, the motivation levels of the 5th grade experimental groups are higher than the 7th graders. The mean score of the 5th graders is 244,0 ($x=244,0$) according to their pre-test results whereas the 7th graders' is 229,0 ($x=229,0$) for the pre-test and 234,3 ($x=234,3$) is the mean score of their post-test results. Although younger learners are more motivated, the mean score of the post-test decreased slightly. There is no precise information about what affects their motivation levels. Nevertheless, the motivation levels of the 7th graders in experimental groups increased after two-week culturally enriched classes.

Also their attitudes towards other cultures are investigated throughout this study. Their attitudes towards learning English are in line with their general motivation levels. As presented in Table 4.6. and 4.7., the mean score of the 5th grade students is 42,03 (x=42,03) according to the results of pre-test and the mean of the post test is 41,00 (x=41,00). The mean of the pre-test of the 7th grade students is 38,64 (x=38,64) whereas the mean score of the post-test is 39,51 (x=39,51). In general, the 5th graders have higher score than the 7th graders. But while their scores are decreasing, the scores of the 7th grade students increase according to the post-test results. Also female students are more positive towards other countries, which is supported by the results of semi-structured interview and field notes, as discussed before in section 4.2.2.

Their knowledge about the festivals in other countries and their food also increased after two-week culturally enriched classes as discussed in section 4.1.2. They gave more specific and varied answers to the questions such as *“What do you think about the dishes of other countries, what do they eat or drink?”*. *“Do you think they eat these every day? What about the special day like birthdays or Christmas?”*, *“What do they have for breakfast, lunch and dinner?”*, *“Do you think there are such festivals in other countries, too? What are they? How are they celebrated?”*.

It is obvious that teachers can help their students gain insights into other cultures while teaching a language to them. As just acquiring the structures or lexis of a language is not enough to communicate with people from various cultures, teachers should make their students aware of other cultures.

CHAPTER V

CONCLUSION

In this chapter, a brief summary of the study is provided and the implications of the study are discussed. As a concluding point, the suggestions for further study are presented.

5.1. Summary of the Study

This study aims to find out the influence of bias against target culture on motivation of young learners to learn English. The study concludes that culturally enriched themes can be very effective on students' awareness levels of other cultures. It may also affect their motivation to learn English and help cope with their bias against other cultures.

The first reason for investigating this topic is to contribute to the literature on the relationship between cultural biases against other cultures and motivation to learn English as cultural studies in terms of biases are not common in Turkey, but trending all over the world. The starting point of this study is the continuous questionings of the students of the researcher about why English is taught compulsorily in Turkey while Turkish is not learnt by other nationalities like English. This leads the researcher to question whether the students have any biases against other cultures and if so, it affects their motivation levels or not.

The participants of this study are 56 5th grade and 66 7th grade students of Selimiye Primary School. There are 8 groups 4 of them are the 5th grades and others are the 7th grades. For each grade, 2 of them are experimental groups while other two groups are control groups. The study was carried out for 2 weeks and 8 hours for the 7th grades, 6 hours for the 5th grades participants in the second term of the 2011-2012 education year.

Firstly, the attitude and motivation questionnaire was administered in all groups. Then the scores of them were analysed and the students were chosen from the ones

having low and high motivation levels. There were 15 students to be interviewed. They were interviewed with 52 questions to find out their experience with other cultures, interest in other cultures, attitude towards other cultures, knowledge about other cultures and awareness of their own culture and other cultures and the target language. Then the experimental groups had revision classes for two weeks that were enriched with the cultural elements. After two weeks, the questionnaire was administered again with all the groups and the same students interviewed before were interviewed again with the same questions in order to reveal whether there was any change in their attitudes and motivations.

The first research question was how age factor affects their motivation to learn English and attitudes towards other cultures. The results show that the 5th graders were generally more motivated, however, after two-week revision classes; there was a slight decrease in their motivation levels, the motivation levels of the 7th graders, in experimental groups, increased. In terms of their attitudes towards other cultures and the target language, especially the 5th grade students became more aware about different cultures and the role of English for their lives. The 7th graders had also an increased awareness level but it is observed that they have already had special interests in other cultures and they usually investigate about these interests.

The second research question is how gender affects their motivation to learn English and attitudes towards other cultures. There is not any significant difference in their motivation levels in terms of gender according to their pre-test results. However, unlike the results of the pre-test, the post-test results show that there is a significant difference between the scores of female and male students in terms of their motivation to learn English. When the results of the interviews and field notes were analysed, it is observed that male students were stricter and had more negative attitudes than the female students. Therefore, it could be suggest that gender has an effect on their motivations and attitudes to some extent.

The third question is how experience with the other cultures, if any, affects their attitudes towards other cultures. As none of the students have been abroad before and they have no specific experience with other people from different countries it cannot be inferred whether it affects their attitudes or not.

The last research question is what kind of differences has occurred between the students who have two-week culturally enriched classes and who do not. As mentioned before, the replacement of another teacher had an effect on the motivations of control groups. Except from this, it could be suggested that the motivation levels of some students, especially the 7th grade students', increased. In addition, their awareness levels and attitudes changed positively in the both grades.

5.2. Discussion of the Results

The results of the study will be discussed in accordance with such variables as age, gender, and experience.

5.2.1 The effects of age on motivation and attitudes of the students

Motivation is a way of transportation that takes learners to their destinations. If they are lack of motivation the way to the destination becomes hard and arduous and most probably it ends up with failure. What makes people motivated changes according to many factors like the needs and the expectations of the learners. Those factors vary according to different age groups.

In this study, the ages of students are between 11 and 13. The 5th graders are still young learners whereas the 7th graders are called early adolescents by Pinter (2011). It is inferred from the results of the motivation and attitude questionnaire that the 5th graders are more motivated. There have been many studies on second language or foreign language learning motivation and age. Most of their results show that motivation of the learners decreases with age. The result of this study is supported by the study of Ghenghesh (2010), whose study investigates the motivation of a heterogeneous group of foreign language learners. The result of the study show that while the motivation of learners at lower grades is higher, the majority of learners' motivation decreases in the higher grades. In addition, according to the study of Williams, Burden, and Lanvers (2002) study, the 7th graders score higher than the 9th

graders. Furthermore, similar results are presented by Sung and Padilla (1998). They claim that the motivation levels of elementary students are higher than the secondary students.

In terms of their attitudes towards learning English and other cultures, there is no distinct finding justifying the relationship between age and attitudes in this study. However, there were two students from the 5th grades who stated that they did not want to live in Greece or Syria as they thought that they were our enemies. Also a student stated that learning English affected Turkish language negatively. Therefore, a firm conclusion about relationship between age and attitudes cannot be drawn. This is also supported by the study of Byram, et al. (1991a) suggest that younger learners show generally more negative attitudes and add that the relationships between age, school class and gender are very complex to make a firm conclusion.

5.2.2. The effects of gender on motivation and attitudes of the students

There were 122 students, 69 female and 53 male students, participating in this study. According to the pre-test results of attitude and motivation questionnaire, there seemed to be no significant difference between gender and motivation of the students. However, the results of the post-test illustrates that a significant difference occurred with respect to the gender. Acat and Demiral (2002) investigate the problems of those learning English and how these factors differentiate according to age, gender, and occupation. They find out that female learners are more motivated and interested in learning languages. Besides, male learners are affected by the motivation problems more than the females (2002). Also Williams et al. (2002) find out in their study, investigating the motivation of secondary school students in the South-western England to learn foreign languages, that female students have a higher motivation level than male students.

On the other hand, it is noticeable from the results of the interviews that none of the female students have negative attitudes towards other cultures; though some of them stated that they did not want to live another country, they explained the reason for this in terms of emotional reasons like missing their parents. Yet, especially 3 male students interviewed from both experimental and control groups of the 5th and 7th

grades, their answers were clearly negative about other cultures or languages as mentioned above, they stated Greece and Syria are their enemies or English harms Turkish language. This result is supported by the findings of Byram et al. (1991a) state that at both primary and secondary schools female students have more positive attitudes towards French people than boys.

5.2.3 The effects of experience with the other cultures on their attitudes towards other cultures, if any

None of the students who are interviewed have been abroad before. Some of them told that they met with tourists in some touristic places. However, those supply them just shallow impressions as they do not have any thorough and long-lasting interactions. Therefore, out of the results of this study, it is not possible to make a conclusion about the relationship between experience and the attitudes of students towards other cultures. However Byram et al. (1991a) suggest:

“... pupils’ knowledge of and attitudes towards the foreign culture are much influenced by visits organised by teachers. The influence is, however, not always positive: pupils sometimes return with negative attitudes reinforced, or perhaps even created, by their individual experiences.” (Byram et al., 1991a: 118)

It could be concluded from the study of Byram et al. (1991a) that experience with other cultures; especially visits may affect the attitudes of the students positively or negatively.

5.2.4. Differences that occur between experimental and control groups

After two weeks, there were some changes both positive and negative in many aspects such as motivations, attitudes, knowledge, and awareness

Firstly, motivation levels of the students are presented. If the teacher replacement of control groups is ignored, it could be inferred that the motivation levels of the 5th grades decreased. There were no obvious data about why this decrease occurred. However, it is known that the motivations of students are affected by many factors.

Oxford and Shearin (1994) identify some factors affecting language learning motivation: They are attitudes towards target language or culture, beliefs like anxiety and self-efficacy, goals; environmental support like teacher and peer support; involvement in the language learning process; lastly personal attributes like age, gender, and aptitude. But the motivation levels of the 7th graders in experimental groups got higher when compared to the results of pre-test. Therefore, no firm conclusion could be drawn that either culturally enriched lessons have a positive or negative effect on the motivation of young learners.

Secondly, their attitudes were observed to find out whether there was a change or not after two weeks. Generally, the students were not found biased against other cultures or having strong negative attitudes towards learning English. However, according to the field notes taken by the researcher suggested that they were strict about eating pork or bacon, one student from the 7th grades stated that he/she can eat it as he/she wondered the taste of it. Until he/she stated his/her opinion about that, every student agreed about not eating it. However, after his/her explanation, the number of students, who would like to taste it, increased. It could be inferred that like Harmer (2001) claims, peer approval is more important than the teacher's for the adolescents. Yet, the 5th graders were strict about pork and bacon. Though this is supported by the study of Byram et al. (1991a) by suggesting that younger learners show generally more negative attitudes; the relationship between age and attitudes is very complex to make a firm conclusion.

Next difference was in their levels of knowledge about other cultures. As mentioned before, there were significant differences between their first and last interview results in terms of knowledge levels. For instance, the 5th graders knew only Christmas and Halloween before the culturally enriched classes however; their replies varied after two weeks. All the students did not have much information about the dishes of other cultures except from Sushi. But after the revision classes, it was observed that they gave different examples like pancakes, rice. It could be concluded that culturally enriched lessons may help knowledge levels of the learners.

Another difference was in their awareness levels. Here, the awareness about the role of English for their lives is presented as they have an activity about it. When the

results of the post-test were analysed, it was found that students were more aware of the countries using English as an official language and by knowing English with whom they could communicate. According to the results of the first interview, their most common answer was England while the results of the second interview showed that they gave replies like the USA, Canada etc. and whoever knew English. The teachers may raise awareness levels of their students about the global language role of English by giving place to different activities in their lessons.

5.3. Implications of the Study

There are many implications to be obtained for the teachers, material writers and developers, curriculum designers and researchers through this study.

It is illustrated in this research that cultural elements bring variety in our classrooms and help the students to gain insights into different cultures. Different things draw students' attention and make them more curious as the students stated that they wondered Japan or China most due to the fact that they find them different. Thus, teachers can make their lessons varied and open new windows for their students by making them meet with different cultures apart from their own.

While developing materials and curriculum, material writers and curriculum designers should be aware of the cultural diversity of the world and the role of English. As English is a global language, it is a bridge between different cultures. Therefore, they should give more places to different cultural elements in the curriculum and textbooks.

Lastly, the results of this study may be a precious source for further studies as there are very few studies on this topic.

5.4. Suggestions for Further Research

1. Further studies can be administered for longer period of time in order to get more detailed and distinct data on this field.

2. Another study can be carried out in different schools in different regions of Turkey whose students are from different socioeconomic backgrounds.
3. Another aspect could be taken into account is that the effects of socioeconomic backgrounds of the students at the same school on their attitudes and motivations.
4. By considering the role of multi-media and television programmes in motivation or bias against target culture of young learners, another study could be conducted.
5. By looking at in-service or pre-service teachers' points of views on English language teaching and raising cultural awareness of the students, a further study could be administered.

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APPENDICES

APPENDIX 1

İNGİLİZCE DERSİ İLE İLGİLİ TUTUM ÖLÇEĞİ

Aşağıda İngilizce dersiyle ilgili çeşitli ifadeler verilmiştir. Bir ifadeye hangi oranda katılıyorsanız, lütfen onun altındaki sütunu "X" ile işaretleyiniz.

Verdiğiniz bilgiler İngilizce dersiyle ilgili istek, beklenti, sevgi, ilgi, merak ve kaygılarınızı belirlemede kullanılmakla birlikte bilimsel amaç taşımaktadır.

Katılımınız için teşekkürler

Adı-Soyadı: Sınıfı: Numarası:	Tamamen katılıyorum	Kısmen katılıyorum	Karasızım	Çoğunlukla katılmıyorum	Hiç katılmıyorum
1. İngilizce çalışmaktan hoşlanırım					
2. Arkadaşlarımla İngilizce çalışmayı severim					
3. Boş zamanlarımda İngilizce çalışırım					
4. İngilizce dersini severim					
5. Arkadaşlarımla İngilizce konuşmayı severim					
6. İngilizce öğrenmek gereklidir					
7. Mümkün olsa her gün İngilizce çalışırım					
8. İngilizce öğrenmek çok zevklidir					
9. İngilizce öğretmenimi çok seviyorum					
10. İngilizce öğrenmek heyecan dolu bir maceradır					
11. İngilizce dersine ilgi duyuyorum					
12. İngilizce öğrenmek gereksiz ve anlamsızdır					
13. Zayıf not alsam bile İngilizce dersine devam etmek isterim					
14. İngilizce dersi önemli ve gerekli bir derstir.					
15. İngilizce dersi zamanımı harcamaktan başka bir işe yaram					
16. İngilizce konuşulan bir ülkede bir süre yaşamak isterim					
17. İngilizce dersi zamanımı harcamaktadır					

18. İngilizce dersine girmekten hoşlanmam					
19. İngiliz yaşam biçimini merak ediyorum					
20. İngilizce dersi zaman kaybından başka bir işe yaramıyor					
21. Turistlerle İngilizce konuşmayı çok istiyorum					
22. İngilizce dersine çalışmak hoşuma gidiyor					
23. Hiçbir şey beni İngilizce öğrenmekten vazgeçiremez					
24. Ne kadar zor olursa olsun İngilizce öğretilmelidir					
25. İngilizce dersinde çaba göstermek gerekir					
26. Boş zamanlarımda İngilizce çalışmaktan hoşlanırım					
27. İş hayatımda İngilizce'nin faydası büyük olacaktır					
28. İngilizce'yi öğrenmek hayatımı kazanmada bana katkıda bulunacaktır					
29. İleriki çalışmalarımda İngilizce'ye ihtiyaç duyacağım					
30. İngilizce öğrenmeyi çok istiyorum					
31. İngilizce öğrenerek İngiliz arkadaşlar edinmek istiyorum					
32. Gün geçtikçe İngilizce'nin önemi artmaktadır.					
33. Geleceğim için İngilizce önemlidir					
34. Yetişkin olduğumda İngilizce'yi birçok yerde kullanacağım					
35. Ödevlerimi yaparken İngilizce dersi bende bunalıma sebep oluyor					
36. Ne zaman İngilizce çalışsam içimde bir rahatsızlık hissediyorum					
37. Öğretmenimiz İngilizce'yi öğretmiyor					
38. Ezberim zayıf olduğundan İngilizce öğrenemiyorum					
39. İngilizce dersinde dikkatimi toplayamıyorum					
40. İngilizce'yi bir türlü öğrenemiyorum					
41. İngilizce dersinde okuma zorluğu çekiyorum					
42. İngilizce dersinde başarısızım					
43. İngilizce dersinde başarılı olamıyorum					
44. İngilizce dersleri çok zordur					
45. İngilizce konuşmaktan kaçınırım					

46. Dil öğrenmeye yetenekli değilim					
47. İngilizce ödevlerimi tek başıma yapamıyorum					
48. İngilizce dersleri çok sıkıcı geçiyor					
49. İngilizce dersinde başarılı olmak imkânsızdır					
50. İngilizce dersi beynimi yoruyor					
51. İngilizce dersi bana beceriksiz olduğumu gösterdi					
52. İngilizce dersine başladığımızda başım ağrır					
53. İngilizce sorulara cevap vermekten korkuyorum					
54. İngilizce dersinin olduğu günler okula gitmek istemiyorum					

Appendix 2

Görüşme formu

Giriş bölümü

Daha önce doldurduğunuz anketlerden de bildiğiniz gibi ben sadece sizin diğer ülkeler ve kültürleri hakkındaki görüşlerinizi merak ediyorum, bu görüşmede sorulacak soruların doğru ya da yanlış bir cevabı yok. Ben gerçekten sizin ne düşündüğünüzü bilmek istiyorum. Daha önceki anketlere vermiş olduğunuz cevaplar gibi söylediğiniz her şey de gizli kalacak, sizi dinleyen sadece ben olacağım. Ancak görüşmeyi söylediğiniz her şeyi not almak zor olduğundan kaydedeceğim. Görüşmenin sonunda değiştirmek istediğin herhangi bir şey olursa bunu yapabiliriz.

1. Daha önce hiç yurtdışında bulundun mu?
 - a. Daha önce başka ülkeden biriyle tanıştın mı?
2. Hangi ülke/ler?
 - a. Hangi ülke/lerden?
3. Çok paran olsa gitmek istediğin ülke ya da ülkeler var mı?
 - a. Hangisi/Hangileri?
 - b. Neden?
4. Hiç yurtdışında yaşamayı hayal ettin mi?
 - a. Eğer bir Türk olarak başka bir ülkede yaşamayı hayal etsen bu en çok hangisi olsun istersin? Neden? (birden fazla söyleyebilirsin)
 - b. En az hangisi olsun istersin? Neden?
5. Kültür denilince aklına neler geliyor?
6. Başka ülkelerde yaşayan insanların hayatlarını merak ediyor musun? -
 - a. Hangisi/Hangileri?
 - b. En çok hangi yönünü merak ediyorsun?
 - c. Neden?
7. Başka ülkelerde yaşayan insanların hayatları hakkında bilgin var mı?
 - a. Bunu/bunları nerelerden öğrendin?
8. Sence aynı ne demektir, farklı ne demektir?
 - a. Sana göre Türklere hangi millet daha çok benziyor?
 - b. Hangisi daha az benziyor?

9. Ben başka bir ülkeye gidip orada bir ailenin yanında kalacağım. Onların günlük hayatlarını bozmadan, nasıl bir şey olur? Onların hayatları ve bizimkiler arasında hangi benzerlikler ve farklılıklar olur?
10. Sen başka bir ülkede yabancı bir ailenin yanında birkaç hafta yaşamak ister misin?
 - a. Neden?
11. Başka ülkelerde yaşayan insanların yemekleri hakkında ne düşünüyorsun, onlar neler yiyorlar ve içiyorlar?
12. Sence her gün yemekte bunları mı yiyorlar?
 - a. (Cevap evet ise) Doğum günleri, Noel gibi günlerde yemekleri nasıldır?
 - b. (cevap hayır ise) Senin bahsettiğin türlerdeki yemekleri ne zaman yiyorlardır? Günlük hayatlarında neler yiyor olabilirler?
13. Kahvaltıda ne yiyorlar?
14. Öğle yemeğinde ne yiyorlar?
15. Akşam yemeğinde ne yiyorlar?
16. Sence onlar Türk yemeklerini beğeniyorlar mıdır?
17. Bizim kahvaltılarımızda neler var?
18. Bizim yemeklerimizden birkaç tane söyleyebilir misin?
19. Bizim içeceklerimiz neler?
20. (Farklı ülkelerin yemeklerinin fotoğrafları gösterilip) Sence bu hangi ülkenin yemeği olabilir?
21. Sen tadına bakmak ister misin?
 - a. Neden?
 - b. Tadı sence nasıldır?
22. Bayram nedir?
23. Nasıl bir gündür?
24. Neler yapılır?
25. Bizim ülkemizde hangi bayramlar var?
26. Başka ülkelerin de böyle bayramları var mıdır?
 - a. Neler?
 - b. Nasıl kutlanır?

- c. Sen onların bayramları hakkında ne düşünüyorsun?
 - d. Sen de bu bayramları kutlamak ister miydin?
27. İngilizce öğreniyor olmak senin başka ülkelerin kültürlerine ilgini arttırıyor mu?
28. İngilizce derslerinde başka ülkelerin kültürlerini öğreniyor musun?
29. İngilizce hangi ülke ya da ülkelerin anadili?
30. İngilizce bilirsek hangi ülke vatandaşlarıyla iletişim kurabiliriz?
31. İngilizce öğrenmek okullarımızda zorunludur. Sen bu konu hakkında ne düşünüyorsun?
32. Sence İngilizce bilmek ve öğrenmek gerekli mi?
- a. Neden?
 - b. Kimler için?
33. İngilizce öğrenmekten hoşlanıyor musun?
- a. Her zaman seviyor/sevmiyor muydun? Niçin?
34. İngilizce yerine neden başka bir dil öğrenmiyoruz?
35. İngilizce yerine başka bir dil öğrenmek ister miydin?
- a. Hangisi? Neden?
36. Ailen İngilizce öğrenmen konusunda ne düşünüyor?
- a. Senin İngilizce konuştuğunu duysalar ne derler?
 - b. Arkadaşların ya da akrabaların ne düşünürler?
 - c. Ailen başka milletler hakkında ne düşünüyor?
37. Başka ülkelerde de İngilizce yabancı dil olarak öğretilir mi?
38. Başka ülkelerde çocuklar ne zaman İngilizce öğrenmeye başlar?
39. İngilizce öğrenmek ülkemizi, dilimizi ve kültürümüzü etkiler mi? Nasıl?
40. İngilizce yerine başka bir dil öğrenseydik o zaman bu konularda ne düşünürdün?
41. İngilizce ya da başka bir dil öğrenmek bizi geleneklerimizden ve dilimizden koparır mı?
42. İngilizce öğrenmek Türkçe derslerimizi kötü etkiler mi?
43. İngilizcesi iyi olanlar kendi kültürünü unutmuyor mu?
44. Türkçeye İngilizceden geçen sözcükler olduğunu biliyor musun? Birkaç örnek verebilir misin?

45. Sen bu sözcüklerin Türkçede kullanılmasını doğru buluyor musun?
46. Sen hiç yabancı yazarların kitaplarını Türkçe olarak okudun mu?
47. Televizyonda ya da sinemada hiç yabancı film izledin mi?
48. Bildiğin ya da gördüğün dünyaca ünlü binalar, anıtlar vb. yapılar var mı?
49. Ünlü yabancı bir bilim adamı biliyor musun?
50. Ünlü yabancı bir şarkıcı, film yıldızı,...?
51. Eğer yabancı bir ailenin yanında kalman gerekse ve birisinin sana söylediği bir şeyi anlamasan nasıl hissedersin?
52. Sence başka bir ülkede yabancı olmak nasıl bir duygu olur?

Appendix 3

Sample lesson plans

TASK : FESTIVALS IN OTHER COUNTRIES 5th Grade Lesson 2			
	Preparation	Core Activity	Follow up
Language Learning Goals	Activate previously learnt lexis and structures (words about festivals, am/is/are and there is/are).	Finding specific information and writing very short sentences.	Giving very short presentations.
Activities	<p>1.The students are asked to work in groups of four. The teacher tells them that he/she says the name of a festival they have learnt. They have one minute to write down as many related words as they can remember. Each time their answers are collected and put into each group box on the teacher's table. Their answers are count before the whole class and the winner group will have a prize.</p>	<p>1. The students watch videos about the festivals.</p> <p>2. They watch the video once more. They are asked to work in groups and asked to write down the words about what they have watched like 'green, dragon etc.'</p> <p>3. They asked to write very simple and basic sentences by using the words and the structures like 'there is/are'.</p>	<p>1. They are asked to make a short presentation by using the sentences they have written. They may use the pictures if they like.</p> <p>2.The teacher tells them that they will choose their favourite festival. The teacher says the name of the festival, the students, whose favourite festival it is, raise their hands.</p>

TASK : FESTIVALS IN OTHER COUNTRIES
Week 2, 7th Grade Lesson 1

	Preparation	Core Activity	Follow up
Language Learning Goals	Activate previously learnt lexis (Festivals and telling the dates).	Finding specific information	Listening and choosing the correct item.
Activities	<p>1The teacher writes festivals in the middle of the blackboard and asks them to tell the festivals in Turkey or in other countries. The teacher writes their answers in English. Then he/she asks them the dates of those festivals. The teacher completes the missing festivals to be taught and the dates of them.</p>	<p>1. The students are asked to work in groups. They are given a blank poster and pictures in an envelope. The teacher gives each group name of a festival and asks them to open their envelopes, then asks them to complete their festival poster by visiting other groups for picture exchange. When they complete their posters, the teacher asks them to hang their posters on the board.</p> <p>Then, the teacher writes the names of the pictures on the posters on stickers, shows the word to the class and sticks it on the pictures. Finally the teacher tells the students that they will play a memory game. Therefore s/he asks them to examine the posters for 5 minutes.</p> <p>2. The students</p>	<p>1.The last activity is fly swatter game. The students are divided into two groups. The flash cards are hung on the. One student from each team comes to the front of the room facing the class, with their back to the board. Each has a fly swatter. When the teacher says a word, they have to turn around, look over the pictures on the board and touch the word the teacher has said with the fly swatter. The first one to touch the word gets a point for their team.</p>

		<p>are asked to work in groups of four. The teacher tells them that he/she says the name of a festival they have learnt. They have one minute to write down as many related words as they can remember. Each time their answers are collected and put into each group box on the teacher's table. Their answers are count before the whole class and the winner group will have a prize.</p>	
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Appendix 4

Materials for reading comprehension activities of the 7th Grades

Chinese New Year



The Chinese New Year is the most important holiday of the year for Chinese people.

It is sometimes called the Lunar New Year, especially by people outside China. The festival traditionally begins on the first day of the first lunar month in the Chinese calendar, and lasts for 15 days.

The Chinese New Year begins on a different date each year between January 21 and February 20.

This year, the Chinese New Year begins on Jan 23.

The Chinese Zodiac

There are **12 animal signs** in the Chinese zodiac calendar. Each year is represented by a different Chinese horoscope animal. **Click here** to find out your Chinese zodiac sign.

2011 was the Year of the Rabbit, and 2012 is the Year of the Dragon.

Some Popular Chinese New Year Superstitions

- Cleaning the house from top to bottom before New Year's Day is believed to bring good luck in the coming year.
- People open windows and/or doors to "let in" good luck.
- Leaving the lights on in the house overnight is believed to 'scare away' any evil ghosts and spirits.

- Some people believe that what happens on the first day of the Chinese New Year reflects the rest of the year to come. Chinese people will often gamble at the start of the year, hoping to obtain good luck and prosperity if they win.

Some Chinese New Year Traditions

- Visiting friends and relatives.
- Shopping for new clothes.
- Wearing red clothes.
- Having a haircut.
- Giving children money in 'lucky' red envelopes (Hong Bao).
- Setting off fireworks.
- Eating sweets to ensure a "sweet" year.

The Chinese New Year is sometimes called...?

- A. The Firework Festival
- B. The Winter Festival
- C. The Lunar New Year
- D. The Moonar New Year

Which of these is not a Chinese New Year tradition?

- A. cleaning the house
- B. visiting friends and relatives
- C. letting off fireworks
- D. wearing blue clothes

Christmas

Christmas which is celebrated on December 25th is an important Christian holiday. The origin of the word "Christmas" comes from "Christ" and the "Holy.Mass" . It is believed that the day commemorates the birth of Jesus Christ although a lot of people doubt that the Day corresponds to the actual date of his birth. In spite of its Christian origin, Christmas is also celebrated by a lot of non Christian countries and the celebration includes a lot of non religious customs. People exchange gifts and greeting cards. Homes are decorated with Christmas trees, light and garlands. Dinners are planned with special food and all the families gather to have a lot of fun.

A central imaginary figure in Christmas is Father Christmas, also called Santa Claus. He is believed to fly on his sleigh bringing gifts for children .

Christmas is also an opportunity for economic growth. It has become an important period for business activity. Shops make a lot of profit and a lot of countries realized this economic impact.

Source: [Wikipedia](#)

Comprehension

1. Christmas celebration is on
 - a. December 24,
 - b. December 25,
 - c. December 26.

2. Jesus Christ's Date of birth
 - a. is on December 25th.
 - b. We are not sure about the exact date.

3. Santa Claus comes
 - a. on foot
 - b. on a flying sleigh

Easter

- Easter is a joyful spring festival which celebrates the rebirth of Jesus. Christians and many other people around the world celebrate Easter every year. This year, Easter is on Sunday, 8 April 2012.
- At Easter, Christian people go to special church services and sing religious songs called hymns.
- Other spring traditions are also celebrated at Easter. In the UK, many people give chocolate Easter eggs to children at Easter. Some people also send Easter cards to friends and relatives.

- **Question 1:** When is Easter celebrated?
- **Answer:** In the [?].
- **Question 2:** Who celebrates Easter?
- **Answer:** [?], and many other people around the world.
- **Question 3:** What do Christians celebrate at Easter?
- **Answer:** The rebirth of .
- **Question 4:** What do people give to children at Easter?
- **Answer:** [?] Easter eggs
- **Question 5:** What do people sometimes send at Easter?

Japanese Emperor's Birthday



December 23 - Japanese Emperor's Birthday

Interviewer : Hi, Keiko. What national holidays do you have in Japan?

Keiko : Hi. On December 23rd, people celebrate the Emperor's Birthday. This is a national holiday in Japan. It is a special day for all of us.

Interviewer : How do people celebrate this day?

Keiko : Many people visit the Imperial Palace in Tokyo. They wish the Emperor good health and a long life. The Emperor and the Imperial family members greet the visitors on the balcony of the palace.

Interviewer : Are you going to celebrate the next national holiday?

Keiko : Sure.

Interviewer : What are your plans? What are you going to do?

Keiko : As usual, for the next celebration, we are going to go to the Imperial Palace in

— Tokyo. We are going to celebrate the Emperor's birthday and wish him good health and a long life. He is going to appear on the balcony and greet us.

Questions

1. When do Japanese celebrate The Emperor's Birthday?
2. How do Japanese celebrate it?
3. Is Keiko going to celebrate it?
4. What are Keiko's plans?

Halloween

WHERE DOES HALLOWEEN COME FROM?



We celebrate Halloween every year on October 31st. Where does the holiday come from?

The holiday originally comes from a people called the Celts. The Celts lived in Europe more than 2000 years ago. On November 1st they celebrated the end of summer. They thought ghosts visited the living on October 31st. They dressed up like ghosts so the spirits would not harm them.

Today, many countries still remember the dead on November 1st. It is called All Saints Day. Another name for it is All Hallow's Day. The day before, October 31st, is called All Hallow's Eve, or Halloween for short.

Halloween is an old tradition in Ireland and Scotland. In those countries, people dressed up and carried lanterns made of turnips. When people moved from Ireland and Scotland to the United States, they started using pumpkins. This is where the jack-o'-lantern comes from.

They also had a tradition of giving food to the spirits. Later, they gave the food to poor people. This is where trick-or-treating comes from.

Halloween has changed a lot since its origins. New people have brought new traditions, and changed the old ones. What do you think Halloween will be like in another two thousand years?

Answer the questions about *WHERE DOES HALLOWEEN COME FROM?*

1. What is this story about?
 - a. Trick-or-treating.
 - b. Ireland and Scotland.
 - c. Ghosts.
 - d. Where the Halloween tradition comes from.

2. When did the Celts live in Europe?
 - a. 20 years ago.
 - b. 200 years ago.
 - c. More than 2000 years ago.
 - d. More than 2,000,000 years ago.

3. Who did the Celts think visited the living on October 31st?
 - a. Their relatives.
 - b. Spirits of the dead.
 - c. Poor people.
 - d. Irish people.

4. Why did the Celts dress in costumes?
 - a. It is fun.
 - b. To go trick-or-treating.
 - c. So spirits would not hurt them.
 - d. To scare poor people.

Ramadan

Ramadan is the ninth month of the Islamic calendar. It is the Islamic month of fasting, in which participating Muslims refrain from eating, drinking from dawn until sunset. Ramadan had been the name of the ninth month in Arabian culture long before the arrival of Islam. In the Qur'an it is said that "fasting has been written down (as obligatory) upon you, as it was upon those before you" which is a reference to the Jewish practice of fasting on Yom Kippur. Fasting is meant to teach the Muslim patience, modesty and spirituality.

Ramadan is a time for Muslims to fast for the sake of God and to offer more prayer than usual. During Ramadan, Muslims ask forgiveness for past sins, pray for guidance and help in refraining from everyday evils, and try to purify themselves through self-restraint and good deeds.

As compared to the solar calendar, the dates of Ramadan vary, moving backwards about ten days each year as it is a moving holiday depending on the moon. Ramadan was the month in which the first verses of the Qur'an were said to be revealed to the Islamic Prophet Muhammad. That was during a night that Muslims call *Laylat al-Qadr* (the night of decree or measures.) The night is believed to be one of the 10 last days of the month.

Ramadan ends with *Eid ul-Fitr* on the first of Shawwal, with much celebration and feasting.

Source: [Wikipedia](#)

Comprehension

1. Ramadan was introduced after Islam had appeared.
 - a. True
 - b. False
2. Ramadan comes on a fixed date every year.
 - a. True
 - b. False
3. In Ramadan Muslims don't fast all day long.
 - a. True
 - b. False
4. Muslims believe that the Qur'an was revealed during the first nights of Ramadan.
 - a. True
 - b. False

St. Patrick's Day

THE LEGEND OF ST. PATRICK

1. Maewyn was a young Christian who lived in Scotland. When he was sixteen, he was captured by Irish pirates. The pirates sold him as a slave.

2. The Irish were not Christians. After six years working for an Irish master, Maewyn was able to run away and leave Ireland. He vowed he would come back to Ireland some day and teach the Christian religion to the Irish people.

3. Maewyn became a priest in the Christian church. Later he became a bishop. In the year 431, the Pope gave him the name Patricius (Patrick). The Pope sent him to Ireland. "Take Christianity to Ireland," said the Pope.

4. Patrick went into each town in Ireland. A man walked in front of him, beating on drums. The drums announced that Patrick was coming into the town.



5. Patrick was very brave. He faced many dangers. The Irish threw stones at him. They put him into prison. But he got out. And he never gave up.

6. He taught people about Jesus Christ. The people became Christians. He baptized them. He started schools and churches.

7. An important idea of Christianity is that there are three parts of God in one: the Father, the Son, and the Holy Spirit. The Irish people could not understand how three could be the same as one. So Patrick used the shamrock to help them understand. With the three leaves of the shamrock, he showed how the three parts made up the whole.



8. Patrick worked in Ireland for forty years. He died on March 17, 493. Many years later, the church made him a Saint.

9. There are many legends of miracles that St. Patrick did. He healed sick people. Some legends tell that he healed dead people too. One story tells that he made snow burn. Another story tells that St. Patrick chased all the snakes out of Ireland by beating on his drum. There are no snakes in Ireland today.



Questions

1. Maewyn was a _____. (young Christian boy, Irish pirate)
2. He was captured by _____. (Christians, pirates)
3. He vowed he would bring the Christian religion to _____.
(the Pope, Ireland)
4. The Pope gave Maewyn the name _____. (Patrick, Jesus)
5. A man beat on a _____ as Patrick walked into each
town. (drum, snake)
6. He taught the Irish about _____. (Jesus Christ, pirates)
7. He used the _____ to explain that the three parts of God are
one. (shamrock, snow)
8. There are no _____ in Ireland today. (people, snakes)

Thanksgiving Day

THE "FIRST" THANKSGIVING



A legendary Thanksgiving celebration was held in 1621. The terrible winter of the previous year had been difficult for the Pilgrims. Many of the Pilgrims had died because of illness and lack of shelter. The Thanksgiving celebration was held after the Pilgrims had their first *harvest*—after they had gathered their first crops.

The writings of the Pilgrims tell us that about 140 people attended the three-day celebration. Ninety of the people were Wampanoag men. About 50 people were Pilgrims. Only four of the Pilgrims at the party were women. The feast was held outside because the Pilgrims did not have a building large enough to hold so many people.

The Pilgrims were thankful for the harvest and for the help of the Wampanoag in teaching them to grow crops in America. Without their help, the Pilgrims would have had little to eat. The menu for the first Thanksgiving included *venison*, or deer meat, and *fowl*, which included ducks, geese, and turkeys. Sea bass, cod fish, cornmeal, fruits and vegetables were also served.

Games were played, and singing and dancing were also part of the celebration. Praises were given to God for the harvest and for the Pilgrims that survived the harsh winter.

Thanksgiving in America is now celebrated on the fourth Thursday in November. Families prepare a meal similar to the meal prepared by the Pilgrims and Wampanoag 400 years ago. It is a time for counting the blessings we have received during the year and for spending time with family and friends.

Questions

The Pilgrims and Wampanoag celebrated their Thanksgiving _____.

- a. in Texas
- b. after the harvest
- c. in the spring
- d. on December 25th

Which of the following was on the menu at the first Thanksgiving?

- a. vegetables
- b. cornmeal
- c. fruit
- d. all of these

How many people attended the Thanksgiving celebration in 1621?

- a. forty
- b. ninety
- c. one hundred ten
- d. one hundred forty

Which of the following is NOT true?

- a. Many Pilgrims died during the harsh winter.
- b. The Wampanoag taught the Pilgrims to grow crops.
- c. Seventeen women attended the first Thanksgiving.
- d. The Pilgrims were thankful for their harvest.

Why was the Thanksgiving celebration held in 1621?

- a. to give thanks for their many blessings
- b. because everybody was hungry
- c. to have a cooking contest
- d. so the Pilgrims could invite their friends to their new homes

When do we celebrate Thanksgiving in the United States?

- a. second Tuesday in August
- b. first Monday in April
- c. third Wednesday in March
- d. fourth Thursday in Nov.

Resources for reading passages

<http://www.esolcourses.com/content/topics/190109/1901091.html> chinese new year

http://www.myenglishpages.com/site_php_files/reading_christmas.php#Uyxpavl_uS
o christmas

http://www.abcteach.com/free/r/rc_elementary_halloween_origins.pdf halloween

<https://www.teachervision.com/reading-comprehension/printable/9724.html> st
patricks

http://www.abcteach.com/free/r/rc_firstthanksgiving_elemupper_a.pdf thanksgiving

Appendix 5

Screenshots of Festival Videos for the 5th Grades



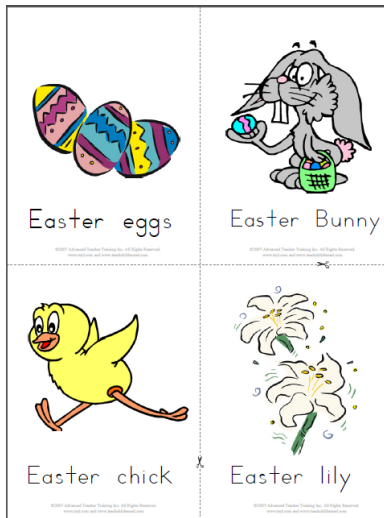
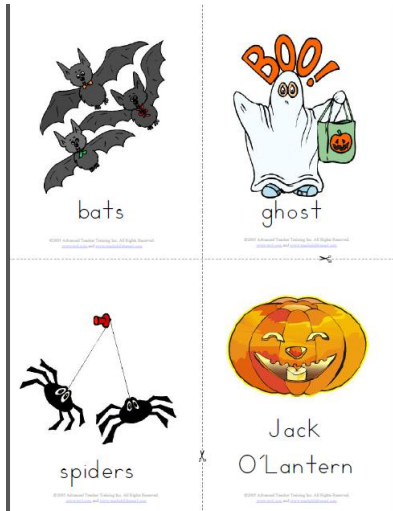






Appendix 6

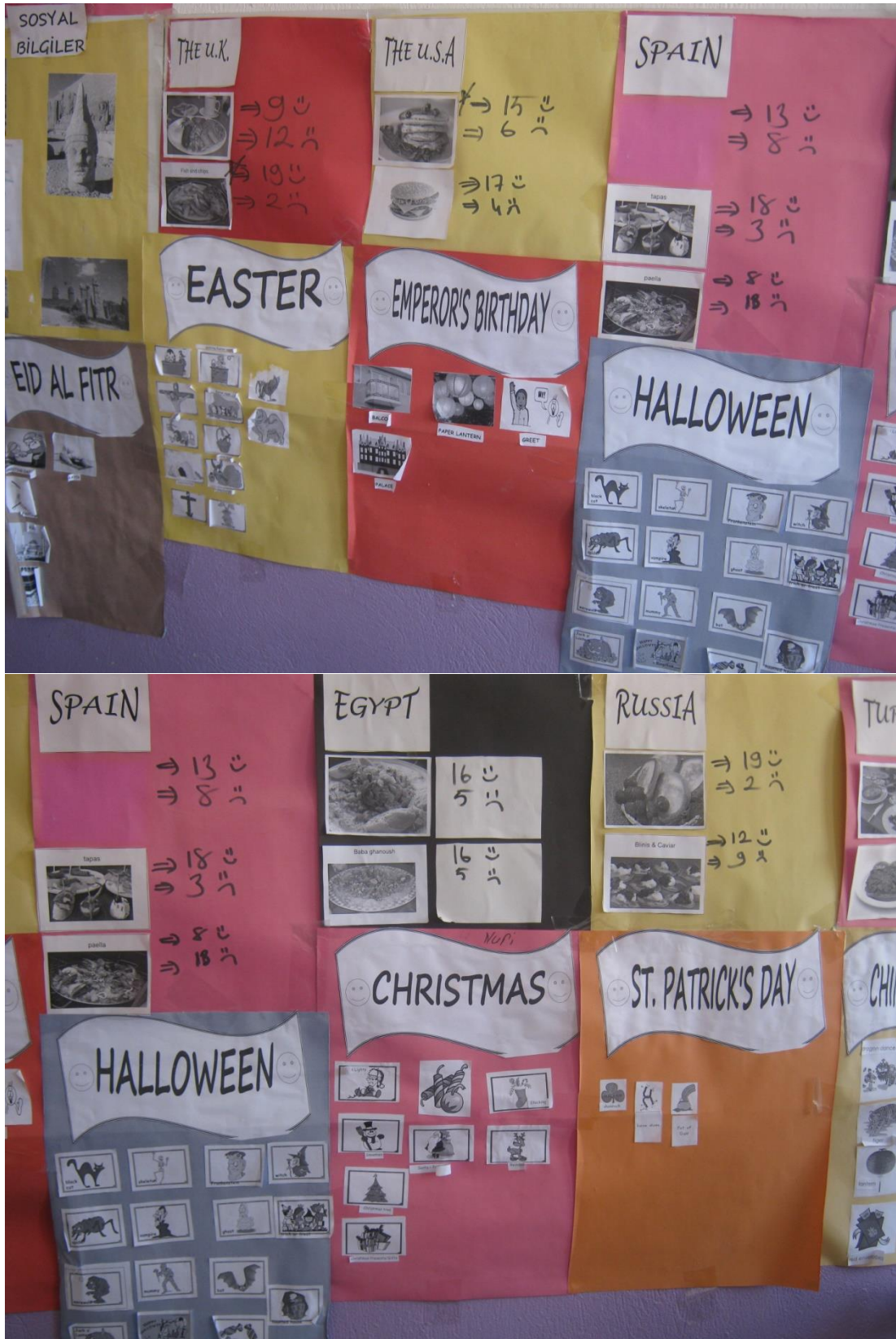
Sample Flashcards

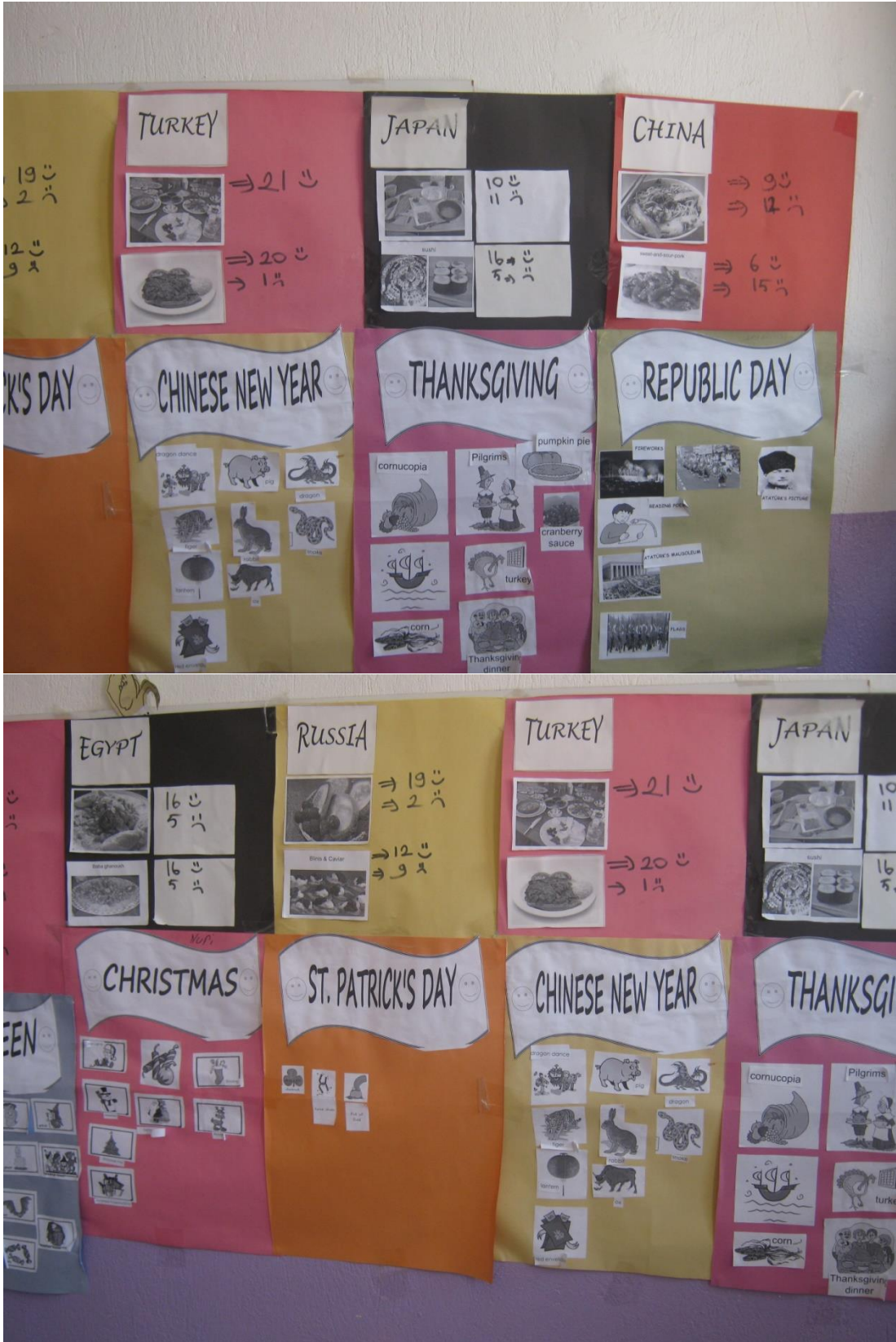


Flashcards are retrieved from www.teyl.com

Appendix 7

Some photos of Classroom Posters





ÖZGEÇMİŞ

Adı Soyadı : Seyran ÖZTÜRK

Doğum Yeri : Turgutlu

Doğum Yılı : 1986

Medeni Hâli : Bekar

EĞİTİM VE AKADEMİK BİLGİLER

Lisans 2005-2009 : Muğla Üniversitesi İngilizce Öğretmenliği Bölümü

Yabancı Dil : İngilizce, Almanca, Fransızca

MESLEKİ BİLGİLER

2009- : MEB İngilizce Öğretmenliği